



Symphony Learning Trust

Aspiration. Innovation. Excellence.

Orchard Community Primary School



Core Strategic Plan 2025/26

Received by LGB	Draft: July 2025 Final document with data: September 2025
Received by Trustees	

Contents	Page Number
Symphony Learning Trust Key Objectives	3
Staff responsibilities	4-5
Long term (3 years) Overall Focuses	6-10
Review of priorities for previous year	11-12
Headline Results	13
Key Priorities for the new academic year Priority 1 - Further develop approaches to the teaching and learning of Spelling & Handwriting so that the transferal of transcriptional skills across the curriculum is more precise. Priority 2 – Refine pedagogy and provision for our most academically vulnerable pupils so that mechanisms to support knowledge and understanding are continually developed, which in turn, help to achieve higher standards. Priority 3 – Reduce the persistent absence of all children, but especially Disadvantaged children (SEND/PP), so that they make a more tangible contribution to the school through improved attendance and engagement.	14-20
Staff Professional Development Plan (CPD)	21
Governance Review / Development Plan	22

Staff Responsibilities

Leadership Team						
Fiona Shields Head teacher	Hayley Webster SENDCO (SEN Allowance)	Rachel Daft School Business Manager	Thomasin McGravie EYFS Leader (TLR2)	Charlotte Brown UKS2 Leader (TLR2)	Lauren Farrar UKS2 Leader (TLR2) & Deputy SENDCO	Emma Wood KS1 Leader (TLR3)
- Strategic Direction & SEF - Standards & Progress - Leader of Teaching & Learning (Pedagogy) - Curriculum Development - English Lead: Reading & T4W - Core Strategic Plan - Finance, H&S & HR - DSL - CPD Lead & Wellbeing Lead - Behaviour Management 1 - Attendance - Appraisal - PR, Marketing, Communications - Governance - LAC Designated Teacher - British Values & SMSC - ECT Tutor - Enrichment/Extra-Curricular - Induction – Staff - MDS Line Manager - Assessment Strategy	- Teaching, standards and progress (SEND & W/E pupils) - Teacher and Support Staff SEND CPD - SEND parent liaison - Pastoral support - Appraisal - Monitoring the planning and implementation of interventions in LKS2 & KS1 - Behaviour Management 2 - ECT Mentor	- Strategic Direction - HR - General Finance & Procurement - Premises - EVC - Risk Assessments - Health & Safety - Wraparound Care & Lettings - Deputy DSL - Appraisal: Office Staff & Premises Officer - Charities & Business Initiatives - Bids & Grants - Clerk to Governors - Induction - Volunteers - Relish Liaison	- Reception curriculum, standards and progress - Leader of Teaching & Learning (EYFS Pedagogy) - Phonics & Early Reading & Language Lead - Art Lead - Reception Phase Leader - Appraisal - Pre-school liaison - Teacher Training Mentor	- Y6 Assessment Strategy - Leader of Teaching & Learning (Maths Pedagogy) - Yr6 & 7 transition lead - Appraisal - RQT mentor	- Teaching, standards and progress (SEND & W/E pupils) - Appraisal - Monitoring the planning and implementation of interventions in UKS2 - English Lead: Reading, Spelling, Handwriting & Oracy - RQT mentor - Pupil Premium Lead - Behaviour Management 2	- Enrichment, Cultural Capital & Character Education Leader - Anti-Bullying Leader - Music Leader - Teacher Training Mentor & ECT Mentor
Subject / area responsibilities 2025-26						
Subject / Area	Staff Name	Governor Link	Other			
EYFS	Thomasin McGravie	Jessica Saffell				
Art	Thomasin McGravie	Jessica Saffell				
DT	Fiona Shields	Brett Irving	Forest School			
PSHE	Isabel Parker	Sue Shearman				
Computing	Katie Sheldon	Josh Wicks				
RE	Hannah Tisdell	Rachel Bunney	Sports Leadership Team; Happy Lunchtimes Lead			
English & Phonics	Fiona Shields, Lauren Farrar & Thomasin McGravie	Fran Brown & Melinda Kaur				
SEND (EAL, LAC and Young Carers) Governors	Hayley Webster & Lauren Farrar	Rob Butler				
Music	Emma Wood	Rachel Bunney				
Science	Jessica Hudspith	Brett Irving				
Geography	Laura Chapman	Jessica Saffell				
History	Mandy Cotterill	Melinda Kaur				
French	Eve Walters	Rob Butler				
Maths	Charlotte Brown	Melinda Kaur & Josh Wicks				
PE	Tim Caldwell	Fran Brown	Sports Grant Strategy Statement			
Forest School	Katie Sheldon, Lisa Astle & Kat Kucharska	Rob Butler				

Leadership Hubs 25-26

Humanities Hub SLT Lead: Fiona Shields	STEM Hub SLT Lead: Charlotte Brown	Arts Hub SLT Lead: Thomasin McGravie	Physical & Personal Development SLT Lead: Hayley Caldwell	English & Languages SLT Lead: Fiona Shields
History – Mandy Cotterill	DT – Fiona Shields	Art – Thomasin McGravie	PE – Tim Caldwell	English Leadership Team – Fiona Shields (Reading & Writing), Lauren Farrar (Reading, Spelling, Handwriting & Oracy)
Geography – Laura Chapman	Science – Jessica Hudspith	Music – Emma Wood	Enrichment, Cultural Capital & Character Education – Emma Wood	Early Reading & Phonics – Thomasin McGravie
RE – Hannah Tisdell	Maths – Charlotte Brown		PSHE – Isabel Parker	French – Eve Walters
	Computing – Katie Sheldon		SEND & Inclusion – Hayley Webster & Lauren Farrar	
			Forest School - Katie Sheldon, Lisa Astle & Kat Kucharska	

Long Term Development Plan

Focus Area	2025/26	2026/27	2027/28
1. Leadership and Management (including governance)	- The Headteacher and SLT are able to support other schools within the Trust. - Well-developed and established distributive leadership is <i>further</i> developed, particularly for UPS1 staff, to secure outstanding standards of teaching, learning and achievement across the whole school. - New SLT structure - Increase the scope of, and opportunities for, using class visits and peer to peer coaching to secure professional growth and share good practice, thereby enabling a more self-regulating process for providing effective collaboration, personal reflection and professional growth. - Further extend collaborative working by developing broader links with Trust schools and other local schools to share best practice and facilitate delivery of Core Plan. - Greater pro-activeness with regard to seeking out additional funding sources and deploying such funding to improve the school. - Financial review to ensure that we operate an effective financial strategy ensuring long term viability, the ability to invest in current resources (staffing and physical) and alternative sources of funding. - The new school website meets all statutory requirements. - Recruitment of new governors to strengthen expertise (in response to skills audit) - The school meets all data protection requirements. - The governing body ensure that all statutory duties are met for the year. - The demand for children to join our school increases from 24/25.	- The Headteacher and SLT are able to support other schools both within the Trust, and county-wide. - Well-developed and established distributive leadership is embedded to secure outstanding standards of teaching, learning and achievement across the whole school. - More middle leaders take on qualifications such as NPQSL. - Continue to develop peer coaching to move the quality of teaching further towards outstanding 50%. - Governors have a clear policy to succession planning for both school staff and effectively implement the school's strategic plan for serving the current and future pupil community. - School business management remains highly effective in ensuring that leaders can focus on improving the quality of Teaching & Learning. - The school website meets all statutory requirements. - The school meets all data protection requirements. - Review of governance to ensure that we are developing an outstanding governing body with the requisite skills to provide challenge and support and guide the direction of the school in collaboration with the senior team. - The governing body ensure that all statutory duties are met for the year.	- Maintain an outstanding senior leadership team, ensuring effective succession planning, and an outstanding governing body with the requisite skills to provide challenge and support and guide the direction of the school in collaboration with the senior team. - School has capacity to support other vulnerable schools. - There are clear career paths within school with teachers moving into senior roles as other staff develop. - Develop peer coaching to move the quality of teaching from good to outstanding 64%. - Governors produce a Sustainability Plan for the school. - The school website meets all statutory requirements. - The school meets all data protection requirements. - The governing body ensure that all statutory duties are met for the year.

2. Teaching and Learning	• 100% of teaching and learning over time is never less than good • Develop peer coaching to move the quality of outstanding practice in relation to Reading, Writing and Maths to 42% (6/14 teachers) • Further develop staff skills in catering effectively for a wide range of pupil needs, particularly those with SEND and the more-able • Achieve OFSTED targets re: the application of transcriptional skills. • Maths: Develop the Maths curriculum further to ensure that children's mathematical reasoning matches their attainment in number fluency • Embed Apple Classroom to guide learning, share work, and manage student devices. • STEM: Pupils gain an understanding of technology and engineering through contacts with local technology and engineering firms. • Introduce Forest School. Assessment and Needs Analysis; Planning and Goal Setting; Training and Staff Development; Implementation and Delivery; Observe, Adapt, and Review: Regularly monitor student progress, adapt activities as needed, and reflect on the program's effectiveness. • Embed the teaching of substantive and disciplinary concepts in Science, Geography & History in Cycle B Learning Adventures • A rich and creative curriculum with links to sustainability, outdoor and global education meets the needs of all. • Continued focus on reduced workload: feedback and data collection. • Refine teaching strategies/pedagogy for our most academically vulnerable pupils so that staff more effectively assist these children in their understanding of the key knowledge being taught, in turn, helping them to achieve higher standards. • Reflect on lesson design, especially for our most academically vulnerable pupils so that scaffolding more effectively assists these children in their understanding of the key knowledge being taught, in turn, helping them to achieve higher standards.	• 100% of teaching and learning over time is never less than good • As a result of peer coaching, the proportion of outstanding practice in relation to Reading, Writing and Maths increases to 50%-57% (7/14 or 8/14 teachers) • Lesson observations show that the quality of challenge is high across all classes, leading to rapid and sustained improvement for all pupils, especially the more able, bottom 20% and SEND. • Embed OFSTED targets re. transcription by ensuring that the basic knowledge of writing transcription becomes standard so that the transferral of skills across the curriculum is highly successful. • Apple Classroom and other new technologies are fully embedded into practice. • Embed Forest School: evaluation & improvement. • Further develop teaching strategies/pedagogy for our most academically vulnerable pupils. • Book scrutiny shows that pupils are appropriately challenged and make at least good progress. • Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result	• 100% of teaching and learning over time is never less than good. • As a result of peer coaching, the proportion of outstanding practice in relation to Reading, Writing and Maths increases to 64% (9/14 teachers). • Pupils' achievement in STEM (Science, Technology, Engineering & Maths) subjects, as evidenced by teacher assessment, work scrutiny etc. shows a greater depth of understanding than expected in the National Curriculum. • Book scrutiny shows that pupils are appropriately challenged and make at least good progress. • Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result
--	---	--	--

