

Broadbent Fold Primary School and Nursery

School Improvement Plan 2025 – 2026



Context The Mission Statement for Broadbent Fold Primary School and Nursery is: 'Learning Today for Tomorrow's World'. All stakeholders are fully committed to improving teaching and learning in order to improve the outcomes for our pupils. The priorities within the School Improvement Plan (SIP) are the outcome of the annual school self-review in collaboration with staff and the Governing Board (GB). The areas for action from the Ofsted Inspection in 2023 and these are incorporated into the key priorities as well as information from staff, pupil and parent questionnaires and the most recent data analysis headlines. The SIP is set in-line with the academic year, but forward planning takes place in-line with the financial year. The SIP is reviewed regularly by staff and termly by the GB when staff present the current progress, impact and next steps. The key priorities underpin appraisal objectives, staff CPD and budget implications. All staff have their own copy of the SIP on which they highlight the areas in which they are directly involved and have responsibility for. This is used to develop subject action plans and discussed at appraisal meetings.

Specific contextual challenges this academic year

Planning and teaching during the academic year 2024 – 2025 had many challenges which included:-

- Children arriving in our EYFS not school ready.
- High number of SALT support required.
- High numbers of SEND / Disadvantaged pupils in each cohort.
- Attendance issues, especially children with social and emotional needs – impact of holidays in term time.
- Gaps in learning, issues with working memory.
- Writing issues linked to spellings and handwriting.
- High numbers of pupils dysregulated before coming into school in the morning.

Broadbent Fold Primary School and Nursery

Priorities for 2025 – 2026



To continue to strengthen our Good Level of Development with a focus on PSE and Literacy.



To strengthen pupils achieving combined Reading, Writing and Mathematics at both expected and greater depth levels.



To continue to strengthen our ambitious curriculum with a focus on foundation subjects.



To support pupil's wellbeing and sustain high attendance.

How will Broadbent Fold Primary School and Nursery implement the plan?

Area 1 Quality of Education	Curriculum Teaching and Learning Assessment Aspirations and the Future Outcomes		
Actions / Measures	Responsibility	Outcomes	Budget £
Curriculum 1. To develop a curriculum fit for their future. 2. Ensure staff knowledge of greater depth writers is strengthened. 3. To review planning of history, with specialist support. 4. Ensure our curriculum enables pupils to develop their memory recall. 5. To improve transference of skills and knowledge. 6. To ensure staff are kept up to date with their subjects. 7. Polish teaching to be accelerated and our scheme progressive. 8. To ensure oracy opportunities are embedded across the curriculum. 9. Pupil voice to continue to have an impact on curriculum learning. 10. Ensure texts strengthen writers. 11. Sustain Mastery Maths teaching.	1. SLT, Govs 2. English Leader 3. History Leader 4. All staff 5. All staff 6. SLT 7. SLT, Polish Leader 8. English Leader. 9. SLT. 10. English Leader. 11. Maths Leader.	1. Pupils have opportunities to master their subject. Children can cope with a changing world. Our curriculum gets pupils ready for this. Pupils are talking about careers, external relationships have been embedded, CPD supports teacher knowledge in Career Led Learning and clubs/trips support this vision. 2. Writing Focus. All staff updated on DFE changes. A spelling focus to continue across school as this remains key element missing from writing. This needs to be evident across the pupil's writing and consistently taught. Talk is rich in the planning of writing and staff can confidently plan a unit effectively to teach writing. Fine motor skills have improved, especially in boys. Inset time has allowed staff to improve pupil outcomes in writing, especially greater depth. 3. Leader to link with specialist teacher to review our curriculum and ensure outcomes for pupils improves. 4. Working memory is tackled in lessons – last year, yesterday, tomorrow, next year. Links across year groups evident. Pre-teaching support in place. 5. Pupils are transferring skills across the curriculum and improving their long-term memory. Plans show this. Key subjects have a focus throughout the year, lessons observed show good quality teaching (Ofsted).	National College £2,545 NFER Tests and CPG £ 2,000 Vocab Ninja £85

