

1. Phonics & Reading

Problem (Why?)	The previous Phonics Scheme was not meeting the needs of our pupils, due to high levels of SEND and lack of parent support. Staff had worked hard to show fidelity to the scheme however the time and costs dedicated to training and implementation was not having an impact on pupil outcomes. The PSC score was 2/9 in June 2024 and it was decided that a new scheme would be purchased that would better suit the needs of our school and allow a more focused approach to support to be received. Reading throughout the school was identified as being 'good' across the school but there were still pupils in KS2 who were not reading at the expected level and thus not able to access the appropriate curriculum content. The assessment data shows that decoding ability is high but few pupils are transferring this into their comprehension ability and as a result, fewer pupils are achieving greater depth standards. This indicates a mismatch of vocabulary, language understanding, reading for pleasure and opportunities to extend reading.
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ID	Target (What?)	Actions (How?)	Lead (Who?)	Time scale / Implementation Date (When?)	Monitored by / Supporting Documents	Success Criteria/ Impact (So?)	Autumn 2024	Spring 2025	Summer 2025
11	To identify and target early S&L Issues	Learn how to use the NELI / Talk Boost Programme to develop oral language skills Complete a baseline assessment for all EYFS & KS1 pupils for all Nursery and Reception Children Deliver whole class sessions & interventions as identified from assessment Monitor the impact comparing data sets and target key pupils for additional support Provide workshops for parents, including under 3s, to promote understanding within the community Deliver S&L interventions for SEND pupils, working with SALT team Monitor EYFS for Vocabulary cold/hotspots and plan for S&L opportunities	Tori Rawlinson Tori Rawlinson Tori Rawlinson/Adelle Buchanan Adelle Buchanan Adelle Buchanan Tori Rawlinson Adelle Buchanan	Autumn 1 Autumn 2 Autumn 2 Spring 1 Spring 2 Ongoing Half Termly	Adelle Buchanan (S&L Lead) AB Early Language Action Plan AB Appraisal	Pupils will be able to use vocabulary needed and speak clearly to express emotions, ideas and needs with peers and adults			
12	To pre-teach high level vocabulary as part of 'Rich Text' Focus	Create English Curriculum that focuses on vocabulary as part of the storytelling processes Select books / texts with high level and rich vocabulary to engage pupils Use Word walls / Vocabulary books that support application of language in pupils' written work Provide opportunities to use vocabulary in provision / real life purposes Monitor the impact from comparing written work between year groups (Time to Shine)	Jenny Walker Class Teachers Class Teachers Class Teachers Jenny Walker	Autumn 1 Autumn 1 Spring 1 Spring 2 Summer 1	Curriculum Lead Governor English Action Plan JW Appraisal	Children will have a better understanding of and high level knowledge of vocabulary, understand the reason to 'find out' and the skills to do this, and then be able to apply this within oral and written tasks.			
13	To develop oracy opportunities across all year groups	Increase opportunities for children to read aloud, to work on their oration skills using 6Ps Talk to your Partner Training for all staff CPD and Timetable for Storytime and sharing of high quality texts for pleasure Plan opportunities for pupils to present ideas across the curriculum Provide opportunities to present to a wide range of audiences including adults and pupils from other schools Develop purpose and depth of skills through debate club and competition with cluster schools Progress identified from assessment videos of reading aloud for dip sample of pupils Plan for opportunities in the CI provision and outdoor areas (Rag Tag / Opal Play)	Jenny Walker Franki High Franki High Class Teachers Jenny Walker Jenny Walker Jenny Walker	Autumn 2 Autumn 2 Autumn 2 Spring 2 Summer 1 Summer 2	Curriculum Lead Governor English Action Plan RWI Action Plan AB Appraisal	Children will be more confident in their speaking skills and articulate more clearly and effectively enabling other to understand and be influenced by their ideas.			