3. Standards in Core subjects	• KS1 and KS2 EXS+ at least in line with the national average for Reading, Writing and Maths. • GDS to be in line with the national average for Reading, Writing and Maths. • KS2 progress scores above 0 in Reading, Writing and Maths. • KS2 combined Reading, Writing and Maths to be at least in line with the national average. • Phonics Screening % pass to remain above the national average. • Science at KS1 and KS2 EXS in line with the national average. • Across all year groups, 85% of pupils in each class make expected/good progress in Reading, Writing and Maths • Across all year groups, 10% of pupils in each class exceed the expectations for good progress. • In Y1, 3, 4 & 5, at least 68% of all children within the cohort are working at combined age related expectations for Reading, Writing and Maths. • Increase the average score and % of pupils achieving 20/25 in the Y4 Multiplication Tables Check.	• KS1 and KS2 EXS+ above the national average for Reading, Writing and Maths (aspirational target +5%) • GDS in KS1 and KS2 to be above the national average for Reading, Writing and Maths (aspirational target +2%) • KS2 Progress scores above 0 in Reading, Writing and Maths. • KS2 combined Reading, Writing and Maths above the national average • Phonics Screening % pass to remain above the national average • Science at KS1 and KS2 EXS above the national average • Across all year groups, 85% of pupils in each class make expected/good progress in Reading, Writing and Maths • Across all year groups, 12% of pupils in each class exceed the expectations for good progress i.e. more than 6 steps. • In Y1, 3, 4 & 5, at least 70% of all children within the cohort are working at combined age related expectations for Reading, Writing and Maths.	• KS1 and KS2 EXS+ above the national average for Reading, Writing and Maths • GDS in KS1 and KS2 to be above the national average for Reading, Writing and Maths • KS2 Progress scores more significantly above 0 in Reading, Writing and Maths. • KS2 combined Reading, Writing and Maths above the national average • Phonics Screening % pass to remain above the national average • Science at KS1 and KS2 EXS above the national average • Across all year groups, 88% of pupils in each class make expected/good progress in Reading, Writing and Maths • Across all year groups, 15% of pupils in each class exceed the expectations for good progress i.e. more than 6 steps. • In Y1, 3, 4 & 5, at least 75% of all children within the cohort are working at combined age related expectations for Reading, Writing and Maths.
4. Standards in other subjects	• At least 80% of pupils in all year groups working at EXS+ in every foundation subject. • At least 20% of pupils working at GDS in the majority of foundation subjects.	• At least 82% of pupils in all year groups working at EXS+ every foundation subject. • At least 21% of pupils working at GDS in all foundation subjects.	• At least 84% of pupils in all year groups working at EXS+ every foundation subject. • At least 22% of pupils working at GDS in all foundation subjects.
5. Standards in EYFS	• Good Level of Development to be above the national average. • At least 15% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline. • At least 15% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs from their baseline.	• Good Level of Development to be at least 2% above national. • At least 16.5% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline. • At least 16.5% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs from their baseline.	• Good Level of Development to be at least 3% above national. • At least 18% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline. • At least 28% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs from their baseline.
6. Progress of different groups of learners	• 82% of learners within each group (Boys, Girls, SEN, EAL, PPG) make at least expected progress on average for Reading, Writing and Maths. • Evidence that SEND interventions are of a high quality and make an impact on pupil progress. 80% of SEN pupils make at least 'expected' progress in RWM. • At least 3% more pupils than the previous year are EXS in each year group in Reading, Writing and Maths • To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading (Progress of PP in Reading, Writing and Maths to be no less than -0.1) • At least 3% more PP pupils than the previous year are EXS+ in each year group in Reading, Writing and Maths. • At least 63% of Summer born children in Reception achieve a GLD. • Improve progress and attainment in Writing for boys, by ensuring that the curriculum effectively meets their needs and interests and that their attitudes to writing remain consistently positive.	• 84% of learners within each group (Boys, Girls, SEN, EAL, PPG) make at least expected progress on average for Reading, Writing and Maths. • Evidence that SEND interventions are of a high quality and make an impact on pupil progress. 84% of SEN pupils make at least 'expected' progress in RWM. • At least 4% more pupils than the previous year are EXS in each year group in Reading, Writing and Maths. • To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading (Progress of PP in Reading, Writing and Maths to be no less than 0). • At least 3.5% more PP pupils than the previous year are EXS+ in each year group in Reading, Writing and Maths. • At least 65% of Summer born children in Reception achieve a GLD. • Summer born children in the reporting years perform in line with all pupils in Reading, Writing and Maths. • Pupils with SEN increase their standardised scores by at least 2.5 points compared to the end of the previous year	• 85% of learners within each group (Boys, Girls, SEN, EAL, PPG) make at least expected progress on average for Reading, Writing and Maths. • Evidence that SEND interventions are of a high quality and make an impact on pupil progress. 88% of SEN pupils make at least 'expected' progress in RWM. • At least 5% more pupils than the previous year are EXS in each year group in Reading, Writing and Maths • To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading (Progress of PP in Reading, Writing and Maths to be no less than 0). • At least 4% more PP pupils than the previous year are EXS+ in each year group in Reading, Writing and Maths • At least 70% of Summer born children in Reception achieve a GLD • Summer born children in the reporting years perform in line with all pupils in Reading, Writing and Maths. • Pupils with SEN increase their standardised scores by at least 2.8 points compared to the end of the previous year.

	• Improve outcomes for lower attaining, SEND and Watchful Eye pupils in R, W, M so that 10% move from working below to at least OT-. • Improve progress and attainment in Maths for girls in lower average groups especially through the further development of reasoning skills and highly effective application of number facts and calculations, both written and mental. • Summer born children in the reporting years perform in line with all pupils in Reading, Writing and Maths. • Pupils with SEN increase their standardised scores by at least 2 points compared to the end of the previous year.		
7. Behaviour	• Zero permanent exclusions (of children who have been at the school for more than 1 year). • No more than 7 days in total of fixed term suspensions (not including children who joined the school in the last year). • Behaviour for learning judged to be at least good in 100% of learning walks and lesson observations. • Continue to set high moral and ethical standards to ensure that all our pupils become responsible individuals at school and within the community and to provide an environment which is free from bullying and in which students demonstrate impeccable behaviour inside and outside the classroom. • Pupils consistently demonstrate highly positive attitudes and commitment to their education, shown in the pride they take with their handwriting and presentation.	• Zero permanent exclusions (of children who have been at the school for more than 1 year). • No more than 5 days in total of fixed term exclusions (not including children who joined the school in the last year). • Behaviour for learning judged to be at least good in 100% of learning walks and lesson observations. • Continue to set high moral and ethical standards to ensure that all our pupils become responsible individuals at school and within the community and to provide an environment which is free from bullying and in which students demonstrate impeccable behaviour inside and outside the classroom.	• Zero permanent exclusions (of children who have been at the school for more than 1 year). • No more than 3 days in total of fixed term exclusions (not including children who joined the school in the last year). • Behaviour for learning judged to be at least good in 100% of learning walks and lesson observations. • Continue to set high moral and ethical standards to ensure that all our pupils become responsible individuals at school and within the community and to provide an environment which is free from bullying and in which students demonstrate impeccable behaviour inside and outside the classroom.
8. Attendance	• Average attendance of all pupils at least 96% (outstanding). • Average attendance of disadvantaged pupils at least 93.5% (good). • Raise attendance of each pupil classed as a persistent absentee by 1%. • Reduce the persistent absence of Disadvantaged children (SEND/PP) so that they make a more tangible contribution to the school through improved attendance	• Average attendance of all pupils at least 96.5% (outstanding). • Average attendance of disadvantaged pupils at least 93.8% (good). • Raise attendance of each pupil classed as a persistent absentee by 1.5%.	• Average attendance of all pupils at least 97% (outstanding). • Average attendance of disadvantaged pupils at least 94.0% (good). • Raise attendance of each pupil classed as a persistent absentee by 2%.
9. Inclusion	• The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2 • At least 66% of PP pupils achieve combined in KS2 (excluding SEN PP pupils) • Deepen children's understanding of what Protected Characteristics are and how they affect life. • There is a strong take-up by Disadvantaged pupils (including those with SEND), of the opportunities provided by the school so that they consistently benefit.	• The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2 • At least 66.5% of PP pupils achieve combined in KS2 (excluding SEN PP pupils)	• The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2 • At least 67% of PP pupils achieve combined in KS2 (excluding SEN PP pupils)
10. Safeguarding	• Annual Safeguarding Audit identifies that the school meets all statutory duties. • Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding. • Implementation of any outcomes of the audit.	• Annual Safeguarding Audit identifies that the school meets all statutory duties. • Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding. • Implementation of any outcomes of the audit.	• Annual Safeguarding Audit identifies that the school meets all statutory duties. • Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding. • Implementation of any outcomes of the audit.