		<p>6. Regular observations undertaken by subject leaders. CPD has focused on pupils' needs and has impacted on outcomes. National College and EEF to support CPD.</p> <p>7. Polish teacher has ensured curriculum is progressive and children back on track after maternity period.</p> <p>8. Pupils have the opportunity to talk in groups, in public. This increases pupil confidence and improves writing outcomes.</p> <p>9. Steering groups are having an impact on school life / pupil responsibility and future improvements.</p> <p>10. Texts are engaging and high quality. To ensure our baseline assessments are effective and children's reading books match ability (Ofsted). Also class text develop vocabulary and ensure writing is a high standard.</p> <p>11. KS1 are subitising and are fluent in number sense. Pupils are talking and thinking mathematically. All of the core subjects are evident throughout other curriculum subjects and skills are transferred. Data across vulnerable groups has strengthened.</p>	
<p>Teaching and Learning</p> <ol style="list-style-type: none"> 1. To support staff new to year groups. 2. Ensure adaptive teaching is taking place. 3. Ensure high quality teaching and learning standards across the school. 4. Ensure guided reading teaching is high quality and text impact writing opportunities. 5. Ensure greater depth pupils are targeted in the curriculum. 6. Monitor marking and feedback. 	<ol style="list-style-type: none"> 1. SLT 2. SENCo 3. SLT and Subject Leaders, Gvs 4. English Leader 5. SLT 6. SLT 7. SLT 8. SENCo 9. SLT, Subject Leaders 	<p>1. New staff have been supported with change of year group and high expectations have remained across school.</p> <p>2. Lessons are adaptive to suit pupils and include all learners.</p> <p>3. Observations show children are challenged and mastery curriculum is used. Lessons enable pupils to explore topics outside of their everyday experiences.</p> <p>4. English Leader has worked with staff to improve outcomes in reading sessions. High quality writing is produced based on this. End of year results show this.</p> <p>5. Observations and data shows pupils in core are targeted for GDS – especially to ensure all three core subjects are met by end of KS2.</p>	<p>BC Education £215</p> <p>Provision Map £1,090</p> <p>Sats Companion £420</p> <p>SPAG.Com £70</p>

<p>7. Staff CPD to provide time to research, coach and share good practice.</p> <p>8. Accelerate learning through interventions and additional adult support.</p> <p>9. Curriculum planning is effective Long-Term Planning / Medium Term Planning impact on knowledge and skills and give pupils time to review and learn new knowledge. (Ofsted)</p> <p>10. Ensure vulnerable pupils are effectively planned for and provision in place.</p> <p>11. To explore the Implementation process and impact on learners with a focus on knowledge retention and metacognition. (Ofsted).</p>	<p>10. SLT, SENCo</p> <p>11. SLT, Govs</p>	<p>6. Monitoring shows improved outcomes in each lesson and consistency for all learners.</p> <p>7. CPD has had an impact on pupil outcomes and wellbeing.</p> <p>8. Interventions have successfully driven learning, accelerated learning, addressed gaps quickly and targeted CCP pupil's needs. Quality first and adaptive teaching.</p> <p>9. Curriculum planning is effective and strategies are having an impact on pupil's learning and working memory. Topics books show clear progression of subject, with a specific focus on history. (Ofsted)</p> <p>10. Targeted groups have been tracked / challenged highly effectively. Outcomes show this.</p> <p>11. Implementation process has been explored and evidence is used from the classroom to make judgements to improve outcomes.</p>	
<p>Assessment</p> <p>1. Our systems capture the strengths of every child.</p> <p>2. Review the impact of teacher marking across subjects.</p> <p>3. Provide cluster moderation opportunities.</p> <p>4. Improve the assessment of reading from EYFS to Yr 1. (Ofsted)</p> <p>5. Peer and self-assessment accelerates learning process and</p>	<p>1. SLT</p> <p>2. SLT</p> <p>3. HT</p> <p>4. Subject Leaders</p> <p>5. Teachers</p> <p>6. Teachers</p> <p>7. Teachers</p> <p>8. SLT</p> <p>9. SENCo</p> <p>10. SLT, Teachers</p>	<p>1. It is clear staff know pupils strengths and this is celebrated and mastered.</p> <p>2. It is evident in observations and books that learning is driven by teachers tackling success and next steps quickly and effectively. Accelerated learning is evident.</p> <p>3. Staff have opportunities across the year to quality assure their work.</p> <p>4. Pupils at the end of year 1 have improved ARE. Reading books meet the needs of pupils and they are benchmarked effectively. Assessments inform accountability measures for school.</p> <p>5. Purple pen in books show impact and developments in pupil's learning – this is to be consistent from yr 1 to year</p>	