14	To introduce the RWI Scheme as the new Phonics Scheme for our school	Organise resources, texts and ensure staff have everything to teach successfully All Staff trained, supported and passionate about the scheme Ruby Hamilton identified and additional CPD provided to support role Parent sessions to support home learning and understanding of scheme and attendance Delivery monitored through Franki High & English Hub to ensure success Coaching provided for staff to improve delivery and celebrate success Assessments carried out for progress, movement between groups and to identify interventions PSC Booster sessions held and Parent Meeting delivered to gain support Assessment through progression in reading levels and PSC Results	Franki High Jenny Walker Jenny Walker Franki High Franki High Franki High Franki High Franki High Jenny Walker	Autumn 1 Autumn 1 Autumn 1 Autumn 1 Fortnightly Half Termly Half Termly Spring 1 Spring 2	Jenny Walker (English Lead) RWI Action Plan WELL Implementation Plan AB Appraisal FLH Appraisal RH Appraisal VR Appraisal JW Appraisal	All pupils will have a strong start in decoding enabling quick success with reading and fluency. This will be applied across the curriculum to develop independence.			
15	To enable KS2 Readers to build fluency and access the wider curriculum	Identify pupils who are not yet fluent or confident readers through WPM / Comprehension Assessments Complete FFT Interventions focusing on fluency and word recognition in levelled groups Carry out RWI Assessments to identify gaps in phonics knowledge and deliver sessions if applicable Compare short term data for progress - use to establish SEND needs (e.g. Dyslexia)	Jenny Walker Nicola Henderson Franki High Nicola Henderson	Autumn 1 Autumn 2 Autumn 2 Spring 1	Ruby Hamilton (Reading Lead) Core Progression Strategy	Pupils provided with sufficient reading skills to enable age expected outcomes and become confident readers, ready for secondary transfer.			
16	Comprehension	Use the RWI Book Questions in sessions to promote comprehension skills Deliver parent session / leaflet on how to read at home to support comprehension Children to introduce question slips / mini quizzes for library books to challenge friends Complete VIPERS skills sessions daily throughout KS2 classes Improve skills / strategies to support answering assessment questions and highlighting evidence in texts Assessment data analysis for areas for development (Objective statements / SATs Strands)	Franki High Ruby Hamilton Ruby Hamilton Class Teachers Jenny Walker Jenny Walker	Ongoing Spring 2 Spring 2 Ongoing Spring 2 Spring 2	Curriculum Lead Governor RWI Action Plan	Pupils will better understand what they read in order to transfer knowledge and understanding into their writing.			
17	To improve the opportunities and experiences for Reading for Pleasure	Re-introduce timetabled Class Library time and provide greater access to books around school Hold Book Fairs and organise visits to the Local Library on the public bus Invite adults / parents in to school to share books, including people with different jobs Provide an Author experience for each class Introduce Book Bags into CI to take books home to share with linked activities Introduce Book Boxes for older pupils to share with family / friends Pupil voice surveys carried out in Autumn and Summer Terms Celebrate sharing books on the Book Blog and extend this to other schools Create Caught Reading Display and competitions to promote reading	Ruby Hamilton Ruby Hamilton Jenny Walker Jenny Walker Ruby Hamilton Ruby Hamilton Jenny Walker Jenny Walker Ruby Hamilton	Autumn 2 Autumn 2 Spring 2 Spring 2 Autumn 2 Autumn 2 Spring 1 Summer 1 Autumn 2 Spring 2	Jenny Walker (English Lead) RH Appraisal	Children will appreciate the value in reading for pleasure and be willing to take time to do this, and share their experiences with others. They will know different ways to access books both within and outside of school.			

2. Improving SEND Support

Problem (Why?)	Work was completed last year on identifying and supporting pupils with SEND throughout the school. Robust systems were put in place and Ofsted recognised and celebrated the improvements. Staff training enabled teachers and support assistants to become more confident in supporting pupils, however this takes time to imbed and staff turn over in teaching staff has limited some of the results. New staff bring different experiences and skills so this needs to be established through monitoring by subject leaders and the SEND Team to enable a more tailored approach for SEND Development in school.
