



Tomorrow's Future Starts Here

**HAMPTON HARGATE PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN 2025 - 2026**

Hampton Hargate Primary School - Vision Statement



At Hampton Hargate Primary School we are committed to the academic, personal, social and emotional development of all our pupils. We create an engaging environment where successful and inspiring teaching, enthusiastic learning, tolerance and mutual respect towards others is valued above all else.

In pursuit of excellence, we will always endeavour to demonstrate best practice, promote the spiritual, moral, cultural, mental and physical development of pupils - in our school and in society - and prepare the children for the opportunities, responsibilities and experiences of later life. We promote teaching practices, whole-school procedures and a school environment that are dyslexia friendly, designed to empower all pupils to thrive.

We ensure pupils experience a broad and balanced curriculum which supports, challenges and extends their self-discipline, motivation and self-esteem. By working closely with pupils, parents and the wider community, we will support and encourage the children to develop into confident, independent, successful and responsible individuals who have an appreciation and an appropriate sense of Citizenship.



Hampton Hargate Primary School's Aims

Our aim is to foster the development of inquisitive and well-informed children who are able to think for themselves and act in a responsible, independent way. We aim to develop enquiring open minds, self-disciplined work habits and a search for excellence in all things.

We will strive to:

- create a whole school atmosphere which has high aspirations, values achievement, celebrates success and places importance on the learning process as well as learning outcomes
- establish a happy and stimulating environment in which each child will be motivated and nurtured to achieve their potential
- develop each child's ability to study, question, think critically and discuss rationally
- set standards of behaviour, effort, attainment and challenge which exercise each child's capabilities to the full and prepare them for the next stage in their education
- encourage every child to think and act responsibly, appreciating and considering the needs and feelings of others
- promote equality of opportunity, embodied through our school's dyslexia-friendly approach, taking account of differences (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help to overcome barriers to learning in order to raise achievement and fulfilment for all our children
- stimulate a sense of natural curiosity, excitement and enjoyment about the world
- monitor and evaluate our teaching and learning to continue to raise expectations and ensure the highest outcomes for all pupils
- develop effective working partnerships with pupils, parents, staff, governors and the wider community to further enhance the life of the school

The principle curriculum aims are:

- to provide a curriculum that inspires and excites our pupils to achieve excellence and motivates them to succeed
- to master key skills in reading, writing and maths that can be applied to a range of contexts and purposes and strengthened in all curriculum areas
- to promote a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning
- to help each child use language effectively across all subjects within a creative, broad and balanced curriculum, where meaningful links are maximised
- to foster a love of reading within a text rich environment in order to access all curriculum areas, unlocking their imagination and potential to succeed
- to provide an environment which fosters spiritual growth and respect towards all races, cultures and ways of life
- to provide opportunities for all round physical development through creative, competitive and challenging activities



Organisation / Projected Numbers & Staffing 2025-2026:

	REC (4+)	YR1 (5+)	YR2 (6+)	Total FS/KS1	YR3 (7+)	YR4 (8+)	YR5 (9+)	YR6 (10+)	Total KS2	TOTAL
2025 – 2026	90	90	90	270	93	93	93	93	372	642

Year Group:	Class:	Teacher: (at Sept 2025)	Number on roll (Oct 2025)
Reception	RMH	Laura Mills (0.8) / Sharon Heron (0.2)	30
Reception	RCH	Lucy Colley (0.6) / Sharon Herron (0.4)	30
Reception	RLJ	Lydia Jordan	30
Year 1	1EF	Emily Finch	30
Year 1	1HT	Hannah Thorold	30
Year 1	1JG	Jade Griffin	30
Year 2	2RW	Roxanne Wilding	30
Year 2	2AS	Amelia Shepherd	30
Year 2	2RK	Rebecca Kelly	30
Year 3	3HB	Heidi Bethel	31
Year 3	3RB	Rachel Reid (0.6) / Sarah Barks (0.6)	31
Year 3	3HI	Hollie Ismail	31
Year 4	4BW	Clare Bayliss (0.8) /Julie Wilmot (0.2)	31
Year 4	4EA	Elisha Asplin	31
Year 4	4ED	Ebony Debell	31
Year 5	5RC	Rosie Carter	31
Year 5	5GT	Gemma Turner	31
Year 5	5LW	Lily Wallis	31
Year 6	6DM	Duncan Milner	31
Year 6	6SW	Laura Smith (0.8) / Lyndsey Williamson (0.6)	31
Year 6	6NM	Natasha Mohan	31
Maths Intervention		Tessa Brooker (0.6)	
Reading Intervention & Dyslexia		Estella Todisco (0.4)	
0.8		Anne Sullivan – EYFS/KS1 SENCO (0.4 teaching in Reception/Adventurers)	
0.6		Hayley Firth – KS2 Music	
0.6		Julie Wilmot (1.0 Class teacher; ECT release/support, Attendance, PPA cover, Team Leader)	
0.4		Beki Arora (0.6 EAL, PPA Cover)	
1.0	(Mat. Leave)	Holly Ashton-Jones (class teacher. Being covered 25/26 by Emily Finch) MAT Leave	
0.5	(Mat. Leave)	Katie Tomson (PPA/subject release/intervention & catch-up KS1) MAT Leave	