<p>consolidates learning from year group to year group. (Ofsted)</p> <ol style="list-style-type: none"> Review our diagnostic assessments in foundation subjects. To show the impact of assessment during lesson time. Termly pupil reviews improve next steps for staff. SENCo to strengthen assessment provision for SEND pupils. Continue to improve the tracking of children achieving reading, writing and maths combined. 		<ol style="list-style-type: none"> Observations show peer impact on learning. Editing shows an improved process. During lessons it is clear that questioning, editing, challenges and progression in skills / knowledge is highly effective. Task should reflect this in every lesson. Pupil progress meetings ensure children are reviewed accurately, vulnerable pupils are pinpointed and next steps are swift. Assessment process has strengthened for SEND pupils. Staff able to monitor effectively. R,W,M outcomes have continued to improve in each class – as this has been monitored and tracked throughout the year. 	
<p>Aspirations for the Future</p> <ol style="list-style-type: none"> To inspire children for the future in employment. Ensure visitors and trips continue to provide meaning to learning and pupil's futures. Continue to strengthen our sporting achievements in and around our community. Continue to provide special themed weeks linked to national and local themes. 	<ol style="list-style-type: none"> SLT, Teachers SLT, Teachers Teachers, Gvs SLT 	<ol style="list-style-type: none"> Our curriculum shows rich experiences to inspire pupils, by accessing the wider community/further education. Second year of Start Small Dream Big work completed. Teachers have a plan of intent for the experiences and are clear of the impact of providing these. Sporting achievements in school and out of school hours are strong and pupils attend a range of clubs and events. Gold Mark achieved – heading for platinum. Visitors to school are from a range of backgrounds and display their own talents and inspire future generations. 	
<p>Outcomes See EYFS section for separate outcomes.</p> <ol style="list-style-type: none"> Continue to strengthen number of pupils achieving phonics at the end of year 1, with a particular focus on SEND. 	<ol style="list-style-type: none"> Phonics Leader Phonics Leader, English Leader, 	<ol style="list-style-type: none"> Continue to strengthen phonics. Improvements to be evident in pupil's reading. At least 90% of pupils leave KS1 with phonics. At least 70% of pupils are on track in reading and writing. Aim at least 80% in reading and 80% in mathematics for the end of KS1. 	<p>Mathletics £1,366</p> <p>Letterjoin £280</p> <p>White Rose</p>

