



Metheringham Primary School

"Inspire, Believe, Achieve"

School Development Plan

2025-2026

Summary Page

Introduction	Metheringham Primary is a medium sized primary school located in the village of Metheringham. The leadership structure consists of Headteachers, a Deputy Headteacher and an Assistant Headteacher. The Headteacher was previously a co-headteacher and long serving member of the school's leadership and teaching team. All leaders have a sound understanding of the school's context, contextual vulnerabilities, community and challenges. The school was deemed good in its last Ofsted inspection.
Context	<ul style="list-style-type: none"> • Approximately 263 on roll (52.5% boys/47.5% girls) • Our class sizes are above the national average of 27.9 • The school's PAN is 40. Due to new housing developments, the school is close to or at PAN in years R, 1, 2, 3 and 5. The Local Authority's projected numbers for the school show a drop, but the school is receiving more requests for places than expected. • 22.4% of our pupils are FSM and this is slightly below the national average of 24.7% • 43% of our pupils are Pupil Premium (including services families) • 17.9% of our pupils are SEND and EHCP pupils compared to 18.3% nationally • 1.5% of pupils have EAL compared to 23.4% nationally • Whole School attendance is 97% and is above the national average. • 6.7% of our pupils fall below 90%, again this is significantly better than national.
Areas for school development 2025-2026	<p>Priority 1 Embed the 5-Year Strategic Vision and Strengthen the School's Ethos.</p> <p>Priority 2 Raise Standards in Writing Across the School</p> <p>Priority 3 Strengthen strategic leadership through CPD, monitoring and evaluation.</p>

3 Year Trend of Performance Data

Statutory Outcomes	% of pupils at EXS 2023	% of pupils at GDS 2023	National % at EXS 2023	National % at GDS 2023	% of pupils at EXS 2024	% of pupils at GDS 2024	National % at EXS 2024	National % at GDS 2024	% of pupils at EXS 2025	% of pupils at GDS 2025	National % at EXS 2025	National % at GDS 2025
EYFS (GLD)	69.2 %		67%		65.8%		67.7%		77%		69%	
Y1 Phonics	69.4%		79%		87.5%		80%		79%		80%	
Y2 Phonics	94.6%		94%		88.9%		54.6%		89%		91%	
KS2 Reading	48.7%	28.2%	73%	29%	73.8%	31%	75%	28.9%	67%	31%	75%	33%
KS2 Writing	71.8%	15.4%	71%	13%	73.8%	9.5%	72.2%	13%	71%	6%	72%	12%
KS2 Grammar	56.4%	15.4%	72%	30%	61.9%	7.1%	72.8%	32.2%	58%	17%	73%	29%
KS2 Maths	56.4%	17.9%	73%	24%	59.5%	23.8%	73.6%	24.1%	77%	74%	23%	26%

KS2 Science	82%	80%			76%	81%			83%	82%		
KS2 RWM	41%	10.3%	59%	8%	54.8%	9.5%	61.1%	7.7%	54%	4%	62%	8%

School Development Plan Overview 2025-2026											RAG rating		
Priority 1: Embed the 5-Year Strategic Vision and Strengthen the School's													
Target 1.1 All stakeholders understand and align with the school's 5-Year Strategic Vision.													
Target 1.2 Create a positive, respectful, and focused learning environment aligned with the school's ethos.													
Priority 2: Raise Standards in Writing Across the School													
Target 2.1 Embed a consistent approach to spelling in KS2.													
Target 2.2 Embed a consistent approach to the teaching and assessment of grammar across the school.													
Target 2.3 Continue to embed T4W pedagogies in Year Two of implementation.													
Target 2.4 Adapt the school's approach to writing assessment.													
Priority 3: Strengthen strategic leadership through CPD, monitoring and evaluation													
Target 3.1 To refine the school's monitoring and evaluation processes													
Target 3.2 To establish a CPD cycle for governance and refine monitoring processes													
Target 3.3 To refine the strategic leadership of SEN													
Target 3.4 To develop a whole school understanding of disadvantaged pupils and barrier to learning													
Data Baseline, checkpoints and exit													
Focus Area (Y6)	End of year Target/ Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	National					
Writing EXS (on track to meet EOY expectations)	Target 75% Baseline 63% (from Y5 data)		Target 63% Actual		Target 70% Actual		Target 75% Actual	72%					
Writing GDS (on track to meet EOY expectations)	Target 19%		Target 19% Actual		Target 19% Actual		Target 19% Actual	13%					
Writing EXS Disadvantaged 8 pupils	Target 38% Baseline 13% (from Y5 data)		Target 13% Actual		Target 38% Actual		Target 50% Actual						
SPAG EXS	Target 78% Baseline 47% (2025 paper)		Target 60% Actual		Target 65% Actual		Target 78% Actual	73%					