11. Health	• 2 hours per week of PE lessons for all children. • At least 78% of Year 6 children will be able to swim 25m. • Embed the use of Sports Ambassadors to run lunchtime sports activities for all pupils on a daily basis. • Further develop Happy Lunchtime provision to ensure pupils' social development is nurtured and learning opportunities maximised. • At least 72% of children in each key stage participate in a lunchtime or after school extra-curricular club/activity. • At least 62% of PP children in each key stage participate in a lunchtime or after school extra-curricular club/activity • Ensure that cross-community sporting events remain 'high' on the school's agenda as a way of promoting 'good citizenship' (respect, tolerance, politeness, understanding of self and others...) and to ensure physical and mental well-being is effectively promoted through Curriculum PE and PSHE. • Fully immerse pupils in the school values and support children in becoming 'citizens of good by further embedding Character Education initiatives across the whole school. • The school will re-apply for its Platinum Sports Award. • Continue to extend the school's mental health strategy to support children and parents in developing good mental health habits from YR-Y6. • Enhance the Character Education program so that strategies are introduced that enable pupils to actively support the well-being of other pupils.	• 2 hours per week of PE lessons for all children. • At least 79% of Year 6 children will be able to swim 25m. • At least 75% of children in each key stage participate in a lunchtime or after school extra-curricular club/activity. • At least 65% of PP children in each key stage participate in a lunchtime or after school extra-curricular club/activity. • Enhance the physical learning environment through a revised programme of refurbishment i.e. Wellbeing Garden. • Embed whole school emotional health and wellbeing practice by providing further opportunities for pupils to keep themselves mentally and physically healthy (i.e. additional ELSA, across schools Counsellor). • The school will maintain its Platinum Sports Award. • Further enhance high standards in safeguarding by reviewing provision for teaching about e-safety within school.	• 2 hours per week of PE lessons for all children. • At least 80% of Year 6 children will be able to swim 25m. • At least 80% of children in each key stage participate in a lunchtime or after school extra-curricular club/activity. • At least 70% of PP children in each key stage participate in a lunchtime or after school extra-curricular club/activity. • Embed whole school emotional health and wellbeing practice by providing further opportunities for pupils to keep themselves mentally and physically healthy (i.e. Mental First Aid for Children, outdoor quiet areas. • The school will maintain its Platinum Sports Award.
12. Parents and the Wider Community	• 95% of Y1-6 parents will download the Class Dojo communication app. • 95% of EYFS parents will download the Tapestry communication app. • At least 90% of parents will attend parents' evenings • 85% of disadvantaged families will attend parents' evenings • Increase the engagement of hard to reach parents/ carers in children's learning, so that they impact on pupil progress. • SLT to lead at least x1 core skills/information workshops for parents (Phonics, Y2/6 SATS, Maths, Reading, SEND drop ins etc.) • Parents will be invited to attend a celebration event at least once per term in all year groups. • Each year group will engage at least x2 parent volunteers to support with reading, specialist activities and celebrations. • The school takes part in visits to St Edward's Church and other local places of worship in the immediate and wider community. • PTA (Parents and Teacher Association) organise at least 6 events during the year. • The school's Food Bank continues to be run by Y5/6 School Council Members. • The SBM secures donations from local businesses for x3 fundraising events annually.	• 95% of Y1-6 parents will download the Class Dojo communication app. • 95% of EYFS parents will download the Tapestry communication app. • 90%+ of parents will attend parents' evenings. • 85% of disadvantaged families will attend parents' evenings. • SLT to lead at least x1 core skills/information workshops for parents (Phonics, Y2/6 SATS, Maths, Reading, SEND drop ins etc.) • Parents will be invited to attend a celebration event at least once per term in all year groups. • Each year group will engage at least x2 parent volunteers to support with reading, specialist activities and celebrations. • PTA (Parents and Teacher Association) organise at least 6 events during the year. • The school takes part in visits to St Edward's Church and other local places of worship in the immediate and wider community. • The school's Food Bank continues to be run by Y5/6 School Council Members. • The SBM secures donations from local businesses for x3 fundraising events annually.	• 95% of Y1-6 parents will download the Class Dojo communication app. • 95% of EYFS parents will download the Tapestry communication app. • 90%+ of parents will attend parents' evenings • 85% of disadvantaged families will attend parents' evenings. • SLT to lead at least x1 core skills/information workshops for parents (Phonics, Y2/6 SATS, Maths, Reading, SEND drop ins etc.) • Parents will be invited to attend a celebration event at least once per term in all year groups. • Each year group will engage at least x2 parent volunteers to support with reading, specialist activities and celebrations. • PTA (Parents and Teacher Association) organise at least 6 events during the year. • The school takes part in visits to St Edward's Church and other local places of worship in the immediate and wider community. • The school's Food Bank continues to be run by Y5/6 School Council Members. • The SBM secures donations from local businesses for x3 fundraising events annually.

	- The school's marketing tools expand as per the school's Marketing Strategy - Audit, consult and plan for further grounds development (KS1).		
13. British Values	- Each British Value is covered in detail every half-term through a whole school assembly. - British Values are covered as per RE and PSHE STP. - The School Council and other Leadership Teams will promote the key British Values in their work. - Development of our curriculum offer to ensure that children understand and value the diverse communities within Derby, UK and the world. - Provide new opportunities for pupils to actively contribute to community initiatives and activities and have a positive impact. - Consider applying for the Rights Respecting Schools Bronze Award. - Curriculum implementation provides opportunities for children to campaign for positive changes locally and nationally.	- Each British Value is covered in detail every half-term through a whole school assembly. - British Values are covered as per RE and PSHE STP. - Further development of our curriculum offer to ensure that children understand and value the diverse communities within Derby, UK and the world. - Pupils actively contribute to community initiatives and activities and have a positive impact. - Consider applying for the Rights Respecting Schools Silver Award.	- Each British Value is covered in detail every half-term through a whole school assembly. - Review British Values within our curriculum to ensure that it enhances children's commitment to fundamental values of democracy, rule of law, liberty and respect; how these have changed through time and how these should be extended. - Provide further opportunities for pupils to actively contribute to community initiatives and activities and have a positive impact.
14. Staff CPD	- Through the annual appraisal process, each member of staff has a programme of internal and external CPD devised specifically for their role, or linked to the Core Plan. - Every member of staff can identify at least 3 CPD activities they have undertaken during the year, and can describe the impact of this training on their professional development and practice. - Increase the scope of, and opportunities for, using internal peer to peer coaching to secure professional growth and share good practice, enabling a more self-regulating process for providing effective collaboration, personal reflection and professional growth. - SENDCOs and other senior leaders to specifically further develop staff skills in catering effectively for a wide range of pupil needs, particularly those with SEND and the more-able. - Collaboration – secure high quality CPD and professional learning through our new membership within Symphony Trust in order to maintain, and secure, a skilled workforce. - Increase professional development opportunities for senior leaders through further commissions for School To School Support. - Teachers who manage foundation subjects become experts in their field and support local cluster schools in Leicestershire and other schools outside of the Trust. - An effective teacher learning community drives CPD and continually enhances the skills of all staff and raises pupil standards.	- Through the annual appraisal process, each member of staff has a programme of internal and external CPD devised specifically for their role, or linked to the Core Plan. - Every member of staff can identify at least 4 CPD activities they have undertaken during the year, and can describe the impact of this training on their professional development and practice. - Increase sustainability by extending collaborative working - explore further education partnerships within and beyond the Trust which offer the school challenge, support and facilitate the core plan. - Increase professional development opportunities for senior leaders through further commissions for School to School Support.	- Through the annual appraisal process, each member of staff has a programme of internal and external CPD devised specifically for their role, or linked to the Core Plan. - Every member of staff can identify at least 5 CPD activities they have undertaken during the year, and can describe the impact of this training on their professional development and practice. - School supports support local cluster schools in Leicestershire and other schools outside of the Trust.