<p>2. Ensure pupils are leaving KS1 with phonics standard ready for KS2.</p> <p>3. Ensure year 1 outcomes are strengthened in English.</p> <p>4. Continue to strengthen KS1 outcomes at expected and greater depth level across subjects.</p> <p>5. To improve the number of children achieving ARE/GDS in writing across school EYFS-Year 6.</p> <p>6. Strengthen KS2 outcomes, with a particular focus on children achieving ARE in all three subjects.</p> <p>7. Continue to improve children achieving greater depth throughout the school.</p> <p>8. Increase the number of pupils achieving SPAG outcomes throughout KS2.</p> <p>9. Improve the number of children achieving science outcomes across the school.</p> <p>10. Vulnerable groups to track and improve outcomes for: Continue to reduce the gender gap: Boys in mathematics end of ks2 expected level, girls writing end of ks2 expected level, girls greater depth maths end of ks2. SEND pupils - end of KS2 outcomes in SPaG</p>	<p>3. English Leader, Year 1 Teacher</p> <p>4. SLT, Phase Leader,</p> <p>5. English Leader, SLT</p> <p>6. SLT, gov</p> <p>7. Teachers</p> <p>8. Teachers</p> <p>9. Teachers</p> <p>10. Teachers, Science Leader</p> <p>11. SENCo, gov</p>	<p>5. Writing across school shows significant improvement across year groups, evident of accelerated progress. Interventions from the start of year in place.</p> <p>6. Effective tracking in place to pinpoint children on/not on track for core subject. Aim of cohort to achieve RWM 65% on track across. In line with local.</p> <p>7. Identification made early, data shows gradual improvement.</p> <p>8. Aim for 80% pupils achieving SPAG outcomes in each year group – matching up with writing.</p> <p>9. To be in line with national expectations.</p> <p>10. Gap Analysis: KS1: Number of girls and boys achieving GDS across subjects. Boys writing has narrowed the gap against girls in school and nationally. Strengthen year 2 phonics outcomes. SEND – plans are in place and reviewed effectively (CCPS). SEND&PP to be targeted effectively. KS2: Boys progress across subjects to be improved. Greater depth achievement girls and boys to be improved. All: SEND progress in phonics achievements. Disadvantaged Pupils – Ensure all pupils are in line with non-disadvantaged through provision.</p>	<p>£2,098</p> <p>Arbor</p> <p>£6,751</p>
---	---	---	--

Disadvantaged pupils – with a focus on end of KS2 outcomes Service Pupils making progress in line with peers. Greater depth- ensure identified early across the curriculum. Boys greater depth in reading/writing focus end of KS2.			
---	--	--	--

Area 2 Leadership and Management	Vision and Ethos SLT and Governance Staff Wellbeing Staff Development Safeguarding Equal Opportunities Community		
Actions / Measures	Responsibility	Outcomes	Budget £
Vision and Ethos 1. Move into a MAT with the Stamford Park Trust. 2. Strengthen our diversity offer with lead Governor Mrs Fough. 3. Strengthen our school vision through class assemblies, experiences and our curriculum offer. 4. New active uniform offer.	1. SLT, Govs 2. Govs, HT 3. SLT, Gov, Teachers 4. SLT, Gov	1. Join the trust by January 2026. 2. Diversity and inclusion is interwoven throughout the curriculum and is clear daily in our school. 3. Our vision is continued to be promoted. Our daily curriculum and home learning reflects this. PSHE and Wellbeing Focus each week. Experiences broaden our pupil's experiences. 4. New uniform positive impact: reduced cost to parents and increase participation in sport.	
SLT and Governance	1. Govs, SLT 2. Govs, SLT,	1. Meetings look at current and future picture. Further income opportunities are found to support school.	NGA £150

<ol style="list-style-type: none"> 1. The Governing Body is continuing to improve the financial stability of our school. 2. Governors to welcome new governors and strengthen the breadth of knowledge on the team. 3. Ensure everyone is involved in the transition from LA Maintained to a MAT. 4. Ensure the wellbeing of pupils, staff and the community is supported by governors. 5. Develop governor training, with a special emphasis new training through our MAT. 	<ol style="list-style-type: none"> 3. Govs, SLT and CEO SPT 4. Govs, SLT 5. Govs, SLT, SPT 	<ol style="list-style-type: none"> 2. A succession plan is in place and new positions have been supported. 3. All meetings and documentation has been completed to transfer by January 2026. 4. Wellbeing is a standing item on meetings, with a link governor appointed. Pupil / staff / parent voice to be reviewed and governors support in next steps. 5. Training is effective and new governors are supported in their role. SPT organised necessary training for governing body. 	
Staff Wellbeing <ol style="list-style-type: none"> 1. A continuous review of workload. 2. Monitoring sheet to take account of planning, CCP and report writing time. 3. Phase meetings take place termly to allow staff to reflect. 4. Emotionally Friendly Setting Action Planning. 5. School sign up to the Menopause in the workplace pledge. 	<ol style="list-style-type: none"> 1. SLT, govts 2. SLT 3. SLT, Phase Leaders 4. HT, SENCo 5. SLT 	<ol style="list-style-type: none"> 1. Workload is regularly reviewed and linked to staff outcomes / wellbeing. 2. Time given in Inset time to do extra paper-work. 3. Phase meetings have allowed staff to review and reflect on practise to strengthen phase teams. 4. Emotionally Friendly planning has taken place and questionnaires, SLT have acted upon these to improve outcomes for all. 5. SLT taking the actions suggested for staff and ensure open discussions. 	AI Teachmate £356
Staff Development <ol style="list-style-type: none"> 1. SENCo support staff with SEND pupils and EHCP pupils. 2. Emotion Coaching in supporting behaviour. 	<ol style="list-style-type: none"> 1. SENCo. 2. EP, SENCo 3. SLT 4. All staff 5. SLT 	<ol style="list-style-type: none"> 1. Staff are supporting with the teaching and resources for pupils with a CCP and EHCP. 2. Educational Psychologist has supported school implementing this. 	EP Services £8,000