SPAG GDS	Target 28% Baseline 3% (2025 paper)		Target 10% Actual		Target 20% Actual		Target 30% Actual	30%
SPAG EXS Disadvantaged 8 pupils	Target 38% Baseline 13% (2025 paper)		Target 13% Actual		Target 38% Actual		Target 50% Actual	
IDL spelling age – average Non-disadvantaged	11y 2m							
IDL spelling age – average Disadvantaged	9y 2m							

Focus Area (Y5)	End of year Target	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	National (End of KS2 data)
Writing EXS (on track to meet EOY expectations)	Target 63% Baseline 57% (from Y4 data)		Target 57% Actual		Target 60% Actual		Target 65% Actual	72%
Writing GDS (on track to meet EOY expectations)	Target 16%		Target 16% Actual		Target 16% Actual		Target 16% Actual	13%
Writing EXS Disadvantaged 11 pupils	Target 55% Baseline 36% (from Y4 data)		Target 36% Actual		Target 45% Actual		Target 55% Actual	
SPAG EXS	Target 75% Baseline 27% (from Y4 data)		Target 30% Actual		Target 50% Actual		Target 75% Actual	73%
SPAG GDS	Target 30% Baseline 6% (from Y4 data)		Target 10% Actual		Target 20% Actual		Target 30% Actual	30%
SPAG EXS Disadvantaged 11 pupils	Target 50% Baseline 20% (from Y4 data)		Target 20% Actual		Target 35% Actual		Target 50% Actual	
IDL spelling age – average	9y 8m							

Non-disadvantaged								
IDL spelling age – average Disadvantaged	9y 0m							

Focus Area: 1. Embed the 5-Year Strategic Vision and Strengthen the School's ethos

(Ofsted Criteria: Leadership, Behaviour and Attitudes)
(Strategic Plan: Thriving Place, People and Learning)

Intent	Implementation	Impact
<p>1.1 All stakeholders understand and align with the school's 5-Year Strategic Vision.</p>	<p>Autumn</p> <ul style="list-style-type: none"> Launch 5-year strategic plan with all stakeholders (Pupils, parents, governors, staff and community) Launch new school values with pupils Create classroom charters that focus on the new school values and what these will look like within the classroom and beyond Recognition of school values through achievement awards, pegs up and house points <p>Spring</p> <ul style="list-style-type: none"> Visuals of the new school values are evident in all shared spaces around school and in classrooms Teachers refer to values and explicitly model/highlight these Themed assemblies focus on the new school values All mini leader groups discuss how they can play a part in instilling the school values in their roles Evaluate implementation at key points throughout the year and revisit expectations <p>Summer</p> <ul style="list-style-type: none"> Parents are encouraged to instil the school values at home Evaluate implementation at key points throughout the year and revisit expectations Feedback from all stakeholder shows a positive impact on school culture 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> 100% of stakeholders (pupils, staff, parents, governors) received communication about the 5-Year Strategic Plan. 100% of classrooms created and displayed values-based charters. 100% of teachers delivered at least one values-themed lesson or assembly. Pupils know and talk about the school values in class Staff report that the values are shared and understood by pupils <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> 90% of shared spaces and classrooms display new school values. 100% of themed assemblies linked to school values. 100% of mini leader groups held at least one meeting focused on values. 100% of teachers observed explicitly modelling values in lessons Teachers note improved peer relationships and classroom behaviour. <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> Pupils begin to use values language independently Mini leaders report feeling "proud to help others live the values." 100% of pupils received at least one recognition for demonstrating values. 3 formal evaluation points completed (SLT learning walk, pupil voice, parent survey). 90% of staff report consistent use of values in teaching and behaviour management.
<p>1.2 Create a positive, respectful, and focused learning environment aligned with the school's ethos.</p>	<p>Autumn</p> <ul style="list-style-type: none"> Behaviour policy is re-visited and aligned with 5-year strategic plan and new school values Learning behaviours document is created with teacher and pupil input Transition plan is established to create clear and explicit teaching of transitions a focus <p>Spring</p> <ul style="list-style-type: none"> Staff development around learning behaviours is delivered through training sessions Learning behaviours visuals are evident in all classrooms Teachers model and refer to learning behaviours during teaching and learning and throughout transition periods <p>Summer</p> <ul style="list-style-type: none"> Intrinsic motivation staff CPD is delivered to all staff Establish a baseline for belonging through pupil voice 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> Pupil and staff voice reflects clarity in expectations. 90% of classes show consistent application of routines and language during learning walk 100% of classes display class charters and refer to school values in lessons. <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> 100% of classrooms display agreed learning behaviours visuals by the end of the autumn term. 90% of lesson observations show teachers explicitly modelling or referring to learning behaviours. 85% of pupils (KS1/KS2) can articulate at least three core learning behaviours and explain how they use them (as measured through pupil voice). <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> 80% of lesson observations or learning walks show staff using language and strategies aligned with intrinsic motivation principles Baseline pupil belonging survey completed by 100% of KS1 and KS2 pupils by end of autumn term.