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ID	Target (What?)	Actions (How?)	Lead (Who?)	Time scale / Implementation Date (When?)	Monitored by	Success Criteria/ Impact (So?)	Autumn 2024	Spring 2025	Summer 2025
2.1	To maximise the use of TAs to support pupils especially those with SEND	Use WELL Funding to support the use and knowledge of TAs within school Attend launch meetings to establish an implementation plan for the next 2 years Teachers to attend Training from WELL on how to plan for TA support TAs to attend INSET and work towards shared goals Monitor and review the implementation plan as a team and identify next steps Staff surveys completed at the start and end of the process to identify changes in confidence	Jenny Walker Jenny Walker Class Teachers Teaching Assistants Jenny Walker Jenny Walker	Autumn 1 Autumn 1 Autumn 2 Spring 1 Termly Summer 1	SEND Governor WELL Implementation Plan	TAs will better understand how to support pupils and teachers to maximise learning and progress of all pupils, especially those with SEND			
2.2	To support TAs with specialist areas of development	TAs to research area of interest and become Champion for SEND Support Emotion Coaching & Behaviour ADHD & CBT ASC & EYFS SENDCo To be confirmed (Absent) Mental Health & Family Support Speech & Language TAs to deliver mini CPD sessions to all staff on their key area of SEND TAs to support staff with identifying need and use of strategies within class Progress linked to Appraisal processes	Teaching Assistants Tracey Oakes Nic Henderson Franki High Jasmin Smith Tori Rawlinson Adelle Buchanan Teaching Assisaants Teaching Assistants Jenny Walker	Autumn 1 Spring 2 Ongoing Summer 2	SEND Governor TO Appraisal NH Appraisal VR Appraisal	Team of excellence created to support and champion key SEND Needs within school and provide support to teachers in understanding and supporting needs.			
2.3	To understand the use of Adaptive Teaching to support pupils across the Curriculum	Staff Meetings to establish what 'adaptive teaching' is Lesson plans to include how this is developed across core subjects Subject Leaders identify how this is used in non-core subjects Monitoring of delivery and evidence in books Pupil voice to see how they feel about the support provided	SEND Team Class Teachers Subject Leaders SEND Team Jenny Walker	Spring 1 Spring 1 Spring 1 Spring 2 Summer 1	Jenny Walker (SENDCo)	Pupils needs will be better met to enable greater progress to be made through support and independent strategies.			
2.4	To better understand behavioural needs linked to SEND	EYFS / KS1 Staff to use Emotion Coaching to support younger pupils with regulation and expression of needs KS2 Staff to use decider skills to share struggles for emotional regulation and feeling of frustration / anxiety etc Develop 'positive regard' training throughout the school for physiological understanding of behaviour Complete behaviour Analysis and support pupils through established interventions Complete Trauma (ACES) Training for the whole school to help identify pupils for support Research Strategies for Behaviour Reduction with particular focus on SEND pupils	CI Staff / Tracey Oakes Tracey Oakes Tracey Oakes Jenny Walker All Staff Kenzie Taylor	Autumn 2 Spring 2 Spring 1 Half Termly Autumn 2	Jenny Walker (SENDCo) TO Appraisal AB Appraisal KT Appraisal	Fewer behaviour issues linked to unmet / unidentified needs and rapid support put in place to prevent lost learning for pupil and peers.			
2.5	To support Mental Health needs throughout the school for all	Plan Staff Mental Health sessions / opportunities Provide Staff Wellbeing Charter and Budget Plan Pupil Wellbeing sessions and support including MH Champions Provide support to parents through external communication and self-referral processes	MH Team Jenny Walker MH Team MH Team	Autumn 1 Autumn 1 Autumn 1 Spring 1	Wellbeing Governor MH Action Plan VR Appraisal AB Appraisal	Better mental health for all, increase in attendance and resilience.			