<p>3. Time given to staff to make changes to our curriculum and their subject leader development, with a focus on mastery and history.</p> <p>4. Focus needed on: Reading (Ofsted) End of KS2 reading outcomes Writing – drafting, editing, spellings R,W,M outcomes Middle Leaders Moderation and assessment Assessment</p> <p>5. Continue with our Cluster Work – develop with SPT.</p>		<p>3. Monitoring system has allowed time for staff to review their subject / knowledge and have time with each other to share updates/research.</p> <p>4. Staff have received training on each area and have used this to drive standards and support each other. (Ofsted)</p> <p>5. Cluster meetings, learning walks and moderation has a positive influence on staff development, knowledge and confidence. Subject leaders have had opportunities to share policies and practices.</p>	
<p>Safeguarding</p> <p>1. Ensure policies and practises are reviewed and up to date with government documents.</p> <p>2. Ensure staff training is updated for DSLs and using 7-minute briefings for all staff.</p> <p>3. Strengthen our offers to families e.g., Team Around Approach and Early Help.</p>	<p>1 SLT, govs 2 HT, DSLs 3 NB, HT, DHT</p>	<p>1. Policies have kept up to date with any changes from LA or government. Audit has been updated.</p> <p>2. Training for whole staff; weekly for updates, termly for anything new and DSLs to attend LA updates.</p> <p>3. Family support has strengthened and links with professional services in the community has supported families. have developed workshop times for parents over the year.</p>	
<p>Equal Opportunities</p> <p>1. Review objectives.</p> <p>2. Update policies.</p> <p>3. Learning walks completed on provision to ensure all learners are provided for.</p> <p>4. Curriculum reflects diversity.</p>	<p>1. HT, govs 2. HT, SLT, govs 3. SLT, subject leaders, govs 4. SLT, subject leaders, govs</p>	<p>1. Update our equal opportunities objectives.</p> <p>2. Updated policies in place and actioned.</p> <p>3. Learning walks, observations and pupil progress meetings to show all learners needs are being met.</p> <p>4. Curriculum, visitors, environment, texts and planning shows diversity linked to local community and beyond.</p>	