REVIEW SECTION

2024 - 2025

ENGLISH: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> • Ensure children are at the expected standard in Reading, Writing and GPS and remain at least in-line with National standard at greater depth in all. • Identify needs of the cohort to ensure interventions and support match need • Ensure all children make their targeted progress or above in reading, writing and grammar 	Date/Timescale:	Summer 25
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Ongoing assessments for all children to measure the starting point and progress for teaching and learning. (Using LW tracker, PM Benchmark, Headstart assessments, NFER teacher assessments, writing assessments.) These will be scrutinised termly. To reduce the negative impact of over-testing we have a clear assessment programme in place, which informs learning, but lessens the number times we do summative assessments. Formative assessments remain on-going • Ensure all assessment data is both formative and summative so we have the information to set both individual next step targets and identify the pitch for teaching to meet the needs for all learners, with clear differentiation identified. Analysis of Y6 2024 SATs to inform teaching and learning for all year groups. Spelling improved this year following similar analysis last year. Complete SATs analysis for 2025 • Regular writing in-house moderation and cross school cluster moderation to quality assure own writing samples. Whole school writing task, eg write using the same stimulus such as a picture book, to highlight the progression in skills and how teaching is adapted to differentiate & challenge according to need. Y6 LA Writing moderation carried out with high quality feedback from SIP and LA moderators. In-house moderation remains in place termly. • Regular team meetings to monitor reading and writing to ensure a consistency of teaching and provision. Assess impact of the new Curriculum design changes and monitor reading spine. English leads attend team meetings as required to support staff and on-going dialogue about evaluating and adapting the Curriculum to improve outcomes. • CPD for Y6 on writing moderation and expectations for end of Y6 All Y6 teachers and SM completed this. • Develop our own end of year expectations document with exemplars of reading outcomes for each yr grp. Develop further in 2025-6 • Evaluate use of inhouse writing grids to support teacher judgements Continue to use in 2025-6 • Share the above with parents, e.g. in Curriculum meetings and on the website as well as information and resources to support Spelling (<i>No Nonsense Spelling</i> and <i>Spelling Shed</i>), Handwriting (<i>Letterjoin</i>) and Phonics and Reading (<i>Little Wandle</i> and <i>Text Detectives 1 & 2</i>) Information shared at all welcome meetings and on the website. • Identify those children who are at risk of falling behind or are already behind yr grps expectations and design appropriate intervention with ‘smart’ targets. Use focused time-limited and measurable intervention strategies to support the targeted groups (Assess-Do-Review). (Identify in Autumn PP meetings) Continuous within all pupil progress meeting, scrutiny, assessment and progress tracking as well as professional ad hoc dialogue • Meet at least half termly with team leaders and identify groups, targets and set a programme of monitoring to assess the level of success and adjust intervention where necessary. As above • Feed data into pupil progress meetings where specific children/groups of children will be targeted. To include ‘dyslexic diagnosis’ and ‘at risk of literacy difficulties’ pupil group As above • Use Lexia for SEND pupils and children identified in the lowest 20% as an intervention to support phonics, spelling and reading comprehension in KS2 As above • Reading Intervention to offer both quality first teaching and support for the lowest achieving pupils Assess, plan, do, review cycles inform quality interventions, supported and conducted by Reading Lead • Reading specialist working with children identified within the lowest 20% in targeted Year groups as well as EYFS and Y1 reading practice 3 times a week, coaching and monitoring teaching staff. Ongoing 	Cost:	<p>- Literacy Lead network meetings (costings being calculated)</p> <p>Chapter Books / Books to support KS2</p>

	<ul style="list-style-type: none"> LW Reading and Phonics intervention for Y3/4 and training for staff delivering when needed Rapid response to the needs of pupils, with intervention carried out by experienced HLTA. Y1/2 intervention also delivered by experienced KS1 teacher EYFS and Y6 staff to attend statutory training with the local authority to ensure all staff are up to date with current statutory guidance and changes to the testing. All staff attended relevant training Audit Y2 reading book bands- Little Wandle them- supplement where needed. Process is on-going Literacy Shed to be purchased for 2024/2025 to support teaching and planning. Literacy Shed purchased and teachers from Y2-Y6 using Spelling Shed as well as other resources 		
Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Reading, writing and GPS results at KS1 and KS2 make identified gains at each assessment point. Reading, writing and GPS results show children are making expected progress and more than expected progress for those identified. Data above National in Reading, Writing and phonics (Y1/2) across all year groups. Within the wider picture, pupil groups have been identified within each year group which need to be targeted. Provision mapping used to record and review provisions to analyse what works and to improve/adapt provision accordingly. Overall attainment at KS2 Expected: Reading 84% (National 75%), Writing 84% (National 72%), SPAG 87% (National 73%) GD: Reading 45% (National was 29% in 2024), Writing 13% (National was 13% in 2024), SPAG 51% (National 30%) KS1 (no longer statutory) Phonics: Y1 87% (National TBC. Previously 80%); Y2 67%. End of KS1 97% EYFS data: Reading 78%, Writing 72% Phonics testing in Y1/2 remains above National At least 76% at expected standard in Reading, Writing and Maths at KS2 Identified pupils reach challenging targets in R and W at both expected and GD. Boosters throughout school evidenced as having a significant impact. Parents are better informed of the expectations for their children's writing ability and how they learn to spell, raising engagement with homework activities 		