		<ul style="list-style-type: none"> At least 70% of pupils report feeling that they "belong" at school, providing a baseline for future comparison.
<p>Intended Monitoring:</p> <p><u>Governor Monitoring:</u></p> <p><u>Staff Monitoring:</u></p> <ul style="list-style-type: none"> Autumn- Pupil and staff voice behaviour expectations, values -learning walk (routines, language, learning walls, values) Spring- modelling and reference to learning behaviours in classes - Pupil voice on learning behaviours and motivation Summer- Pupil survey belonging 		<p>Next Steps:</p> <p><u>Autumn</u></p> <p><u>Spring</u></p> <p><u>Summer</u></p>
<p>Actioned By: Teachers, SLT and Governors</p>	<p>Lead By: Senior Leadership Team</p>	<p>Finance: Branding Costs</p>

Focus Area: 2. Raise Standards in Writing Across the School

(Ofsted Criteria:
(Strategic Plan:)

Intent	Implementation	Impact
<p>2.1 Embed a consistent approach to spelling in KS2.</p>	<p>Autumn</p> <ul style="list-style-type: none"> Introduce whole-school consistent approach to the teaching of spelling Baseline spelling ages for first 20% of writers English leader to monitor the implementation of ELS and coach staff to ensure fidelity to the scheme Set expectations for the consistent approach to spelling assessment and monitoring Identify pupils who are not making expected progress and consider specific interventions <p>Spring</p> <ul style="list-style-type: none"> Monitoring of the Implementation of ELS spelling Staff voice is gained on the implementation and impact of ELS spelling Monitor spelling application and feedback across the curriculum Share strategies for supporting spelling at home with parents Identify pupils who are not making expected progress and consider specific interventions <p>Summer</p> <ul style="list-style-type: none"> Monitoring of the Implementation of ELS spelling Review data, pupil's learning and staff voice for impact Identify pupils who are not making expected progress and consider specific interventions 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> Baseline spelling ages collected for 100% of identified pupils within first term. Termly monitoring reports confirm 100% fidelity to ELS spelling delivery. 100% of staff will have had coaching and lesson scrutiny in spelling <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> 80% of pupils show improvement in spelling assessments in Spring 2 data drop Work scrutiny shows increased application of grammar and spelling in short-burst writing samples. 90% of staff voice celebrates successes of ELS spelling and improved access and application 100% of parents receive spelling strategies to support their child at home <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> 100% of pupils not making expected progress in spelling are discussed at pupil progress meetings and barrier to learning/further support is actioned 70% of targeted pupils for spelling improve spelling age by at least 6 months within one academic year. 90% of pupils meet or exceed age-related expectations in spelling tests by summer.
<p>2.2 Embed a consistent approach to the teaching and assessment of grammar across the school.</p>	<p>Autumn</p> <ul style="list-style-type: none"> Provide CPD on Talk4Writing grammar progression and how to embed grammar in modelled/shared writing. Agree on whole-school grammar expectations and progression map, aligned with T4W. Ensure grammar is explicitly planned and taught within the T4W units. Launch consistent grammar warm-ups/starters linked to model texts. Introduce simple assessment tracking for grammar in writing (EX grids and toolkits) <p>Spring</p> <ul style="list-style-type: none"> Monitor grammar teaching through book looks, planning, and learning walks. Moderate writing samples with a focus on grammar progression and application. Provide targeted support for staff where practice needs refining. 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> Monitoring reports from English Leader show 100% of teachers are using grammar toolkits at the planning stage 100% of book looks show evidence of explicit teaching of grammar through short burst writing <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> 80% of pupils show improvement in grammar assessments in Spring 2 data drop 100% of staff are observed using grammar starters and embedding grammar into T4W units during spring monitoring 90% of books show evidence of explicitly taught grammar used in pupil writing At least one grammar-focused writing moderation completed per phase <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> 90% of pupils demonstrate accurate use of taught grammar in end-of-year independent writing