Review of Priorities for 2024/25

What did we want to improve?	What did success look like and what was its impact?	Next Steps?																																																																																																																																																									
Priority 1 - To fully embed last year's developments in writing, with an increased focus on narrowing the attainment gap re: gender within specific cohorts and between disadvantaged and non-disadvantaged pupils across all cohorts.	Y6 SATS Attainment & Progress: <table><tr><th></th><th>Overall %</th><th>Disadvantaged %</th></tr><tr><td>KS2 Combined EXS and above</td><td>82.2</td><td>57.1</td></tr><tr><td>Writing EXS and above</td><td>84.40</td><td>57.1</td></tr><tr><td>GAPS EXS and above</td><td>95.6</td><td>100</td></tr></table> <table><tr><th></th><th>Overall %</th><th>Disadvantaged %</th></tr><tr><td>KS2 Combined GDS</td><td>2.20%</td><td>0</td></tr><tr><td>Writing GDS</td><td>2.20</td><td>0</td></tr><tr><td>GAPS GDS</td><td>35.6</td><td>28.6</td></tr></table> Disadvantaged v Non-Disadvantaged <table><tr><th>Year Group/No</th><th>Reading Gap</th><th>Writing Gap</th><th>Maths Gap</th></tr><tr><td>Year 1 (5 children) 20% per child</td><td>-47.5%</td><td>-50%</td><td>-57.5%</td></tr><tr><td>Year 2 (2 children) 50% per child</td><td>-33.4%</td><td>-28.6%</td><td>+7.2%</td></tr><tr><td>Year 3 (5 Children) 10.6% per child</td><td>-16.2%</td><td>-66.7%</td><td>-28.1%</td></tr><tr><td>Year 4 (9 children) 19.1% per child</td><td>-25.5%</td><td>-42.4%</td><td>-17.6%</td></tr><tr><td>Year 5 (4 children) 9.1% per child</td><td>-37.5%</td><td>-20%</td><td>-10%</td></tr></table> <table><tr><th colspan="7">WRITING</th></tr><tr><th>Band</th><th>Y1</th><th>Y2</th><th>Y3</th><th>Y4</th><th>Y5</th><th>Y6</th></tr><tr><td>SB</td><td>2.2</td><td>0</td><td>21.3</td><td>8.5</td><td>9.1</td><td>2.2</td></tr><tr><td>B</td><td>13.3</td><td>22.7</td><td>19.1</td><td>12.8</td><td>22.7</td><td>13.3</td></tr><tr><td>OT-</td><td>31.1</td><td>25</td><td>29.8</td><td>10.6</td><td>20.5</td><td>28.9</td></tr><tr><td>OT</td><td>53.3</td><td>47.7</td><td>29.8</td><td>57.5</td><td>36.3</td><td>44.4</td></tr><tr><td>OT+</td><td>0</td><td>4.5</td><td>0</td><td>6.4</td><td>11.4</td><td>8.9</td></tr><tr><td>A</td><td>0</td><td>0</td><td>0</td><td>4.3</td><td>0</td><td>2.2</td></tr><tr><td colspan="7"></td></tr><tr><td>Below ARE</td><td>15.5</td><td>22.7</td><td>40.4</td><td>17.8</td><td>31.8</td><td>15.5</td></tr><tr><td>At ARE</td><td>84.4</td><td>75</td><td>59.6</td><td>74.5</td><td>68.2</td><td>82.2</td></tr><tr><td>Above ARE</td><td>0</td><td>0</td><td>0</td><td>4.3</td><td>0</td><td>2.2</td></tr><tr><td>Attainment (ARE): At+</td><td>84.4%</td><td>75%</td><td>59.6%</td><td>78.8%</td><td>68.2%</td><td>84.4%</td></tr><tr><td>Year End Progress Target: At +</td><td>95.5%</td><td>79.1%</td><td>60.9%</td><td>85.1%</td><td>88.3%</td><td>95.4%</td></tr><tr><td>Progress Target: Below</td><td>4.4%</td><td>20.9%</td><td>39.1%</td><td>14.9%</td><td>11.6%</td><td>4.5%</td></tr></table>		Overall %	Disadvantaged %	KS2 Combined EXS and above	82.2	57.1	Writing EXS and above	84.40	57.1	GAPS EXS and above	95.6	100		Overall %	Disadvantaged %	KS2 Combined GDS	2.20%	0	Writing GDS	2.20	0	GAPS GDS	35.6	28.6	Year Group/No	Reading Gap	Writing Gap	Maths Gap	Year 1 (5 children) 20% per child	-47.5%	-50%	-57.5%	Year 2 (2 children) 50% per child	-33.4%	-28.6%	+7.2%	Year 3 (5 Children) 10.6% per child	-16.2%	-66.7%	-28.1%	Year 4 (9 children) 19.1% per child	-25.5%	-42.4%	-17.6%	Year 5 (4 children) 9.1% per child	-37.5%	-20%	-10%	WRITING							Band	Y1	Y2	Y3	Y4	Y5	Y6	SB	2.2	0	21.3	8.5	9.1	2.2	B	13.3	22.7	19.1	12.8	22.7	13.3	OT-	31.1	25	29.8	10.6	20.5	28.9	OT	53.3	47.7	29.8	57.5	36.3	44.4	OT+	0	4.5	0	6.4	11.4	8.9	A	0	0	0	4.3	0	2.2								Below ARE	15.5	22.7	40.4	17.8	31.8	15.5	At ARE	84.4	75	59.6	74.5	68.2	82.2	Above ARE	0	0	0	4.3	0	2.2	Attainment (ARE): At+	84.4%	75%	59.6%	78.8%	68.2%	84.4%	Year End Progress Target: At +	95.5%	79.1%	60.9%	85.1%	88.3%	95.4%	Progress Target: Below	4.4%	20.9%	39.1%	14.9%	11.6%	4.5%	See new writing target, but in short: - The majority of learners are adequately prepared for the subsequent term, and year ahead, in relation to content, skills, knowledge, attitudes, and values. However, we still need to better address gaps in attainment for Disadvantaged pupils – SEND, those pupils in the Watchful Eye group and PP. - Children in these groups are not yet consistently demonstrating rapid AND accelerated progress from their starting points. How are other Symphony school closing the gaps rapidly? Visit schools to compare approaches. - Transcriptional skills need to be a key focus for improvement as children's spelling, punctuation and handwriting is not being transferred precisely enough. - Need to more closely measure the impact of specific interventions so that we can evaluate more specifically what is working and what is not. - Further develop real-life/purposeful contexts for writing.
	Overall %	Disadvantaged %																																																																																																																																																									
KS2 Combined EXS and above	82.2	57.1																																																																																																																																																									
Writing EXS and above	84.40	57.1																																																																																																																																																									
GAPS EXS and above	95.6	100																																																																																																																																																									
	Overall %	Disadvantaged %																																																																																																																																																									
KS2 Combined GDS	2.20%	0																																																																																																																																																									
Writing GDS	2.20	0																																																																																																																																																									
GAPS GDS	35.6	28.6																																																																																																																																																									
Year Group/No	Reading Gap	Writing Gap	Maths Gap																																																																																																																																																								
Year 1 (5 children) 20% per child	-47.5%	-50%	-57.5%																																																																																																																																																								
Year 2 (2 children) 50% per child	-33.4%	-28.6%	+7.2%																																																																																																																																																								
Year 3 (5 Children) 10.6% per child	-16.2%	-66.7%	-28.1%																																																																																																																																																								
Year 4 (9 children) 19.1% per child	-25.5%	-42.4%	-17.6%																																																																																																																																																								
Year 5 (4 children) 9.1% per child	-37.5%	-20%	-10%																																																																																																																																																								
WRITING																																																																																																																																																											
Band	Y1	Y2	Y3	Y4	Y5	Y6																																																																																																																																																					
SB	2.2	0	21.3	8.5	9.1	2.2																																																																																																																																																					
B	13.3	22.7	19.1	12.8	22.7	13.3																																																																																																																																																					
OT-	31.1	25	29.8	10.6	20.5	28.9																																																																																																																																																					
OT	53.3	47.7	29.8	57.5	36.3	44.4																																																																																																																																																					
OT+	0	4.5	0	6.4	11.4	8.9																																																																																																																																																					
A	0	0	0	4.3	0	2.2																																																																																																																																																					
Below ARE	15.5	22.7	40.4	17.8	31.8	15.5																																																																																																																																																					
At ARE	84.4	75	59.6	74.5	68.2	82.2																																																																																																																																																					
Above ARE	0	0	0	4.3	0	2.2																																																																																																																																																					
Attainment (ARE): At+	84.4%	75%	59.6%	78.8%	68.2%	84.4%																																																																																																																																																					
Year End Progress Target: At +	95.5%	79.1%	60.9%	85.1%	88.3%	95.4%																																																																																																																																																					
Progress Target: Below	4.4%	20.9%	39.1%	14.9%	11.6%	4.5%																																																																																																																																																					
Priority 2 – Develop the sequencing of knowledge, skills and vocabulary in all foundation subjects, but especially in Geography, Science, History, DT and Art so that children can make effective links between previous and current learning in	Phases have confidently improved previous Learning Adventures, ensuring that action points from the Headteacher's Curriculum Review have been acted upon to ensure that agreed knowledge, vocabulary and skills is strongly identified through short-term planning which is robust and reflects strong subject pedagogical understanding.	- Subject leaders could make learning sequence 'maps' for each subject covering what units/concepts/musicians/artists were learnt in which year group to jog pupils' memory so that chn can explicitly talk about what they learnt, and when. - Subjected leaders could finish compiling portfolios to show progression through a concept e.g. chronology.																																																																																																																																																									

order to 'know more, do more and remember more'.	• Key messages re: curriculum development/pedagogy have been well embedded. • Phase Overviews have enabled staff to ensure that key concepts for progression and continuity are spotlighted, with superfluous content omitted. • Pupils have been given more time to practice and apply their knowledge through the use of Knowledge Organiser quizzes/revisit activities to ensure revision of previous learning and to secure 'sticky knowledge'. Combined with 'The Big Question', this has also strengthened assessment in the foundation subjects. • As a result, and validated by OFSTED, the vast majority of children now know and remember more over time. We have more strongly developed the knowledge curriculum so that children are confident in recalling what they have previously learned, again, demonstrated during the inspection. • As well as building on previous learning, pupils are also making stronger connections both within and across the curriculum due to purposeful horizontal, vertical and diagonal links across subjects, but specifically the key driver: History, Geography & Science. • X2 subject leadership half days have been offered per half term, enabling subject leaders to undertake a wider range of monitoring activities than previously, including some insightful pupil voice surveys. • By increasing the number of visits/visitors/enrichment opps (i.e. live lessons to acknowledge national events) we have further strengthened cultural capital both through delivery of the STP and through the range of activities across the school year delivered by external agencies. • Newer published schemes, namely French, Music and PSHE have improved provision considerably and Art has been strongly developed as a result of specialist staff revising LT and STP. • We have most definitely improved the small number of subjects where leaders had not yet securely identified the vital knowledge that pupils needed to learn precisely enough. Understanding now builds very well. The curriculum is a lot more coherent and effectively devised and therefore these subjects now provide a much stronger basis for the development of substantive and disciplinary knowledge.	• Continue to embed the teaching of substantive and disciplinary concepts in Science, Geography & History in Cycle B Learning Adventures.
Priority 3 - Use evidenced-informed approaches to develop the art of teaching reading.	• The actual <i>teaching</i> of reading is stronger throughout the school because teachers' understanding of the art of teaching reading has improved. • There is clear progression in reading from KS1 to lower KS2 and lower KS2 to UKS2. • Children's reading is enhanced by the selection of rich texts for whole class reading and phonic texts to 'stretch and challenge' weaker readers, especially in KS1. • There is improvement in children's attitudes towards reading across the school as evidenced by pupil voice surveys. • An increased number of children read for pleasure and choose to access texts in the classroom book corners/lending libraries and/or in the engaging school library, which has been stocked with a significant number of new books.	• For each pupil in UKS2 to have a copy of the book. • In KS2, apply the strategy to poetry – quality texts but all are fictional. • Apply new oracy strategies e.g. use of statements for discussion as there is no ceiling on learning. • Plan for talk which enables chn to be imaginative and to think outside the box. • Need to develop summarizing skills. • Continue to deepen vocabulary. •