	Intent:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> To develop spoken language skills ('oracy') for the here and now and also in readiness for later life 	Date/Timescale:	
2	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> SM/ET to audit speaking and listening objectives within English Curriculum and all Curriculum subjects to track/create a progression of skills across year groups, relevant to our context. Oracy progression researched, written and shared with staff Explore external training from <i>Find Your Voice, Voice 21</i> or similar on Oracy in classroom setting. Meeting with Liz Martin led to bespoke training of Aidan Chambers, Tell Me approach to text and wider classroom discussion. Y2-Y6 staff observed Liz teaching in Y3 and Y6, followed by a staff meeting. At the end of the year, new to Y3 staff had 1:2 planning session with Liz. Planning Scrutiny, Lesson Obs of the teaching of spelling will feed into coaching and team teaching programme to ensure consistency of approach and share best practice with all teaching staff including TAs. Move into 2025-6 Work closely with Team Leaders to look at the impact on timetables – overcrowding of school curriculum. Oracy audit, identified areas where speaking & listening currently exist and could be developed. Oracy week planned October 2025, to launch oracy skills across school. Further training to be developed 25/26 Maintain and develop Word Aware – discreet teaching of vocabulary that has been identified as Tier 1/2/3 across the curriculum and planning for opportunities to overlearn. Word Aware training complete. Audit next year alongside oracy focus as to the usage and impact. EYFS build on successes of 2023-24 of Helicopter Stories (which enables young voices to narrate their own stories) and 'Nurture Read and Feed' (which models good discussion around 'big questions' and text) Successfully implementation across Reception of both and plan to disseminate best practice into Y1. How could this look higher up the school? 	Cost:	(Potential whole school CPD- Find your voice Cost

Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Subject leads have embarked on the oracy journey, through planning, own CPD and dialogue with staff. The groundwork is in place and this academic year the intention is to roll out the new approach. Impact on pupil learning (below) will be measured over this academic year. • Pupils understand the difference between spoken and written language • Pupils develop the confidence to speak clearly and express their ideas effectively – both spoken and as a rehearsal for writing • More classroom 'talk' across curriculum subjects which both supports lowest ability and extends greater depth opportunities, e.g. Fluency Bee which promotes a 'low threshold high ceiling' i.e. open ended discussions and questions that all learners can access, but also challenges the more able. • Promotes Dyslexia-Friendly School ethos
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3	Intent:	<p>What are you intending to do?</p> <p>To improve reading fluency and intonation, to improve pace, stamina and reading enjoyment</p>	Date/Timescale:	
	Implementation:	<p>How are you going to do it?</p> <p>Subject leads met staff to discuss the important of fluency as part of our reading approach, and taking into account when assessing. Y2 moderation heavily relied on timing pupils reading.</p> <ul style="list-style-type: none"> • Audit current provision and capture good practice. Ongoing for 2025-26 • Identify staff that require CPD in order to deliver reading fluency for pupils who have learned to decode but still read too slowly to absorb information effectively (building on LW successes) Ongoing for 2025-26 • Drawing on research including EEF, introduce new idea and strategies based on our findings (e.g. Readers Theatre) Fluency EEF (educationendowmentfoundation.org.uk) Subject leads researched this area, and met with Y3, 4, 5 to discuss the benefits of 'reading aloud' strategies. Data analysis showed that our pupils largely have good reading stamina and reading speed, leading data which is well above National at the end of KS2 and our own in-house also reflects this. Therefore this target took a bit of a back seat compared with other targets which were key school priorities. • Planning Scrutiny, Lesson Obs of the teaching of spelling will feed into coaching and team teaching programme to ensure consistency of approach & share best practice with all teaching staff including TAs • Work closely with Team Leaders to look at the impact on timetables – overcrowding of school curriculum. • Identify pupils with specific gaps that create barriers to reading fluency, e.g. gaps in their phonic knowledge, on-sight vocabulary, intonation, exposure to vocabulary rich environments etc. 	Cost:	<p>R4P - £500</p> <p>(Possible release for peer observations- no cost)</p>
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Observations and class discussion report improvement in fluency leading to better comprehension and enjoyment of reading. • Our reading curriculum is design so that pupils build reading fluency and linguistic knowledge over time. Our rich curriculum is designed to increase linguistic knowledge and genre over the course a child's reading journey at HHPS. Our continued focus on R4P, e.g. Read it, Share it, Frame it, Reading events, Reading buddies etc has maintained a passion for reading amongst our community. • Pupils are exposed to a wide range of books once they are fluent readers in order to build on a reading habit As above • Pupils working memory is not overloaded with the task of reading fluently and with pace, to tackle higher order reading skills See earlier comment about data. • Promotes Dyslexia-Friendly School ethos Achieved the DFSQM in November which praised our approach to reading and further highlighted the quality of our provision. 		