2.6	To improve transition readiness for Year 6 pupils	Train Transition Coach to support Pupils needs in Year 6 (Team Brain) Run Transition Coach session with Year 6 for 1/2 term Provide greater opportunities to attend larger / secondary schools /cross peer events Plan additional transition for SEND pupils Plan transition within school for SEND pupils moving year groups or classes	Tori Rawlinson Tori Rawlinson Jenny Walker SEND Team Tori Rawlinson	Spring 1 Spring 1 Ongoing Spring 2 Summer 1	Jenny Walker (SENDCo) VR Appraisal	Year 6 pupils will be less anxious and have better understanding of the next stage in their learning journey - they will be confident to move on.			
2.7	To support pupils with SEND to maximise opportunity and progress	Complete SEND Strategy Reviews to assess need and track progress Provide CPD / Coaching for new staff based on CPD delivered 23/24 Monitor interventions carried out and impact made Pupil Voice for support needed / provided Improve parent opportunity / updates through extended parents' sessions following assessments CPD / Handover for Staff Retention of Skills (e.g. Lego Therapy / ELSA)	Jenny Walker SEND Team SEND Team SEND Team Class Teachers Tracey Oakes	Autumn 1 Autumn 2 Half Termly Spring 1 Spring 2	SEND Governor TO Appraisal CH Appraisal	Pupils will be correctly supported with interventions to enable them to access learning and make better progress.			

3. Curriculum Development

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Problem (Why?)		Subject Leadership is high risk due to new staff joining school - Curriculum development was in place last year, but this will need to be restarted / refreshed again before further development can be identified. Ofsted identified that whilst progress had been made and content was now good, this needed to be adapted to better suit the needs and context of our pupils. Despite developing the maths with the use of Local Authority support, teaching practices were not improved sufficiently to enable progress to be seen. SATS results were significantly below expected in June 2024, with Cumbria being 24th out of 25th nationally for Reading, Writing & Maths Outcomes.							
ID	Target (What?)	Actions (How?)	Lead (Who?)	Time scale / Implementation Date (When?)	Monitored by	Success Criteria/ Impact (So?)	Autumn 2024	Spring 2025	Summer 2025
3.1	To develop Maths throughout the school and enable better outcomes	New Subject Leader to engage on NCTEM Course and implement actions Skills survey and CPD delivered to staff to upskill and ensure knowledge to support for pupils EYFS Maths development through Early Maths Whole class sessions & support for LA EYFS Lead Planning for maths scrutinised to ensure correct sequences / building blocks for learning and challenge Observations of lessons and coaching opportunities from Subject Lead and Cluster Schools Support established for basic skills including easily accessible homework Parent workshops to support home learning and understanding Celebrate maths through events and Maths days with external visitors Monitor progress through assessment periods, identifying pupil support and key areas of weakness for re-teaching Work towards statutory assessments identifying catch-up / booster sessions and key strands for focus Focus on Problem Solving & Reasoning for greater depth understanding Maintain Subject Leader Folder with audit / detailed action plan / monitoring outcomes etc	Kenzie Taylor (Maths Lead) Kenzie Taylor Ruby Hamilton Kenzie Taylor Jenny Walker & Kenzie Taylor Kenzie Taylor Kenzie Taylor & Kenzie Taylor Kenzie Taylor Class Teachers Kenzie Taylor	Autumn 1 Autumn 2 Autumn 2 Spring 1 Spring 1 Spring 2 Spring 2 Spring 1 Spring 1 Termly Spring 1 Summer 1	Jenny Walker KT Appraisal Core Progression Strategy RH Appraisal NH Appraisal	Pupils will have the skills and knowledge to be successful in maths application and be working at age related expectations or above. Assessment data will be more inline with National trends.			