- Summer Term NTS data:

Year	1	2	3	4	5	AVERAGE
Overall						
Standardised Score	N/A	106 (101.5 & 102)	109 (95.5 & 84)	114 (102.8 & 109)	106 (106.6 & 105)	108.8 (101.6 & 102.5)
% EXS and above	N/A	81% (68.1% & 70%)	81% (63.1% & 52%)	94% (79.2% & 91%)	82% (79% & 75%)	
GDS		36%	23%	51%	29%	
At		45%	58%	45%	59%	
Working Towards		18%	19%	6%	18%	
Disadvantaged						
Standardised Score	N/A	98 (100.5 & 99)	93 (85.2 & 85)	107 (91.9 & 105)	105 (96.7 & 96)	100.8 (93.6 & 96.25)
% EXS and above	N/A	50% (50% & 50%)	60% (40% & 20%)	80% (55% & 66.7%)	50% (67% & 33.3%)	

- Phonics & YH6 SATS results Summer 2025

	Overall %	Disadvantaged %
Y1 Phonics	86.80	40.00

	Overall %	Disadvantaged %
Y6 SATS Reading EXS +	95.6	85.7

	Overall %	Disadvantaged %
Y6 SATS Reading GDS	60	57.1

- Sonar data Summer Term

READING						
Band	Y1	Y2	Y3	Y4	Y5	Y6
SB	2.2	0	10.6	8.5	0	2.2
B	13.3	18.2	14.9	4.3	15.9	2.2
OT-	17.7	9	17	8.5	15.9	26.7
OT	46.8	49.9	44.5	34.1	34.1	40
OT+	17.7	7	13	25.5	20.5	8.9
A	2.2	15.9	0	19.1	13.6	20
Below ARE	15.5	18.2	24.5	12.8	15.9	4.4
At ARE	82.2	65.9	74.5	68.1	70.5	75.6
Above ARE	2.2	15.9	0	19.1	11.1	20
Attainment (ARE): At+	84.4%	81.8%	74.5%	87.2%	81.6%	95.6%
Year End Progress Target: At +	86.7%	86%	69.6%	78.8%	83.7%	90.9%
Progress Target: Below	13.3%	14%	30.4%	21.3%	16.3%	9.1%

Headline Results

Key		Below NA		Approx. at NA		Above NA	
GLD		School	Difference from previous year	National	Difference (+/-)		
		81.8%	78.3 = +3.5	68%	+13.8%		
Phonics Screening Y1		School	Difference from previous year	National	Difference (+/-)		
		86.80%	97.8 = -11	80%	+6.8%		
KS2 SATs Reading		School	Difference from previous year	National	Difference (+/-)	Av scaled score 110 (NA 106)	Difference from previous year (+/-) 110.2 = -0.2
	EXP and ab	95.6%	92.2% = +3.4	75%	+20.6		
	Greater depth	60%	51% = +9	33%	+27		
KS2 SATs Writing		School	Difference from previous year	National	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and ab	84.4%	88.2% = -3.8	72%	+12.4		
	Greater depth	2.2%	25.5% = -23.3	13%	-10.8		
KS2 SATs Maths		School	Difference from previous year	National	Difference (+/-)	Av scaled score 106.2 (NA 105)	Difference from previous year (+/-) 107.4 = -1.2
	EXP and ab	93.3%	94.1% = -0.8	74%	+19.3		
	Greater depth	22.2	23.5% = -1.3	26%	-3.8		
KS2 SATs GPS		School	Difference from previous year	National	Difference (+/-)	Av scaled score 107.4 (NA 105)	Difference from previous year (+/-) 109.2 = -1.8
	EXP and ab	95.6%	90.2% = +5.4	73%	+22.6		
	Greater depth	35.6%	51% = -15.4	30%	+5.6%		
KS2 SATs Combined		School	Difference from previous year (+/-)	National	Difference (+/-)		
	EXP and ab	82.2%	88.2% = -6.0	62%	+20.2%		
	Greater depth	2.2%	9.8% = -7.6	8%	-5.8%		

Key Priorities for 2025-26

Priority 1	Priority 1 - Further develop approaches to the teaching and learning of Spelling & Handwriting so that the transferral of transcriptional skills across the curriculum is more precise.	Leader(s)	Fiona Shields & Lauren Farrar
-------------------	--	------------------	--

Start Date:	August 2025	Mid-Review:	February/March 2026	Evaluation Date:	July 2026
--------------------	-------------	--------------------	---------------------	-------------------------	-----------

What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers:	Pupils:	Attainment:																																																																																																									
- To narrow the attainment gap in writing across the school. - To provide increased opportunities for 1:1 or small group conferencing so that children can edit their written work with greater insight during DIRT - To upskill Support Staff re: transcriptional writing techniques so that they can support feedback and provide direction on how to edit work effectively. - To continue to improve letter formation (KS1) and in turn handwriting (KS2). - For staff to be confident in making instructional adjustments or "mid-course corrections" for individual pupils, such as increasing instructional time, reducing instructional group size, or shifting an instructional approach, to increase the rate of learning for pupils who might otherwise continue to make inadequate progress during the year. - Consistent spelling and handwriting strategy needed to align teacher expectations. - Pedagogical approaches need to develop. E.g. A lot of our Watchful Eye and SEND children need Writing to be taught in a very functional way, initially focusing on the non-negotiable key concepts, knowledge and skills that are the most important components for progression.	- The proportion of pupils meeting age expectations in Writing at the end of each year still falls below Maths and Reading in all year groups. - The writing attainment gap between SEND and PP with none SEND and PP isn't closing. - The interventions provided to writers working below ARE are not always sufficiently strong enough currently to increase their ability to meet significantly improved standards which accelerate their progress from respective baselines. - Slower graspers especially need to fully master the key learning objectives that must be understood before being able to start a new concept. They need a more structured approach to their writing lessons. - B&A to be firmly outstanding, presentation in books needs to be better so that ALL pupils, especially SEND and Disadvantaged, can be judged as taking pride in their work. It's about precision and 'sweating the small stuff'. - Pupils need clearer teacher modelling of handwriting. - Spelling application is not precise enough. Some KS1 pupils especially, do not consistently use core skills and knowledge from phonics in their written work - Punctuation. Some pupils do not consistently use core skills and knowledge in their written work. - Due to a lack of retention and application of 'the basics', some children are not demonstrating age-appropriate skills required for all elements of Writing. As such, not all learners are adequately prepared for the subsequent year in terms of content, skills and knowledge.	<table><tr><th colspan="7">WRITING</th></tr><tr><th>Band</th><th>Y1</th><th>Y2</th><th>Y3</th><th>Y4</th><th>Y5</th><th>Y6</th></tr><tr><td>SB</td><td>2.2</td><td>0</td><td>21.3</td><td>8.5</td><td>9.1</td><td>2.2</td></tr><tr><td>B</td><td>13.3</td><td>22.7</td><td>19.1</td><td>12.8</td><td>22.7</td><td>11.3</td></tr><tr><td>OT-</td><td>31.1</td><td>25</td><td>29.8</td><td>10.6</td><td>20.5</td><td>28.9</td></tr><tr><td>OT</td><td>53.3</td><td>47.7</td><td>29.8</td><td>57.5</td><td>36.3</td><td>44.4</td></tr><tr><td>OT+</td><td>0</td><td>4.5</td><td>0</td><td>6.4</td><td>11.4</td><td>8.9</td></tr><tr><td>A</td><td>0</td><td>0</td><td>0</td><td>4.3</td><td>0</td><td>2.2</td></tr><tr><td colspan="7"></td></tr><tr><td>Below ARE</td><td>15.5</td><td>22.7</td><td>40.4</td><td>17.8</td><td>31.8</td><td>15.5</td></tr><tr><td>At ARE</td><td>84.4</td><td>75</td><td>59.6</td><td>74.5</td><td>68.2</td><td>82.2</td></tr><tr><td>Above ARE</td><td>0</td><td>0</td><td>0</td><td>4.3</td><td>0</td><td>2.2</td></tr><tr><td>Attainment (ARE): At+</td><td>84.4%</td><td>75%</td><td>59.6%</td><td>78.8%</td><td>68.2%</td><td>84.4%</td></tr><tr><td>Year End Progress Target: At+</td><td>95.5%</td><td>79.1%</td><td>60.9%</td><td>85.1%</td><td>68.3%</td><td>95.4%</td></tr><tr><td>Progress Target: Below</td><td>4.4%</td><td>20.9%</td><td>39.1%</td><td>14.9%</td><td>11.6%</td><td>4.5%</td></tr></table>	WRITING							Band	Y1	Y2	Y3	Y4	Y5	Y6	SB	2.2	0	21.3	8.5	9.1	2.2	B	13.3	22.7	19.1	12.8	22.7	11.3	OT-	31.1	25	29.8	10.6	20.5	28.9	OT	53.3	47.7	29.8	57.5	36.3	44.4	OT+	0	4.5	0	6.4	11.4	8.9	A	0	0	0	4.3	0	2.2								Below ARE	15.5	22.7	40.4	17.8	31.8	15.5	At ARE	84.4	75	59.6	74.5	68.2	82.2	Above ARE	0	0	0	4.3	0	2.2	Attainment (ARE): At+	84.4%	75%	59.6%	78.8%	68.2%	84.4%	Year End Progress Target: At+	95.5%	79.1%	60.9%	85.1%	68.3%	95.4%	Progress Target: Below	4.4%	20.9%	39.1%	14.9%	11.6%	4.5%
WRITING																																																																																																											
Band	Y1	Y2	Y3	Y4	Y5	Y6																																																																																																					
SB	2.2	0	21.3	8.5	9.1	2.2																																																																																																					
B	13.3	22.7	19.1	12.8	22.7	11.3																																																																																																					
OT-	31.1	25	29.8	10.6	20.5	28.9																																																																																																					
OT	53.3	47.7	29.8	57.5	36.3	44.4																																																																																																					
OT+	0	4.5	0	6.4	11.4	8.9																																																																																																					
A	0	0	0	4.3	0	2.2																																																																																																					
Below ARE	15.5	22.7	40.4	17.8	31.8	15.5																																																																																																					
At ARE	84.4	75	59.6	74.5	68.2	82.2																																																																																																					
Above ARE	0	0	0	4.3	0	2.2																																																																																																					
Attainment (ARE): At+	84.4%	75%	59.6%	78.8%	68.2%	84.4%																																																																																																					
Year End Progress Target: At+	95.5%	79.1%	60.9%	85.1%	68.3%	95.4%																																																																																																					
Progress Target: Below	4.4%	20.9%	39.1%	14.9%	11.6%	4.5%																																																																																																					