	<ul style="list-style-type: none"> Unpick grammar assessment data and refine explicit teaching where needed Continue grammar starters and embed grammar into short burst writing activities. <p>Summer</p> <ul style="list-style-type: none"> Evaluate impact of grammar teaching on writing outcomes. Update grammar progression or planning as needed based on staff feedback. Share best practice examples across phases. Use end-of-year writing assessments to measure grammar application in independent work. 	<ul style="list-style-type: none"> Whole-school grammar progression reviewed and updated with input from all teaching staff Summer pupil voice survey shows at least 85% can identify grammar features they use in writing Staff survey shows 90% confidence in teaching and assessing grammar within Talk for Writing
<p>2.3 Continue to embed T4W pedagogies in Year Two of implementation.</p>	<p>Autumn</p> <ul style="list-style-type: none"> Revisit T4W principles and non-negotiables with all staff in CPD. Review and refine the long-term English plan to ensure full T4W coverage. Monitor planning/washing lines to ensure all units follow the Imitate – Innovate – Invent structure. Support new staff with T4W training or mentoring. Writing framework is used to audit current practices and identify areas for further CPD, coaching or curriculum development Provide initial CPD for staff on teaching transcription explicitly within writing <p>Spring</p> <ul style="list-style-type: none"> Washing lines show progression through T4W principles and effectively modelled short burst writing Curriculum maps reflect the changes in curriculum and identify progression in transcription, grammar and composition Staff CPD on non-fiction and poetry using T4W principles is delivered to all staff. SLT completes one transcription-focused learning walk <p>Summer</p> <ul style="list-style-type: none"> Evaluate impact of T4W on writing progress through assessment data and book scrutiny. Capture writing samples across the school to show progression across genres. Plan CPD priorities for Year 3 of implementation based on staff feedback and monitoring Evaluate impact on overall writing outcomes (fluency, accuracy, presentation) 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> 100% of teaching staff complete refresher CPD on T4W. 100% of classrooms display washing lines reflecting clear T4W progression. All new staff receive T4W induction or mentoring within their first half-term. Long-term English plan reviewed and updated to ensure full T4W coverage across all year groups. <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> Writing framework audit completed by Autumn 2; at least 3 key areas identified for Spring CPD or coaching. Pupil writing samples show clear use of modelled language and structure seen on washing lines. Updated curriculum maps show clear progression in transcription, grammar, and composition. 80% of lesson observations show clear use of T4W strategies. <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> Writing samples (narrative, non-fiction, poetry) collected for all pupils to evidence progression. Staff feedback collected (80%+ response rate) to inform Year 3 CPD; plan approved by SLT before summer ends. Writing moderation shows improved transcription quality in final pieces
<p>2.5 Adapt the school's approach to writing assessment.</p>	<p>Autumn</p> <ul style="list-style-type: none"> Summative assessments provide baseline data for all year groups Review the school's approach to independent writing tasks and share expectations with staff (2 independent writing samples per pupil per term- different genres) First 10% of writers are identified and tracked through pupil progress discussions 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> 100% completion of summative writing assessments by all year groups each term. Each pupil has 2 independent writing samples from different genres by the end of Autumn term. CPD evaluation shows at least 90% of staff feel confident identifying and assessing independent writing.