4	Intent:	<p>What are you intending to do? To improve fluency of 'secretarial skills' (spelling and handwriting)</p>	Date/Timescale:	
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Staff have received training on teaching of spelling (INSET Sep 2024) and have subscription to Spelling Shed. Y2-Y6 received training and are teaching the programme to all pupils, with positive feedback from staff and pupils and improved outcomes. Subject leads did a Spelling audit/walk. Identified improvement across the school. Clear planning and teaching, with marked improvements reflected in continuous assessment. Share with staff, the progression of secretarial skills, referring to and building on the programme of study, to build a picture of what 'mastery' looks like in each group Staff meeting completed to identify the strands which are included under the term 'secretarial skills'. This was also shared with governors. This will further developed alongside the writing framework. Transcription practice is taught in isolation to ensure that handwriting and automaticity of secretarial skills is a key focus. Ongoing for 2025-6 Following audit of 2023-24 Spelling/Handwriting outcomes, implementation varies on year group: EYFS -Continue with LW teaching of 1) CEW (tricky words)/ HFWs and 2) handwriting Y1/2 - Build on the successes of last year's teaching of 1) spelling and 2) handwriting and incorporate dictation to aid fluency and combine these skills KS2 – Continue to use Letterjoin and include transcription within teaching sequence. Consider achieving learning objectives through spoken opportunities to support written outcomes (e.g. to orally practise using grammatical conventions and different sentence structures) Create a 'ordinarily available provision' crib sheet for the teaching of spelling to include: Strategies for memorising (Mnemonics, Finding links, Creating a story, Songs and rhymes, Speaking aloud, Visualisation, Association, Mind maps, Personalising, Acting it out) Spelling techniques (Phonics, syllables, analogy, root word, rules, mnemonics, visual memory) Completed by SENDCo. Planning Scrutiny, Lesson Obs of the teaching of spelling will feed into coaching and team teaching programme to ensure consistency of approach and share best practice with all teaching staff including TAs. Ongoing in 2025-6 Homework club (AC) to support pupils in KS2 who have difficulties with these skills and/or 'home' work Work closely with Team Leaders to look at the impact on timetables – overcrowding of school curriculum. How to combine these components effectively to get the maximum impact Subject leads met with team leaders to identify where in the curriculum we could 'kill two birds with one stone.' 	Cost:	<p>(Possible release for team leaders- to plan for this within timetables. No cost.)</p>
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Reduce barriers to writing fluency, including transcription through mastery of these secretarial skills. Ongoing in 2025-6 in line with the new Writing Framework. Focus on building up from Reception. Improved pupil confidence, independence and pace in English lessons and across the curriculum, reducing the need for support into KS2 Working memory is freed up for more complex writing skills, such as oral composition of message, letter formation, handwriting, spelling, sentence structure and grammar. Pupils are more likely to be successful in learning composites if the components are broken down and sequenced over time, with sufficient practice to reach automaticity. Data analysis showed that our pupils largely have good writing stamina and secretarial skills, as reflected in end of KS2 SPAG data which is significantly above National and our own in-house also reflects this. Promotes Dyslexia-Friendly School ethos DFSQM achieved. 		

PHONICS: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What are you intending to do? Use the Little Wandle assessment tools to ensure that all children are receiving the necessary and relevant phonics to ensure they are making the best progress possible (including keep up sessions for lowest 20%)	Date/Timescale:	On-going
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Train Reception staff to use the LW assessment tracker. • Use the Little Wandle tracking sheet to see how the children are progressing through the phonic phases and analyse whether there are any children who are not making expected progress. • Use this data to adjust groupings at each assessment point to ensure accurate delivery and to inform 'Keep-up' sessions. • On-going training & coaching for staff implementing LW interventions during Reception team meetings. • Use of previous Phonics Screening Checks as an additional assessment too (termly) and use to inform phonics teaching. Use assessment tools above to highlight lowest 20% in cohort and target with 'Keep Up' support accordingly. • Teachers to complete practice Phonics Screening Checks throughout the year (December, April, May). • Teachers to complete a mock Phonics Screening Check in April (under same conditions as the real check in June). • Identify specific children that need interventions to support them in achieving the pass mark or higher in the check. 	Cost:	Time for staff training.
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Reception staff now feel confident in assessing and delivering LW interventions which has had a positive impact upon the children's progress in phonics which was monitored through ongoing assessment. • Cumulative progress was made throughout the year, which was checked closely leading up to the check which had a positive impact upon our end of year passes. • Phonics teaching was pitched appropriately for every child, which has accelerated progress. • Year 1 achieved 86% in the Phonics Screening Check. • Year 2 children who did not pass in Year 1 achieved 90%?? in the Phonics Screening Check retake. 		

2	Intent:	What are you intending to do? Build on coaching for staff delivering LW scheme in Reception, Yr 1, and as an intervention in Yr 2 & KS2	Date/Timescale:	On-going
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Identify gaps in teaching knowledge/skills through lesson observation, tracking progress of all groups • Monitoring of teaching and coaching support is based on a shared model of expertise and deliberate practice towards goals identified above. • Train new staff to Reception & KS1 staff on new Little Wandle Scheme. • Prepare and organise resources allowing for easy access and consistent use. • Allow time for observation, coaching and mentoring to take place at regular intervals from the Phonics/Reading Lead and for feedback to be delivered and followed-up on with continuous training. • Ensure scheme's plans are being followed and correct resources are being consistently across all year groups to give the greatest opportunity for success. • Collaborative approach between Reception and KS1 phonics leads, as well as English and Reading Leads. Phonics Leads attend LA CPD together to support this • Support staff working with new starters in KS2 with EAL (very little or no English) 	Cost:	Potential release time (Covered by HLTA) Potential Little Wandle resources for KS2

Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Staff are confident in following the scheme and there has been consistency of teaching across the year groups and the Key-stage. • Children have received phonics teaching in line with the Little Wandle scheme and have made targeted progress • Resources have been organised and easy to access making it smoother to deliver phonics and therefore positively impacting children's progress.
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3	Intent:	<p>What are you intending to do? To improve parental engagement in their children's learning of Phonics</p>	Date/Timescale:	On-going
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Further develop the use of our school website to support parents with Phonics by: <ul style="list-style-type: none"> - Creating Year group/key-stage links from the Phonics page on the website - Providing year group specific information, resources and letters - Signposting links to LW support videos - Providing examples of Phonic lesson videos taught in-house. • Parental workshops, lesson visits, communication on Tapestry (videos, messages to parents, celebrating successes) • Resources sent home to support targeted children, e.g. GPC cards, tricky words • Parents evening conversations – ensure parents are aware that the screening check is a 'test'. • **Please note a lot of this information is currently on the website but we would like to adapt to make it as easy as possible for parents to navigate. ** • Questionnaire to parents to measure impact and make any improvements. 	Cost:	Release time to work on website information
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <p>The website has been updated to be a one-stop shop for all parents to access support for Phonics from home. We did not complete this as early in the year as planned due to Ofsted and other barriers. We hope to get more information about parental engagement with the website and the impact this has during this academic year.</p>		

Any other expected costs/expenditure to be aware of for 2024 - 2025?	Cost:
Phonics Play	£90
Phonics Aiming High CPD network meetings	??? TBC
'Phonics' whiteboard pens (slimmer to more replicate a pencil)	£87.90 (Need 6 boxes)
Little Wandle resources to be used in KS2 for interventions	£100
Grow the code chart for 2RK (previous one broken)	£17.99
TOTAL	

MATHS: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <p>Develop professional development for the subject lead to improve mathematics teaching and learning across the school.</p> <p><i>To enhance the subject lead's expertise in mathematics education, enabling them to support colleagues effectively, raise standards of teaching, and improve pupil outcomes. The focus will be on developing leadership skills, deepening subject knowledge, and implementing whole-school strategies for mathematics improvement.</i></p>	Date/Timescale:	Ongoing
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> ● Identify CPD opportunities specifically tailored for mathematics subject leadership <ul style="list-style-type: none"> ○ NPQ in Leading Primary Maths (to complete by February 2025) TB and AS both passed NPQLPM, which aimed to promote high-quality maths curriculum, lead sustained improvements in teaching and learning, and raise standards in mathematics across their school. ○ Sustaining Teaching for Mastery Program TB and AS attended 3 face-to-face training sessions and 3 twilight sessions, which aimed to Embed mastery across the school, ensure consistency in teaching and curriculum, deepen teacher subject knowledge, support ongoing professional development, strengthen leadership and systems, and improve outcomes for all pupils. ● Feedback key findings and points from CPD to staff within school This was achieved through staff meetings, team meetings and coaching with individual staff. ● Monitor and feedback maths across the school through Insight to track student progress, regular book looks, long term and medium-term planning, staff/pupil voice and lesson visits. AS/TB regular conversations and reviews. Informal monitoring. Met within team meetings to review MTP use. ● Suggest school-wide adjustments in the approaches to maths teaching as needed and identified from regular monitoring. Mock Ofsted interview with Ruth Bradbury (23/9/24) and Ofsted interview with Wayne Jarvis 19-3-25 	Cost:	Supply cover 3 days for Sustaining TFM programme Supply cover 2 days for NPQLPM
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> ● Improved leadership and co-ordination of Maths ● Ensure subject leads are familiar with Maths across all year groups. ● Increased staff confidence, subject leader confidence, increased pupil engagement, enhances pupil attainment ● Ensure a whole school approach is being undertaken, supporting a fluid sequencing and teaching of Maths throughout a pupils journey through school. ● Having completed a range of CPD and attending MSL network meetings, Sustaining Mastery and completing NPQLPM both TB and AS have a more secure understanding in Maths learning across the school and increased their confidence in leading maths. This has ensured a coherent approach to teaching Maths within school ensuring it is progressive and adapted to our pupils needs. ● 2nd December Maths staff meeting - TFM audit, vision, calculation skills progression, visual maths discussion starter activities, modelling. This gave staff a refresher on tools they can apply to their classroom. ● AS + TB completed several learning walks across the year to ensure they were familiar with teaching and progression. 		