Research Links	EEF, 'Improving Literacy in Key Stage 1', 2021, UKLA, 'UKLA Viewpoints: Spelling', Accessed 2023, Layout 1 (ukla.org) Ofsted writing review	
What we plan to do	Implementation Activities	Targeted Pupil Outcomes

• Run workshops to explore how to apply strategies identified from the Roades English Hub 'Spelling beyond Phonics' training session to spelling lessons. • Develop a spelling strategy document to secure alignment across the school. • Update the whole school progression grid for spelling to ensure a more cohesive approach from EYFS to Y6. • Ensure that KS1 and Y3 pupils use and apply their phonics knowledge more successfully when transferring to their writing so that their writing is more precise.	• Regular progress monitoring: Utilize formative assessments like weekly spelling tests or quick checks within writing to track individual student progress and adjust instruction accordingly. • Explicit phonics instruction: Observe EYFS and Y1 staff delivering a phonics lesson, and Y2-6 spelling lessons, to evaluate how sound-letter correspondences, blending, and segmenting skills, are being used within spelling. • Pedagogy: Spelling patterns and rules: Focus on teaching common spelling patterns and rules, including morphology (word parts) and etymology (word origins) to help students decode and spell unfamiliar words. • Pedagogy: Having provided all staff with training on the teaching of SSP in 24-25, explore more closely its application to spelling. Roades Hub 'Spelling Beyond Phonics' training session – apply advocated strategies from booklet compile by FS as a result of this training e.g. dictation in phonics. • In KS1, link the spelling sequence to the phonemes taught in Jolly Phonics AND to handwriting patterns so that there is extra reinforcement. • All staff to pick up more on words that chn should be able to spell phonetically, as well as CEW and HFW in KS1. Need to see errors in 'basic' spelling addressed = improvements over time. Shouldn't be letting accessible spellings go ignored. • Implement strategies to address the issue of why pupils in KS1 misspell words in their writing when they've already been taught those words or phonics patterns – FS to produce a strategies booklet with ideas. • Multisensory strategies: Ensure staff incorporate multi-sensory activities to reinforce spelling patterns (e.g., word walls, spelling games, finger spelling). • Differentiated instruction: Provide targeted support for struggling students through small group interventions, while challenging advanced learners with more complex spelling patterns and vocabulary. • Word study: Dedicate regular time for explicit word study activities including analyzing word parts, identifying patterns, and practicing spelling strategies. • Writing opportunities: Encourage frequent writing activities where students can apply their spelling knowledge in meaningful contexts, with opportunities for self-editing and feedback. • Vocabulary development: Integrate vocabulary instruction with spelling lessons to build students' understanding of word meanings and usage. • Home-School Connection: Parent education - Offer workshops or materials to educate parents on effective spelling strategies • Collaboration: Foster collaboration among teachers to share best practices and ensure consistency across grade levels.	• Senior Leaders are confident and can evidence that the teaching of spelling is consistently taught effectively across the school.
--	---	---

Handwriting • Ensure that pupils consistently demonstrate highly positive attitudes and commitment to their education, shown in the pride they take with their handwriting and presentation . • EYFS & Y1 to focus on fluent and accurate letter formation; Y2 the development of joined handwriting during the Summer Term; Y3 developing a fluent, joined handwriting style; Y4 securing a fluent, joined handwriting style; Y5/6 applying a fluent, joined handwriting style.	• CPD: Staff Meeting – Pen Pals progression. Provide training on the teaching of handwriting, including seating position, grip, correct letter formation, joins, and the importance of fluency. • MER - Observe the delivery of handwriting lessons in Y1-4 and the application of handwriting in Y5&6. Feedback from observations identify areas for development. • Scaffolding: Implement greater support for SEND pupils. E.g. joins written in book to copy rather than looking up at the board. • Teacher Expectations: Ensure that high teaching standards exist across all classes: need to insist on 100% precision in lessons – shouldn't be letting anything go. We should be seeking "perfection" – letters should be formed properly AND errors picked up by an adult. High standards throughout the curriculum – staff should not be accepting a poor standard of handwriting in LAD work i.e. chn need to see the link between what they are learning in handwriting lessons and apply this correctly across the curriculum. • Resources: additional activity bank for interventions; pens for children with different grips; flipcharts with lines; visualisers & ipad stand. Introduce polishing books across the whole school	• Senior Leaders are confident and can evidence that the teaching of handwriting is consistently taught <u>and applied effectively</u> across the school. • Successful delivery of handwriting lessons, with staff demonstrating the application of effective handwriting instruction. • Improved standards in written presentation in all children's work. • Pupils consistently demonstrate highly positive attitudes and commitment to their education, shown in the pride they take with their handwriting and presentation
AFL • Further develop self and peer-assessment techniques in order to help pupils to develop the ability to better evaluate/assess, clarifying their own ideas and understanding of both the learning intention and the assessment criteria.	• Live marking with the children/peer and self-mark during the lesson so that pupils can monitor their own progress and make improvements/corrections 'at the point of learning'. • <u>Embed</u> formal feedback through group and 1:1 conferencing sessions at the 'Editing Station' to better help close the learning gap and move pupils forward in their understanding. • <u>Embed</u> DIRT Time: pupils are given opportunities to reflect on their own work, on what they have learned and how they have learned throughout the lesson and during a specific DIRT session, to make explicit the links between what they have learned and the success criteria. • <u>Embed</u> feedback strategies through the 'next steps' approach: effective suggestions for improvement act as 'scaffolding',	• Pupils build stronger connections between prior and current learning. • Lesson observations and book looks show that teachers have a good grasp of the needs of lower attaining writers especially, and the delivery of writing lessons is appropriate for meeting these needs.
Writing for a purpose • Purposeful Cross Curricular Writing Opportunities - A range of learning experiences are planned to enable pupil to apply writing techniques linked to the broader curriculum; children are able to revisit genres that they have covered in Literacy and use them again in the context of another subject.	• Training re: greater attention to detail required re: transcriptional skills. Every writing opportunity should reinforce the basics. Explore 'writing' scaffolding strategies for SEND i.e. sentence strip to model how to accurately compose a question posed (on a whiteboard) in a Geography lesson. No excuse for forgetting punctuation if scaffolds are there. • Revisit the none-negotiables for each year group to ensure that in EYFS and KS1, the foundations for early writing are exceptionally firm. • Teacher expectations & reminders re; standards transferred in History, Geography etc.	• Pupils will showcase more precise spelling and punctuation in their writing. •

Implementation – tailoring the writing curriculum to secure stronger progress - Teachers to embed the effective pedagogical approaches identified in 24-25. E.g. ensure key Scaffolding Strategies are well embedded this year for Shared Writing (Scribing); Shared Writing (supported composition); Modelled Writing (Demonstration); Guided Writing; Independent Writing. - Children to be given increased opportunities to write in all year groups with frequent short writes across the week. - Ensure that lessons include a range of effective pedagogical strategies to secure stronger transcription: Intervention through guided writing sessions that are identified to address specific learning needs with groups of children. - Assessment criteria for feedback, self and peer assessments - Re: grammar/transcriptional skills, changes to grouping as required – fluid scaffolding strategies - Built-in DIRT/review time, 1:1 and small group guided conference sessions for explicit formative assessment opportunities - Visualizer annotations to pupils' work as a means of modelling the editing process etc.	- Phase strategy meetings throughout the year to review WWW/EBIs. - Support staff in planning and delivering a series of lessons that integrate the teaching of spelling, handwriting, and punctuation across the curriculum. Observe staff delivering these integrated lessons. Feedback from observations identify areas for development. - Staff CPD to be built in to the academic year, specifically looking at strategies to improve transcription. Peer to Peer classroom visits and support work/modelled lessons. - Robust monitoring of the updated English LTP for each phase – cross reference STP with LTP and MTP - Writing Moderation – cluster and in-house - Robust data analysis and PDM to discuss writing issues - SLT to ensure that advocated strategies developed in 24-25, as well as Rosenshine's pedagogy and year group 'priorities' continue to be consistently implemented in Writing lessons	- Teachers will have a secure understanding of the principles of teaching writing transcription skills, including spelling, handwriting, and punctuation. - Staff will be able to effectively plan and deliver integrated lessons that transfer these skills across the curriculum, ensuring that pupils' writing fluency and accuracy are consistently high. This will have a positive impact on pupils' overall writing attainment and progress, as they are able to focus on the content and composition of their writing, rather than being hindered by basic transcription errors. - At least good progress for the majority of each cohort during the academic year 25/26 85%+ target across the school for progress.
Interventions Embed the use of intervention strategies to target deficiencies in the attainment of sentence and word level objectives/GPS.	- Pre-teach and Post teach spelling interventions based on astute AFL. - Handwriting interventions	Pre & post intervention checks show progress and enable lower attaining pupils to secure accelerated progress.