Community <ol style="list-style-type: none"> 1. Strengthen partnership with home and school. 2. Strengthen community developments. 3. Kick-start our PTFA. 	<ol style="list-style-type: none"> 1. All staff, govs 2. SLT 3. SLT, govs 	<ol style="list-style-type: none"> 1. Families are involved with meetings, consultations of policies, reviewing CCP needs, supporting school in next steps and developments. Home learning is a family activity and ensures time together. Planned events to join teachers and parents – Book Looks/Partnerships. Complete regular surveys. 2. Look at links with associations, businesses to drive our curriculum and support local families. 3. PTFA continues to strengthen and generating income into school to support provisions in reading, sport and wellbeing. 	
Area 3 Behaviour and Attitudes	Behaviour and Welfare Attendance Relationships Anti-bullying		
Actions / Measures	Responsibility	Outcomes	Budget £
Behaviour and Welfare <ol style="list-style-type: none"> 1. Update Behaviour Policy with staff and Pupil Leaders, based on emotion coaching. 2. Behaviour walks to check on targeted pupils and behaviour management strategies. 3. Support pupils with specific behavioural needs through plans and reviews. Behaviour plans need to be reviewed on a consistent basis and show impact of behaviour for learning. Parents to have a clear input into this. 	<ol style="list-style-type: none"> 1. SENCo, SLT, EP 2. SLT, SENCo 3. Learning Mentor, SENCo 4. SLT, Learning Mentor, SENCo 	<ol style="list-style-type: none"> 1. Behaviour Policy in place and being effectively followed. All staff trained and using emotion coaching effectively. 2. Behaviour plans are effectively in place for pupils with specific needs and LA support for further assessment. Parents directly involved in pupil's development. Classes are not losing any learning time due to low level disruptions. 3&4. Support identified pupils, alongside PSHE curriculum, Forest Schools, Wellbeing Walks to Gorse Hall, Wellbeing Leader, Educational Psychologist involvement, NHS Worker (EMHP) and pupil steering groups. Teachers worked closely to make curriculum accessible. EMHP and Healthy Hyde support in various areas – Friendship / Anxiety / 1:1 support. 	

<p>4. Strengthen systems and strategies to support identified pupils with social, emotional and mental health needs.</p> <p>Attendance</p> <p>5. To sustain overall high attendance and reduce PAs.</p> <p>6. Continue to tighten policy and approaches when pupil's attendance is lowering or they are at risk of PA.</p> <p>7. Identify and support vulnerable families.</p> <p>8. Reward attendance and follow policies for absences to reduce persistent absence.</p>		<p>5.Attendance Officer is clear about daily, weekly and half termly checks. Works with HT and parents to improve outcomes.</p> <p>6.Review meeting, intervention meetings, letters are followed through and have an impact on pupil's attendance. All staff tackling this. 93% trigger / 90% meeting / Severe PA.</p> <p>7.Attendance policy and processes being followed and letters / meetings or EHA in place to support anyone vulnerable.</p> <p>8.Children receive attendance certificates and rewards 98%+. Celebrate our success.</p>	
<p>Anti-bullying</p> <p>1. Policy is reviewed annually in the classroom with pupils and steering groups. Review cases from previous year, address in policy.</p> <p>2. Rights Respecting Charter in place and effectively linked to learning.</p> <p>3. Curriculum has opportunities to review and reflect this area consistently throughout education.</p> <p>4. Buddy system in place for new starters / vulnerable pupils.</p>	<p>1. SLT, Pupil Leaders</p> <p>2. All staff</p> <p>3. SLT, subject leaders</p> <p>4. Teachers</p>	<p>1.Pupils have been consulted on the policy and have ensured their thoughts influence practice at school. School to start the process to look at the Anti-bullying Mark Award. SLT to review incidents and ensure any updates and training put in place.</p> <p>2.Class Charters remain high profile and links to this made throughout the year.</p> <p>3.PSHE curriculum, Circle Time all provide opportunities for pupils to speak about behaviour and highlight when it is not appropriate. P4C opportunities to be developed and staff trained to use this approach. Computing curriculum and PCSO support with digital bullying. Parents receive e-mails on how to support their child at home.</p> <p>4.Support systems are in place when a pupil needs this.</p>	

Area 4 Personal Development	Pupil Physical and Mental Wellbeing British Values Contribution to society		
Actions / Measures	Responsibility	Outcomes	Budget £
Physical and Mental Wellbeing 1. Continue our work with Salford EP to support wellbeing of pupils. 2. Strengthen wellbeing of pupils within our curriculum and what we can offer in school time. 3. Support children with anxiety and issues with attendance.	1. EP, SENCo, HT 2. All staff, govs 3. HT, Learning Mentor	1.The work we have completed with EP is impacting positively on staff and pupil wellbeing. 2.Wellbeing Leaders continue to have an impact within assemblies and classrooms. 4.School has supported families to improving attendance when anxiety / separation issues.	
British Value 1. Review BV values across the curriculum and ensure interwoven.	1. SLT	1.BV is interwoven into our curriculum. Staff have received updates and shared ideas.	
Area 5 Early Years	Teaching and Learning Provision Outcomes		
Actions / Measures	Responsibility	Outcomes	Budget £