2	Intent:	<p>What are you intending to do? Ensure key number facts are learned, practised regularly and are deeply embedded to support pupils' working memory and enable them to make connections within Mathematics across all year groups.</p> <p><i>Ensure that all Year 4 students are well-prepared for the Multiplication Tables Check (MTC) by improving their recall speed and accuracy of multiplication facts up to 12×12. The plan focuses on engaging teaching strategies, targeted interventions, and regular practice to build confidence and mastery.</i></p>	Date/Timescale:	Ongoing
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> ● Conduct a baseline assessment to identify students' current multiplication skills and recall speed. <i>Christmas 2024, Y4 provided with a spreadsheet to record and monitor MTC results in weekly soundchecks.</i> ● Implement frequent multiplication practice within Y3, 4 and 5 focusing on speed and accuracy. ● <i>Training was given to staff during Inset day and on 16/9 to provide PD on TTRS and other resources that could support the teaching and learning of times tables. Multiplicative fluency progression chart shared with staff so show direct teaching and time for consolidation.</i> ● Use online platforms (e.g., Times Tables Rock Stars, Mathletics) to engage students in multiplication practice through games and challenges. <i>Suitable online platforms shared during staff meetings in September.</i> ● Introduce a weekly multiplication test to track progress and give feedback to students. Use timed tests to simulate MTC conditions. <i>Monitored and recorded on a shared spreadsheet and discussions with teachers and SENDCo regarding access arrangements</i> ● Create opportunities for directed improvement for those in Y5 who have not met requirements in MTC – small group intervention. ● Engage parents by providing resources for home practice, such as multiplication grids, online games, and advice on how to support their child. <i>Provided heat maps at parents evening. Homework.</i> ● Use data analysis to identify gaps in learning and tailor instruction to meet the needs of all students. ● Year 1 to 4 use Fluency Bee daily, a structured teaching programme that focuses on additive and multiplicative fluency. This helps children understand key number facts by building conceptual understanding, feeding into the overall confidence in pupil arithmetic within school. This should then enhance connections into Maths lessons and the use of Maths daily. <i>TB modelled lessons for Fluency Bee in Y1, Y3 and Y4 in September as it was a new resource for these year groups.</i> 	Cost:	<p>Fluency bee subscription TTRS subscription Update resources required for Fluency Bee</p>
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <p>Improve student performance in the Year 4 Multiplication Tables Check (MTC) <i>42 pupils scored full marks 25/25 = 46%</i></p> <ul style="list-style-type: none"> ● Students demonstrate improved performance over time, with increasing accuracy <i>Monitored closely across Y4 and Y5 – allow targeted intervention.</i> ● Identified students improve recall and gain confidence. <i>This has supported the outcome in weekly arithmetic test papers and in general Maths learning within Maths lessons.</i> ● Increased engagement and faster recall of multiplication facts (TTRS / gamification) ● Enable pupils to go on and achieve successfully in UKS2 and beyond. ● % of pupils achieving 25/25 will increase. <i>46%</i> ● Staff feedback on Fluency Bee implementation ● <i>To ensure consistent approach to improving Y4 MTC, TB, AL, AS and Y4 team regularly met to review pupil progress in MTC and how to maximise outcomes. Y4 team shared ideas with one another for what's working and struggles within the classroom.</i> ● <i>This target has been achieved; however it must be ongoing into 2025-2026 with a target over over 50% achieving 25/25/</i> ● <i>Increased focus on teaching and learning times tables facts with a deeper understanding of structure rather than just practicing them.</i> 		

3	Intent:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> ● Ensure children are at the expected standard in Maths and remain at least in line with the National standard at greater depth at end KS2. ● Identify needs of the cohort to ensure interventions and support match need ● Ensure all children make their targeted progress or above in Maths 	Date/Timescale:	Summer 2025
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> ● Ongoing assessments for all children to measure the starting point for teaching and learning. (Using Headstart assessments, teacher assessments) These will be scrutinised termly. The assessment expectations document is shared so all teachers are clear about what to do and when. ● Ensure assessment data is both formative and summative to feed into individual next step targets and identify the pitch for teaching to meet the needs for all learners. ● Identify those children who are at risk of falling behind or are already behind yr grps expectations and design appropriate intervention with 'smart' targets. Use focused time-limited and measurable intervention strategies to support the targeted groups (Assess-Do-Review). TB working with children from Y3 and 4 who are significantly below ARE for their main maths lesson, rather than additional support. ○ Use focused time-limited and measurable support strategies to aid the targeted groups for example Pupil Premium, SEND support, class boosters, brain boosters in UKS2 and intervention through T Brooker. A range of interventions/ alternative Maths lessons provided across all year groups. Some children accessed alternative curriculum where attainment is significantly below, though these children were integrated within some lesson topics. ● Meet at least termly with team leaders and identify groups, targets and set a programme of monitoring to assess the level of success and adjust support where necessary. ● AS and TB to monitor maths teaching developments through a whole school book scrutiny. Completed prior to and during Ofsted visit 	Cost:	<p>Plus 1 books Power of 2 books</p> <p>Teaching staff – targeted groups</p> <p>Classroom assessments</p> <p>Resources</p>
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> ● Maths results at KS1 and KS2 make identified gains at each assessment point. Maths results show children are making expected progress and more than expected progress for those identified. ● At least 85% at expected standard in Maths at KS2 and 82% at KS1 ● KS2 Data – 88% Expected Standard, National 74% (+14%), Peterborough 71% (!7%) ● KS2 Data – 40% Greater Depth. ● Identified pupils reach challenging targets in Maths at both expected and GD ● AL, DM, AS lead after-school booster Maths group throughout the year to support reaching targets. ● Discussions with staff and pupils alongside book scrutiny and maths meetings will further embed excellent classroom practice, to continue to develop engaging Maths lessons and keep standards high. Staff were fed back information on Maths books and expectations. Pupil self-evaluation in KS2 was introduced to gain further understanding of areas where pupils feel less confident. This AfL then allows teachers to adapt their teaching in response to pupils' needs. ● Across the school, we exceeded targets at KS2 EXS and GD standard. 		