3.2	To develop English Curriculum with focus on Writing	Grammar & Punctuation skills taught in first term to enable pupils to revisit and apply in Spring & Summer Spelling introduced across classes, weekly focus using strategies to support including RW1 wall charts Presentation and handwriting to be key focus to enable fluid writing and capacity for application of skills Monitoring of books to identify areas of further development and celebrate success in Assembly CPD For moderation to ensure effective assessment and accurate analysis Pupils identified for SPAG / Handwriting support and interventions, including home support Staff Collaborative meeting to plan LTP for Spring & Summer using High Quality Text / Stimulus across range of genres Spring Term Application of skills and writing development leading to shared outcomes between classes and cluster schools Assessment of SATS's strands and focused action plan to enhance support and progress Cluster moderation to ensure Lowca standards are accurate with county requirements Summer Term focus on depth of application, targeted support and audiences / purposes Monitoring and Analysis of Assessment Data - support for staff / CPD / Coaching as required Maintain Subject Leader Folder with audit / detailed action plan / monitoring outcomes etc	Class Teachers Class Teachers / Franki High Class Teachers Jenny Walker (English Lead) Jenny Walker Class Teachers Class Teachers Class Teachers Jenny Walker / Kenzie Taylor Class Teachers Class Teachers Jenny Walker Jenny Walker	Autumn 1 Autumn 1 Autumn 1 Autumn 1 Autumn 2 Autumn 2 Autumn 2 Spring 1 Spring 1 Spring 2 Summer 1 Termly	Curriculum Governor JW Appraisal Core Progression Strategy	Pupils will have good understanding of application of English skills be confident and fluent writers. Pupils will be supported to develop areas of weakness and be working at age related expectations or above.			
3.3	To develop the Science Curriculum	To be completed in Autumn 2 when new Subject Leaders have received training and development on Subject Leader Folders and required documents	Caitlin Hadfield (Science Lead)	Spring 1	Jenny Walker CH Appraisal	The curriculum will be developed and children will know more, remember more.			
3.4	To develop the History Curriculum	To be completed in Autumn 2 when new Subject Leaders have received training and development on Subject Leader Folders and required documents	Ruby Hamilton (History Lead)	Spring 1	Jenny Walker RH Appraisal	The curriculum will be developed and children will know more, remember more.			
3.5	To refine the Kapow Geography Scheme to better suit our pupils and context	Review Curriculum End Points for Spring 1 delivery and share with staff in CPD session To monitor the delivery of Geography lessons within school and feedback To complete a book look and feedback to staff - review the implementation cycle Create Summer 1 End Points in line with curriculum sequence Complete book look for sequences and adaptations to scheme including field work opportunities Complete Audit of Staff Skills and Resources to start CPD cycle 25/26	Linda Ditchfield (Geography Lead) Geography Lead Geography Lead Geography Lead Geography Lead Geography Lead	Autumn 2 Spring 1 Spring 2 Spring 2 Summer 1 Summer 2	Curriculum Governor LD Appraisal	The curriculum will better suit our pupils and staff will know the key end points, learning outcomes and how this build progression between year groups.			
3.6	To undertake Staff CPD to ensure curriculum and subject leader knowledge is high engagement and funding is pre-planned and pupils can be adequately supported	Early Years Team to continue EYFS NPQ and implement learning within the setting Kenzie Taylor to undertake NCTEM Maths Hub Training sessions and cascade training to Staff, inc. TAs Complete H&S Risk Assessments across the Curriculum to ensure a safe curriculum offer Complete Educational Visits Co-ordinator training and develop visits offer to improve delivery of the curriculum Plan P.E. Events for all year groups to attend and represent the school including pupils with SEND Plan a range of fundraising activities through the PTA to ensure all pupils can experience extra curriculum offers and trips (poverty proofing)	JW / AB / FLH Kenzie Taylor Tracey Oakes Caitlin Hadfield Nic Henderson Franki High	Ongoing Ongoing Spring 1 Spring 2 Autumn 1 Autumn 2	All Governors AB Appraisal FLH Appraisal JW Appraisal NH Appraisal CH Appraisal KT Appraisal	Staff will be confident and feel supported to develop and deliver the curriculum. Parents will not be asked to support funding as frequently, opening opportunities for all to access the curriculum.			