<p>Teaching and Learning</p> <ol style="list-style-type: none"> 1. Continue the success of early teaching of phonics and reading. 2. Ensure outdoor learning provision is of the highest quality and reinforces themes and language. 3. Continue to strengthen diversity in the EYFS curriculum and daily life. 4. Fine motor skills to be targeted in all areas of learning. 5. Support pupils unable to self-regulate. <p>Assessment</p> <ol style="list-style-type: none"> 6. Ensure baselines are completed and tracking completed. 7. Ensure phonics is tracked effectively and supports pupils in their transition to KS1 reading. 8. Look at data throughout the year to ensure it is acted upon and more pupils achieve GLD. 	<ol style="list-style-type: none"> 1. English and phonics leader 2. SLT, govs 3. SLT, govs 4. English leader, EYFS leader 5. EYFS staff 6. EYFS Leader 7. Phonics Leader 8. SLT, EYFS Leader 	<ol style="list-style-type: none"> 1. Staff have strengthened knowledge and confidence in teaching phonics. Books reflect reading / phonics abilities. Data impacting into year 1. 2. Provision is of a high standard and supports current learning and needs. 3. Pupils experience diversity in their learning and experiences in school through texts, puppets, visitors, meeting new families/volunteers/FE students to challenge stereotypes. 4. Fine motor has increased and writing outcome continues to strengthen. 5. Support in place to improve self-regulation and impact evident on year group outcomes. Plans in place early for pupils targeted. 6. Baselines support teaching and planning moving forward. 7. Phonics teaching, planning and assessment has improved pupil outcomes. Getting pupils KS1 ready. 8. Improved outcomes for Reception and beyond. 	<p>EYFS Budget £1,500</p>
<p>Provision</p> <ol style="list-style-type: none"> 1. Children SEND needs are identified quickly and supported. 2. Ensure learning areas develops: <ul style="list-style-type: none"> - Pupil's oracy - Fine motor skills - Reading - Phonics 	<ol style="list-style-type: none"> 1. SENCo, SLT, Teachers 2. All EYFS staff 	<ol style="list-style-type: none"> 1. SEND pupils are tracked and identified quickly to ensure effective support is put into place. 2. Environment is rich in key areas of focus. Middle Leaders have chance to observe this and support in developments. 	

<ul style="list-style-type: none"> - Mathematics - Behaviour for learning 			
Outcomes <ol style="list-style-type: none"> 1. Children receiving interventions are tracked effectively. 2. Continue to strengthen the number of pupils achieving Good Level of Development. 3. Continue improve outcomes for boys in line with girls. 4. Improve PSE area of learning. 	<ol style="list-style-type: none"> 1. EYFS staff 2. EYFS Leader, SLT 3. EYFS staff 4. English Leader, EYFS Leader. 	<ol style="list-style-type: none"> 1. Interventions in class linked to speech and language, knowledge or boosters are tracked and the impact recorded on Provision Maps. 2. GLD continues in line 80% and in line with national. Prime Areas have improved following a Literacy / Physical Development focus/Self-Regulation focus. 3. Boys have improved outcomes across areas – closed the gap with girls in GLD, Prime and specific areas. 4. PSE areas have continued to be targeted and improvement in outcomes evident. 	

Acronyms: EYFS – Early Year Foundation Stage PP – Pupil Premium SPT – Stamford Park Trust EP – Educational Psychologist

KS1 / KS2 – Key Stage One and Two

GLD – Good Level of Development

PSHE – Personal, Social and Health Education

RSHE – Relationship, Sex and Health Education

SEND – Special Education Needs and Disabilities

ARE – Age Related Expectation

CCP – Child Centred Plan

**Please see individual subject leader action plans for in depth targets into curriculum subjects and focus.*