4	Intent:	What are you intending to do? Review the EYFS maths curriculum to ensure that all children develop firm mathematical foundations in a way that is engaging and appropriate for their age.	Date/Timescale:	Ongoing
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> ● Meet with the EYFS team to audit current provision, identifying strengths and areas for development. ● Review current systems and evaluate their effectiveness. ● Research WRM EYFS scheme to explore links to current practice in KS1 and 2, maintaining a coherent approach and aid transition. EYFS now uses WRM for main learning, support with planning from EY Staffroom website. ● Explore teacher guidance to support the long term and medium-term planning in EYFS EYFS now using WRM for main learning, support with planning from EY Staffroom website. ● Adopt a curriculum that provides activities, play, teaching and experiences that help all children learn, develop and thrive. ● Adults and pupils engage in mathematical discussion and exploration through talk Main maths learning, continuous provision and Daily number time. ● Monitor changes through dialogue with the EYFS team and observations of learning. Feedback meeting between AS TB and LM ● Purchase books to allow mathematical thinking to be introduced and supported by a reading from a fiction / nonfiction book. Order completed. ● Review EYFS section of the calculation policy to reflect any changes to the curriculum and maintain a coherence in representations from EYFS to Y6. Whole school calculation policy updated Summer 2025, including EYFS to maintain a coherent approach and support transition across stages. 	Cost:	WRM subscription Books from EYFS suggested book list Maths Subject / Early Years Lead release time
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> ● EYFS have a stronger foundation of knowledge and skills to equip them in the move to KS1 ● Children have exposure to representations, manipulatives, vocabulary and symbols supporting their early foundation of Maths ● Summative assessment through the ELGs (3 number based, 3 numerical patterns). ● Staff feedback and discussion on implementation within the classroom [Explore, deliver, review, sustain model]. ● AS + TB have met with LM to discuss EYFS planning (7th October). ● AS and TB have seen evidence of assessment strips in EYFS Maths books identifying areas of strengths and improvements for pupils. ● A range of resources were purchased for EYFS including a vast number of books to support and consolidate their teaching of Maths through story. 		

Any other expected costs/expenditure to be aware of for 2024 - 2025?	Cost:
White Rose Maths and Fluency Bee and Infinity – whole school subscription	£700 £575
TT Rockstars / Numbots	£310 £270
Resources to support teaching in class	£300 £933
Grammasaurus – cost shared with other subjects	£200 £300
Classroom Secrets	£700

SEND: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What are you intending to do? Replenish and ensure that resources and training are up to date and available for staff and children. Update and develop coordinated plans through using the provision mapping software.	Date/Timescale:	Academic year 2024-2025
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Ensure there is quality first teaching taking place. Training will be given where required-this will reflect the needs of the children and the staff. Where new children have started Outside agencies will quickly be referred to for support and resources. Observations will take place of children and teaching. Book scrutiny. • Ensure resources are labelled and kept accessible in the staff room for easy access. These will then be monitored by AC and ED and replenished when needed. • Resources to accompany recommendations and interventions will be readily available for OT, S&L, Educational Psychologist etc. New teachers and teaching assistants will be trained how to use the provision mapping software. Provisions and targets will be created and updated on the provision mapping software. 	Cost:	£8000
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <p>We have ensured that all children have the appropriate interventions and adapted tasks to access the learning in school. Children with SEND have accessed formal assessments with peers – either the same or adapted and accessed teacher assessment in order to ascertain their levels which have then been tracked on Insight.</p> <p>Through quality first teaching all children have made progress throughout the year. Resource are easily accessible to support the needs in the classroom effectively which has a positive impact on attainment, progress both academically and from a nurture PoV. Earlier and more accurate identification has meant the needs of the children are better met and resources needed sourced promptly.</p> <p>Coordinated plans have been much more informative and useful as a working document and have supported many EHCP applications over the year. They have provided a better measure of progress which can't be measured through traditional tests. Interventions have been closely monitored by class teachers, team leaders and SENCos and their impact has been measured.</p>		

2	Intent:	What are you intending to do? To continue to involve outside agencies with a particular focus on mental health and SALT.	Date/Timescale:	2024-2025
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • We will continue to assess the children's needs when highlighted by parents or staff members and move them onto SEN support if necessary. The appropriate agencies will then be brought in. Where OT referral maybe needed the OT go to guide will be referred to. Where SALT is needed the Peterborough SALT page will be referred to first. Children who are already a coordinated plan or EHCP will be monitored and outside agencies brought in again if it is felt a review is necessary. • Children who need community paediatrician referrals will be following the required pathway which is now to open an EHA then complete the referral forms which now includes the Developmental Health form. • Children's mental health and emotional needs will be assessed and access appropriate agencies for children who need extra support. Advice on which service might be appropriate can be sought through EMHWs. SALT are reducing referrals so signing up to speech link to help assess and create programmes for children who need it. 	Cost:	£3500