Impact Statement

By successfully implementing these objectives, Orchard Primary School will develop a whole-school approach to the teaching and learning of spelling and handwriting. Pupils will benefit from a structured, progressive curriculum that explicitly teaches key spelling patterns and rules, as well as a consistent approach to the development of fluent, legible handwriting. The consistent application of these transcriptional skills across the curriculum will enable pupils to transfer their learning to all areas of their work, leading to improved outcomes and greater confidence in their written communication. This will contribute to the school's overall vision of providing a broad, engaging education where all children can reach their full potential.

Activity	Subject Leadership Release Time	CPD	Resources	Writing Moderation Meetings
Cost	HLTA costs for leadership cover (£3700)	National College Online (1k subscription); do in-house training and via visits to other schools and free webinars Jason Wade CPD via webinars for spelling (also look into rainbow Grammar)	Jolly Phonics subscription	£0

Priority 2	Priority 2 – Refine pedagogy and provision for our most academically vulnerable pupils so that mechanisms to support knowledge and understanding are continually developed, which in turn, help to achieve higher standards.	Leader(s)	Hayley Webster, Lauren Farrar & Fiona Shields
-------------------	---	------------------	---

Start Date:	August 2025	Mid-Review:	February/March 2026	Evaluation Date:	July 2026
--------------------	-------------	--------------------	---------------------	-------------------------	-----------

What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers: - Approaches to scaffolding and differentiation can vary between teachers - staff need to more effectively assist these children in their understanding of the key knowledge being taught, in turn, helping them to achieve higher standards. - We need to remove any barriers that slow achievement within a lesson down. - We need greater consistency and precision across classes in the pedagogical strategies chosen, especially for SEND and Disadvantaged pupils, as there are times when a small number of these pupils miss some important opportunities to practice and rehearse. Staff need to pre-empt what SEND chn may find more challenging and scaffold/remove potential barriers.	Pupils: - Some pupils are not always picked up re: 'scooping up and satelliting strategies' and therefore they may sit and wait for help, instructions, or further explanation. - Some pupils are not always given the scaffolding or differentiation needed for them to make as strong a progress as they can. - Pupil seating arrangements and classroom layout sometimes add an additional barrier to learning i.e. children having to turn round to see the board. - To support our most vulnerable pupils and raise standards, we must continuously refine our pedagogy and provision, focusing on developing robust mechanisms for knowledge and understanding, such as differentiated instruction, personalized learning, and targeted interventions.
--	--

What we plan to do	Research Links	Implementation Activities	Targeted Pupil Outcomes
Physical Barriers - Reflect on classroom layout, especially for our most academically vulnerable pupils so that they are more effectively assisted in their understanding of the key knowledge being taught, in turn, helping them to achieve higher standards	Effective SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges A guide for senior leaders in education settings Ask Research; DFE & Coventry University	- Conduct a thorough assessment of the academic needs of disadvantaged pupils re: room layout for SEND chn. E.g. Staff to view their classroom and the implementation of the curriculum from the eyes of a SEND child. - Review classroom and furniture layouts. E.g. Positioning of the whiteboard so chn can see without turning around, flip chart, arrangement of tables (i.e. row, horseshoe, block...), teachers blocking view when writing on the board, SEND chn placed at the edge of the room etc. Using whiteboards and washing lines around the classroom as working walls so that we can move children with SEND to the working wall, or chn see more clearly around the different areas. E.g. IWB at the front; flip chart to the side, washing line to the other side. - Classroom layout – review where adults sit; groupwork done as a 'we do' rather than guide one pupil in a row, then the next, then the next etc.	Detailed academic needs assessment completed for all disadvantaged pupils

Lesson Design - Reflect on lesson design, especially for our most academically vulnerable pupils so that scaffolding more effectively assists these children in their understanding of the key knowledge being taught, in turn, helping them to achieve higher standards	EEF Report: Special Educational Needs in Mainstream Schools Create a positive learning environment for pupils with SEN	• Lesson planning for pupils with SEND: audit (The Key). HC to use this tool with teachers in order to get an overview of a teacher's strengths and areas for improvement, or to examine a phase and the strengths and development areas of their specific year group, around designing their lesson plans to take into account pupils with SEND. • Using results from the above, HC to then provide further strategies and/or training as appropriate during the 2024-25 academic year.	• Improved progress and attainment for SEND and disadvantaged pupils • Reduced gaps between these groups and their peers • All teaching staff demonstrate improved understanding and application of scaffolding and differentiation strategies • Lesson observations show increased use of effective strategies
Refine Pedagogy - Refine teaching strategies/pedagogy for our most academically vulnerable pupils so that staff more effectively assist these children in their understanding of the key knowledge being taught, in turn, helping them to achieve higher standards	EEF PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION Guidance Report EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND	• Refine and strengthen the following current pedagogical strategies for pupils who struggle more with their learning so that they are more purposeful and effective: - Reflect on Differentiated Instruction: Tailor instruction to better meet individual student needs, providing varied learning experiences and support. - <i>Conduct a thorough audit of current scaffolding and differentiation practises across the school.</i> - <i>Provide targeted training for all teaching staff on effective scaffolding and differentiation strategies, with a focus on supporting SEND and disadvantaged pupils.</i> - <i>Implement a system of peer-to-peer coaching and lesson study, focusing on the effective use of scaffolding and differentiation strategies.</i> - <i>Develop a bank of high-quality, differentiated resources and exemplar lesson plans to support teachers in planning and delivering lessons that meet the needs of all pupils.</i> - Personalized Learning: Where not already done so, create customized learning paths based on student strengths, weaknesses, and learning styles. - Targeted Interventions: Implement specific interventions to address identified gaps in knowledge and skills. - <i>Closely monitor the progress of SEND and disadvantaged pupils, and provide targeted interventions and additional support where needed.</i> - Incorporate more Active Learning Strategies: Engage students in hands-on activities, discussions, and collaborative projects to promote deeper understanding. - Utilize Technology more effectively: Leverage technology to provide access to resources, personalize learning, and facilitate communication. - the use of guided groups to scoop up SEND/Disadvantaged chn directly after teacher input to reinforce key teaching points	• 80% of disadvantaged pupils receiving targeted interventions make progress in line with their peers • 90% of staff report increased confidence in supporting the academic progress of disadvantaged pupils

		- Scaffolding methods & resources, especially prompts for accurate sentence work in other curriculum areas. E.g. reminders for punctuation when writing questions. - <i>Develop a bank of high-quality, scaffolded resources and exemplar lesson plans to support teachers in planning and delivering lessons that meet the needs of all pupils.</i> - how we 'scoop up and satellite' in relation to SEND and LA children so that children do not sit and wait for help, instructions, or further explanation • Reflect on the role of Support Staff re: satelliting and scooping during a) teacher delivery and b) during the lesson. • August CPD – SEND focus; whole school approach • Update and then re-circulate the 'Effective Deployment of Support Staff' document produced originally by FS and circulated in the academic year 2023-24. • Whole-School SEND and PP Support: Staff training on effective teaching strategies for SEND and PP pupils. • Collaborative planning and review of SEND and PP pupil support Engage with parents/carers of SEND and disadvantaged pupils to better understand their needs and involve them in the support process.	• 80% of parents/carers engaged and supporting their child's academic progress
--	--	---	--

Impact Statement

By implementing this comprehensive action plan, the school will refine its pedagogy and provision for the most academically vulnerable pupils, including those with SEND and those from disadvantaged backgrounds.

The targeted professional development for all staff, the establishment of robust progress review processes, the creation of a resource bank, and the structured monitoring of interventions will ensure that teaching strategies are consistently effective in supporting these pupils to overcome barriers to learning and achieve higher standards.

The increased engagement with parents/carers will also help to ensure that the school's provision is tailored to the individual needs of each pupil.

As a result, the school will see a measurable improvement in the progress and attainment of its most academically vulnerable pupils, helping them to reach their full potential.

Activity	Staff Meeting/INSET/CPD	Subject Leadership Time	Resources
Cost	Do in-house/via visits to schools /NCO webinars Training materials, external expertise (if required) £250	HLTA Costs to cover staff for Pupil Progress meetings (£3700)	Resources £350

Priority 3	Priority 3 – Reduce the persistent absence of all children, but especially Disadvantaged children (SEND/PP), so that they make a more tangible contribution to the school through improved attendance and engagement.	Leader(s)	Fiona Shields, Office Staff; Rachel Daft, Michelle Farrar & Laura Thompson.
-------------------	--	------------------	---

Start Date:	August 2025	Mid-Review:	February/March 2026	Evaluation Date:	July 2026
--------------------	-------------	--------------------	---------------------	-------------------------	-----------

What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers:	Pupils:
- The number of SEND & PP Persistent Absent pupils needs to be reduced. - Attendance for SEND and PP overall needs to be brought more in line with none PP attendance.	- The number of SEND & PP Persistent Absent pupils needs to be reduced. - Attendance for SEND and PP overall needs to be brought more in line with none PP attendance.