	<ul style="list-style-type: none"> • Conduct initial moderation within year groups to align understanding of standards. • Share expectations for GDS writing for all year groups <p>Spring</p> <ul style="list-style-type: none"> • Independent writing tasks are evident in all classes and rely less on the modelled text • Scaffolds for writing an adaptive teaching strategies are shared with staff • Hold cross-phase moderation sessions to ensure consistent assessment and progression judgments. • Identify trends and pupils needing support based on writing assessments. • Assess WTS, EXS and GDS writers at Spring 2 <p>Summer</p> <ul style="list-style-type: none"> • 100% of emerging writers have adaptive teaching strategies or scaffolds that they use to support their writing • Moderation of writing from across the curriculum shows high quality independent writing • Moderate writing across phases to confirm accuracy of summative assessments. 	<p>Spring Intended Impact:</p> <ul style="list-style-type: none"> • 100% completion of summative writing assessments by all year groups each term. • 90% of teachers use scaffolds/adaptive strategies consistently for early writing stages • All pupils complete 2 new independent writing samples in different genres by the end of Spring 2. • 100% of staff participate in at least one cross-phase moderation session. <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> • 100% completion of summative writing assessments by all year groups each term. • Writing data shows a 10% increase in expected standard in all year groups based on summer 2 data from previous year
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<p>Intended Monitoring:</p> <p><u>Governor Monitoring:</u></p> <p><u>Staff Monitoring:</u> Autumn- ELS lesson drop ins (English Leader) English Writing learning walk and book looks (English Leader) Staff voice T4W CPD Spring- SPAG Autumn 2-Spring 2 Data (Assessment leader) Staff voice ELS Spelling (English Leader) Book Looks (SLT/English Lead) Drop ins to English writing lessons- adaptive strategies/first 20% (English Leader/SENDCO) Summer- Data (assessment lead) Pupil progress meetings (SLT) Staff survey (English Leader) Writing samples/moderation (English leader/SLT)</p>	<p>Next Steps:</p> <p><u>Autumn</u></p> <p><u>Spring</u></p> <p><u>Summer</u></p>	
<p>Actioned By: Teachers, SLT, SENDCO, Tas,</p>	<p>Lead By: English Leader/SLT/SENDCO</p>	<p>Finance: T4W Year 2 ELS Spelling programme Leadership release time</p>

Focus Area: 3. Strengthen strategic leadership through CPD, monitoring and evaluation

(Ofsted Criteria:
(Strategic Plan:)

Intent	Implementation	Impact
<p>3.1 To refine monitoring and evaluation processes</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Draft whole-school monitoring plan aligned with priorities. • Provide induction and coaching for new leaders, focusing on roles in monitoring and evaluation. • Share expectations for subject/leader action plans and set expectations for triangulated monitoring reports. • Deliver CPD on effective triangulation and evaluating impact. <p>Spring</p> <ul style="list-style-type: none"> • Monitor action plans from all leaders • Monitor mid-year monitoring reports evaluating progress, strengths, and areas for development. • Conduct joint monitoring to build consistency and support leadership development. • Review and adapt action plans, coaching, and CPD based on monitoring outcomes. <p>Summer</p> <ul style="list-style-type: none"> • Hold review meetings to assess subject strengths, weaknesses, and leadership impact. • Evaluate effectiveness of the scheme of whole school monitoring systems. • Update SEF and use findings to inform next year’s SDP, CPD, and monitoring calendar. 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> • All leaders clearly understand their roles in monitoring and evaluation, as evidenced by staff feedback. • All new leaders receive a structured induction, with 100% engaging in at least one coaching session by end of term. • 100% of subject leaders complete a focused action plan aligned to whole-school priorities and using a consistent format. <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> • 100% of subject leaders submit mid-year monitoring reports with clear triangulated evidence. • Joint monitoring shows improved consistency across leadership evaluations. • Monitoring outcomes lead to curriculum or CPD adjustments in at least 50% of subjects. <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> • All leaders submit end-of-year reports evaluating strengths and impact. • 100% of leadership monitoring reviews include triangulated evidence. • Staff feedback shows 85% find the scheme of delegation effective. • SEF and SDP updated using evidence from monitoring activities.