What we plan to do	Research Links	Implementation Activities	Targeted Pupil Outcomes
Improve attendance for vulnerable groups/individuals Reduce the number of SEND & PP Persistent Absent pupils; bring attendance for SEND & PP overall more in line with none SEND & PP attendance.	Thrive Blog – January 2025 'What is driving pupil absence in our schools? New research on school attendance' Durrington Research School 'The Evidence Base Behind Attendance Interventions' 'An evidence-based plan for improving school attendance' – Child of the North DFE Working Together to Improve School Attendance – updated August 2024	- From our current school Staff, assign a designated Attendance Liaison Leader to work with the Headteacher to support SEND & PP families with attendance issues. Re: this role, Attendance Monitoring and Support: Weekly attendance monitoring and analysis to identify trends and target support; attendance clinics and meetings with parents of PA pupils - Collaboration with external agencies (e.g. social services) to address barriers - Continue to implement our current range of attendance strategies, but with greater targeting of PP/SEND: - Use PP funding to allocate additional staff to classes where a meet and greet is essential, and there are higher numbers of vulnerable pupils e.g. those with EBSA or ABSA. - The Headteacher is the designated Attendance Lead but work closely with the SENDCOs and the office staff. Effectively have an Attendance Team therefore. - Ensure that we communicate our concise Attendance Policy with procedures clearly outlined. - Pastoral staff training on attendance strategies and family engagement	Improving Attendance and Engagement for Disadvantaged Pupils Objective 1: Increase the attendance of disadvantaged pupils (SEND/PP) by 5% by the end of the academic year. - Short-term: Reduction in the number of SEND and PP pupils classified as PA. Improved attendance rates for SEND and PP pupils. - Higher figures secured by the end the 25-26 academic year as a result of a new 'Attendance Strategy' and the role of the Attendance Liaison Lead to specifically target PA for SEND and PP children - Improved Pupil Outcomes: Increased access to learning and educational opportunities for SEND and PP pupils. - Whole-School Benefits: Stronger home-school partnerships and engagement with families. More consistent and effective attendance monitoring and support systems. - Positive impact on overall school attendance and performance. - Medium-term: Narrowing of the attendance gap between disadvantaged/SEND pupils and their peers - Long-term: Sustained improvement in attendance rates for all pupils, with no significant gaps

	Education Development Trust – 'Improving school attendance by fostering a sense of community belonging'	• Analyse attendance data to identify patterns and trends for disadvantaged pupils. Use data analysis - utilise attendance data, analysing patterns and trends to target attendance and punctuality improvement across pupil cohorts or individual pupils, to reduce persistent or severe absence from school. - Monitor and analyse attendance data every half-term – classes; year groups; groups; individuals with attendance below 90%. Also monitor and analyse code analysis – include annotations of the reasons for absences. - Gathering intelligence – look at the data alongside intelligence (knowing the family, knowing the make-up of the family and how certain factors may be impacting on attendance). - Review the data and take action as necessary • Intervention & Prioritisation - Based on the data, prioritise where we need to immediately focus our efforts. - Implement targeted support and interventions for disadvantaged pupils with poor attendance - Regularly monitor and review attendance data, adjusting interventions as needed • Enhance communication with parents/carers of SEND & disadvantaged pupils to understand barriers to attendance • Review and update Attendance Strategy to ensure that we have robust systems to address issues of poor attendance • SEND & EBSA: Continue to use a bespoke approach to tackling individual cases of EBSA, ABSA and persistent or severe absence. • CPD: Provide training for all staff on strategies to improve attendance and engagement of disadvantaged pupils • Targeted Attendance Interventions: - Early identification and support for pupils at risk of PA - Tailored attendance action plans for SEND and PP pupils - Robust systems for first-day absence follow-up and home visits - Incentives and rewards to promote good attendance	• Detailed attendance analysis report completed • Attendance of targeted pupils increases by 3% • 80% of parents/carers engaged and barriers identified • 90% of staff report increased confidence in supporting disadvantaged pupils • Attendance of disadvantaged pupils increases by 5% by the end of the academic year
--	--	---	--

Engagement To encourage regular school attendance, and to engage and enthuse, ensure that there is a strong take-up by Disadvantaged & SEND pupils of the opportunities specifically offered to them and provided by the school so that they consistently benefit.		- Use termly PP enrichment tracker and/or conduct a survey to understand the current levels of engagement and participation of disadvantaged pupils - Develop and implement a programme of extracurricular activities and clubs targeted at disadvantaged pupils - Having collated wider opportunities data for disadvantaged pupils, make SEND & PP recruitment a key focus regarding clubs, leadership roles in school, being chosen to represent the school in out of school events etc. - vulnerable groups need to be more significantly represented. - Establish pupil leadership teams with a focus on improving the experiences of disadvantaged pupils - Monitor and review the impact of engagement initiatives, adjusting as needed (continue to monitor representation termly – add % to the tracker) - Provide training for all staff on strategies to promote the inclusion and engagement of disadvantaged pupils in the classroom and wider school life	Increase the engagement and participation of disadvantaged pupils (SEND/PP) in school life by 20% by the end of the academic year. Increased representation by the end of the academic year 25-26 with an upward trajectory for the next three years - Baseline data on pupil engagement and participation established 80% of disadvantaged pupils participate in at least one extracurricular activity 90% of staff report increased confidence in supporting the engagement of disadvantaged pupils - Pupil leadership teams formed and meeting regularly, including a re-vamped School Council - Enhanced well-being and social integration for SEND and PP pupils. - Engagement and participation of disadvantaged pupils increases by 20% by the end of the academic year
---	--	--	---

Impact Statement	By successfully implementing these objectives, Orchard Primary School will see a significant improvement in the attendance, engagement, and academic progress of disadvantaged pupils (SEND/PP). The targeted interventions, enhanced staff training, and improved communication with parents/carers will create a more inclusive and supportive environment for these pupils, enabling them to thrive and make a tangible contribution to the school community. The increased attendance, engagement, and academic progress of disadvantaged pupils will not only benefit the individual pupils but also enhance the overall performance and outcomes of the school.
-------------------------	--

Activity	CPD	Resources
Cost	Via National College Training materials, external expertise (if required) £250 & NC subscription	Funding for resources and transportation support to events (if required)

Staff Professional Development Plan (CPD)

Whole school priority link	What needs to be achieved?	How (training, by whom?)	What will success look like and what will be its impact?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?
Priority 1: Writing Transcription	Improve outcomes and progress in Writing by ensuring that spelling, punctuation and handwriting is more precise.	English Leadership Team – Staff Meetings & Workshops Peer to Peer Coaching Visits to other schools National College webinars	We will develop a whole-school approach to the teaching and learning of spelling and handwriting. Pupils will benefit from a structured, progressive curriculum that explicitly teaches key spelling patterns and rules, as well as a consistent approach to the development of fluent, legible handwriting. The consistent application of these transcriptional skills across the curriculum will enable pupils to transfer their learning to all areas of their work, leading to improved outcomes and greater confidence in their written communication.	NCO part of annual subscription of £1000	Fiona Shields, Lauren Farrar & Thomasin McGravie SEND – Hayley Caldwell
Priority 2: SEND pedagogies & provision	Ensure that those children who find learning the most challenging make as good progress as they can.	SENDCO & Deputy SENDCO– Staff Meetings & Workshops (Staff training on effective teaching strategies for SEND and PP pupils. Collaborative planning and review of SEND and PP pupil support) Peer to Peer Coaching Visits to other schools National College webinars	Short-term: - Improved identification and assessment of SEND and PP pupil needs - Increased access to tailored interventions and support Medium-term: - Measurable progress in academic and social-emotional outcomes for SEND and PP pupils Long-term: - Sustained improvement in the attainment and well-being of SEND and PP pupils Narrowing the Attainment Gap: - Reduced gaps in academic progress and attainment between SEND/PP pupils and their peers - Enhanced social and emotional development for SEND and PP pupils Whole-School Impact: - Stronger inclusive ethos and culture of support for all pupils - Improved staff confidence and competence in meeting the needs of SEND and PP pupils	NCO part of annual subscription of £1000	Hayley Caldwell, Lauren Farrar & Fiona Shields,
Priority 3: Attendance	Reduce the number of PA children from SEND and PP groups. Increase the attendance of pupils who are disadvantaged, PP or have SEND.	National College webinars	Improved Pupil Outcomes: - Increased access to learning and educational opportunities for SEND and PP pupils - Improved academic progress and attainment for SEND and PP pupils - Enhanced well-being and social integration for SEND and PP pupils Whole-School Benefits: - Stronger home-school partnerships and engagement with families	NCO part of annual subscription of £1000	Fiona Shields

			• More consistent and effective attendance monitoring and support systems • Positive impact on overall school attendance and performance		
Other headline CPD	• Annual safeguarding update including key issues linked to our school, families and community (for all staff and governors) • All support staff team trained in supporting writing in the classroom • Support Staff training re: in-class Pedagogical Strategies for SEND • First Aid & Team Teach Training (renewals) • Forest School First Aid x3	• SLT • Subject Leaders • NCO • Little Acorns	The school meets its statutory duties re: safeguarding training. Staff are confident in the effective use of a range of pedagogical strategies across all areas of the curriculum. Our three Forest School Leaders complete the full Level 3 Leader training program.	Forest School £999 pp – funded by PTA	SLT

Governance Review, Development and Monitoring Plan 2025-26

What do we want to improve?	How will we go about it?	What will success look like / what is the impact ?
Continue to recruit to ensure a robust governing board the right skillset breadth to add value to the school and staff.	Assess the current governing body skills, analyse gaps and update recruitment files. Look to advertise roles and recruit in line with Symphony guidance ready for 2025/26 academic year.	A robust governing body with the right skills to help support the school and continue development.
Robust scheduling and completion of the monitoring visits for governance across each subject and share findings.	Allocate roles for each subject, create an opportunity for a shadow role to help succession and follow the schedule matrix, summarising key takeaways from the visit and sharing and the governing body meetings.	Monitoring visits are completed in line with the agreed schedule, with each governor confidently fulfilling their subject-specific role. Shadow governors are actively engaged, supporting succession planning and ensuring continuity. Visit summaries are clear, consistent, and regularly shared during governing body meetings, promoting transparency and collective understanding. As a result, the governing body develops a deeper insight into the curriculum, teaching, and learning across the school. This enables governors to ask more informed questions, offer appropriate challenge and support to school leaders, and ultimately contribute to improved educational outcomes for pupils.
Focus on SEND training to further support the school and enhance learning/understanding of a key subject within the school.	Ensure that at least one of the two additional training subjects covers SEND topics and then feedback during governor sessions to share learning.	All governors complete SEND training, developing a stronger understanding of SEND provision and strategy. This shared knowledge enables more informed discussions, effective support and challenge, and ensures the governing body fulfils its statutory responsibilities. This contributes to improved outcomes and inclusive experiences for pupils with SEND.