<p>3.2 To establish a CPD cycle for governance and refine monitoring processes</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Develop and agree a CPD cycle for governors • Provide induction for new governors, including school priorities and monitoring roles. • Share and agree a monitoring schedule aligned with the governor link roles and school development plan. <p>Spring</p> <ul style="list-style-type: none"> • CPD is delegated and completed • Feedback on CPD is built into governor meetings • Governors use agreed formats to collect monitoring evidence and revisit areas for development from previous visits. • Mid-year review of CPD and monitoring effectiveness with feedback gathered from governors. <p>Summer</p> <ul style="list-style-type: none"> • Evaluate impact of the CPD cycle through governor self-assessment and SLT feedback. • Governors submit monitoring summaries linked to SDP priorities. • Review and refine the monitoring schedule and CPD plan for the next academic year. • Share key outcomes with the full governing body and identify priorities for governor development. 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> • 100% of governors have an identified training need and are scheduled for CPD linked to their role. <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> • At least 75% of governors complete a link visit and submit a monitoring report using the agreed format. <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> • 90% of governors report increased confidence in their role via a self-assessment, and a revised CPD plan is in place for the next year.
<p>3.3 To strengthen the strategic leadership of SEN and refine systems and processes</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Review and update the SEND policy and information report to ensure it reflects the latest statutory requirements and school priorities. • Audit current systems for identification of pupils with SEND, including teacher referral processes • Review areas of need for December census and update school management system • Analyse areas of need and use this to update action plan and CPD offer • Develop a clear SEND action plan aligned with the SDP • Review and streamline IEP systems and processes, ensuring consistency, clarity of targets, and shared responsibility among staff. • Share updates with all stakeholders and update the school website for parents. <p>Spring</p> <ul style="list-style-type: none"> • Implement revised IEP systems, including regular reviews to assess/monitor progress and adjust support. • Monitoring of SEND pupil progress, using assessment data and qualitative evidence to evaluate impact. • Hold termly SEND review meetings with SLT and SENCO to monitor implementation of the action plan and triangulate monitoring notes. 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> • 100% of teaching staff will be confident in the updated identification procedures, as evidenced by a staff audit and case review sampling. • A clear SEND action plan will be in place, with termly milestones and success criteria agreed and shared with SLT and governors. <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> • IEPs will show at least 80% alignment with pupils' needs and provision • Progress monitoring data will show that at least 70% of pupils with SEND are making expected or better progress from their starting points. • Every child on an IEP has achieved at least 6 SMART targets. <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> • Evaluation report will show measurable improvement in systems for identification, monitoring, and IEP effectiveness, with positive feedback from 85% of staff. • The updated SEND action plan for the next year will reflect data-driven decisions, with clear strategic leadership priorities agreed by governors. • Every child on an IEP has achieved at least 6 SMART Targets per term.

	<ul style="list-style-type: none"> • Provide targeted staff CPD on identification, high-quality teaching, and effective use of the graduated response. <p>Summer</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of identification and monitoring systems, using case studies, data analysis, and stakeholder feedback. • Update the SEND action plan based on progress made and areas identified for further development in the next academic year. • Report to governors on policy implementation, monitoring outcomes, and strategic next steps. 	
<p>2.2 Develop a whole school understanding of barriers to learning for disadvantaged children</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Deliver whole-school CPD on the barriers to learning faced by the first 20% of pupils in each cohort • Audit current interventions and TA deployment to assess their effectiveness in addressing the specific needs of these pupils. • Facilitate staff reflection and discussion around unconscious bias <p>Spring</p> <ul style="list-style-type: none"> • Carry out pupil progress meetings that prioritise discussion of disadvantaged pupils, including how barriers are being addressed in class. • Monitor the first 20% of pupils through learning walks and book looks, focusing on the quality of support and pupil engagement. <p>Summer</p> <ul style="list-style-type: none"> • Evaluate the impact of strategies and interventions on the progress and wellbeing of the first 20% of pupils in each cohort • Review and refine the Pupil Premium Strategy to reflect whole-school understanding, clear actions, and proven approaches to close the gap 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> • Staff will identify and articulate key barriers for the first 20% in each cohort, evidenced in planning and pupil progress discussions. <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> • 90% of staff will implement targeted strategies for the first 20% as seen in lesson observations and book looks. • Pupil progress meetings will show that at least 80% of disadvantaged pupils are receiving tailored classroom support or intervention in English and Maths. <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> • Progress data will show improved outcomes for the first 20% in at least 80% of cohorts compared to autumn baseline.
<p>Intended Monitoring:</p> <p><u>Governor Monitoring:</u></p> <p><u>Staff Monitoring:</u></p> <p>Autumn- Action plan reviews (SLT) SEN Learning walk-IEPS/Provision (SENDSCO)</p> <p>Spring- Monitoring Schedule reviews (SLT) Joint leadership monitoring (SLT/Middle Leaders) SEN Learning walk- IEPS/Provision/ (SENDSCO) Pupil progress meetings- SEN/first 20% (SENDSCO/SLT)</p> <p>Summer- Leadership evaluation report (Middle Leaders) SEN report to governors (SENDSCO) Data first 20% and SEN (Assessment lead)</p>		<p>Next Steps:</p> <p><u>Autumn</u></p> <p><u>Spring</u></p> <p><u>Summer</u></p>

Actioned By: Governors, Teachers, Middle Leaders, SENDCO, Teaching Assistants	Lead By: SLT, SENDCO, Middle Leaders	Finance: CPD offer