	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <p>SEN children's needs have been met by following the expert recommendations and also reviewed and referred back if necessary. We have accessed SALT, AATS, LASS, OT, Physio, Ed Psych, CAMHs, YoUnited.</p> <p>These outside agencies have provided advice which has been used to help support the children in the classroom. AC and ED have shared the information with the staff so that there is a whole school awareness of needs and provisions. Provision Map has been used to record visits and recommendations. Teachers have been given ideas and strategies to implement in class.</p> <p>Where necessary referrals to the Community paediatrician will be made following the pathway. This process has changed and there now only needs to be an EHA open and parents are no longer required to complete the parenting course.</p>
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3	Intent:	<p>What are you intending to do?</p> <p>Form termly reports on the progress of SEN children and carry out termly progress meetings with year groups. Provision mapping software and Insight will assist with this.</p>	Date/Timescale:	Termly 2024-2025
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • AC and ED will continue to monitor the progress of children on the SEND register but also monitor data to ensure any undiagnosed children are monitored. They will also monitor children who have not made expected progress. • Discussion with teachers and TAs to identify these children will be logged and then monitored. • We will use Insight and provision mapping to track data and challenge staff. • Boxall profile will be used to produce a baseline assessment of the children and then reviewed. This will form part of the progress meetings. • Where relevant, meetings with PP TAs/lead will also take place. • Individual provision maps will be provided for every SEND child & reviewed alongside coordinated plans. • All curriculum areas will be differentiated to meet the needs of every child so they can make progress. • All children will have a curriculum which is tailored to their needs but which also challenges them. 	Cost:	£3500
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <p>Teachers have been ambitious with their expectations of ALL children's progress. This is reflected in both coordinated plans and on Insight. Progress has closely monitored and challenged through pupil progress meetings. By having regular meeting focusing on SEND and those not making expected progress the children have been targeted for additional support where in KS2 (Upper) AC has carried out interventions and boosters. Any unidentified SEND have been tracked and monitored so that teachers are more aware of targets and progress for this group of children, especially since the new framework has more of a focus on SEND. These children have been identified through conversations at pupil progress meetings.</p> <p>Tracking of children will assess the impact of boosters and interventions which have been recorded on provision Map. Targets have been set and teachers are better aware of these children with their planning.</p> <p>Provision map provides a clear picture of interventions across the school and what interventions are in place for others to join including the nurture groups.</p>		

4	Intent:	What are you intending to do? To ensure consistent management of support staff by teachers through effective planning and communication.	Date/Timescale:	Daily
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • SENCOs will ensure that support staff are timetabled to be in the year groups/classes or higher need. Team leaders and class teachers will then look at timetabling the support staff where the need is, for example if support is not needed during PE. • Ensure teachers share information about children and planning with support staff. • Ensure all staff have access and to and are trained to be able to record and use Provision Map. • Support staff to use a proforma to record interventions and impact. This can then be fed back to class teachers and recorded on provision Map. 	Cost:	£0
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Support staff have been effectively used. Children have been effectively supported and their needs met. Pre and post teaching has taken place where needed to further their learning opportunities and in line with their co-ordinated/individual plans. Scaffolding has been used to support learning. With and emphasis on learning key vocab to help with topic-based learning. Interventions and the curriculum have been tailored to the needs and the interests of the children. The success of this has been recorded on planning, intervention proformas and Provision Map. Staff support has been carefully monitored in terms of the needs in school and distributed as necessary to support the children to help them learn and access the curriculum. Where required staff have attended training both in house and via external agencies to upskill and improve their knowledge of needs and how to support. Sometimes this has been working alongside agencies on a 1:1 with specific needs and children in mind. Through learning walks it was evident that teachers and TAs are logging their interventions and keeping records. Children have been included in their coordinated plans and as well as capturing their voice we have ensured they are aware of their targets. 		

5	Intent:	What are you intending to do? To embed dyslexia-friendly provision in line with the Dyslexia-Friendly Schools Quality Mark (DFSQM). Focus on supporting working memory; developing speaking and listening or 'oracy' skills; working in partnership with parents/carers; promoting pupil self-esteem	Date/Timescale:	2024-2025
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Termly staff updates and training of staff as appropriate. Spring term – Spelling Shed training, March 2025 'Book talk' whole staff training (Aiden Chambers 'Tell me' approach), May 2025 Oracy training – staff meeting, May 2025 – Assessment and tracking of children below ARE, July 2025 Staff meeting on transcription, auditing current teaching, broadening scope. Teaching staff to follow Dyslexia-Friendly pathway to ensure early identification and support for those at risk of literacy difficulties. Teaching Assistants to receive training in multi-sensory learning strategies and supporting working memory (ET). whole school awareness - all staff have a working knowledge of indicators of dyslexia, classroom strategies, evidence-based programmes of support and when to refer for extra support; new staff receive awareness training and guidance as part of their induction supply staff are provided with guidelines on dyslexia friendly teaching <ul style="list-style-type: none"> • Dyslexia-Friendly policy to be shared with staff for them to colour code what is in place as Ordinary Classroom Provision, what is coordinated through the SEND team and any gaps to address. All subject polices have DF approach interwoven. SDP has a Dyslexia page that brings together the Intent/implementation/Impact (See separately). Provision mapping records all provisions which are 	Cost:	

		<p>coordinated through SEND or as part of Ordinary Classroom Provision, with staffing time attached, reviews of provision and impact to be able to evaluate outcomes and as part of the Plan Do Assess Review cycle.</p> <ul style="list-style-type: none"> • Training all teaching staff on working memory and supporting pupils to improve the automaticity of: • spelling strategies (through explicit teaching and opportunities to overlearn, e.g. precision teaching) Y2-Y6 received training and are teaching the programme to all pupils, with positive feedback from staff and pupils and improved outcomes. Subject leads did a Spelling audit/walk. Identified improvement across the school. Clear planning and teaching, with marked improvements reflected in continuous assessment. • 'secretarial skills' such as letter formation, handwriting, spelling (through explicit teaching inc. transcription) Staff meeting completed to identify the strands which are included under the term 'secretarial skills'. This was also shared with governors. This will further developed alongside the writing framework. Subject leads met with team leaders to identify where in the curriculum we could 'kill two birds with one stone.' • Training to further develop speaking and listening ('oracy') outcomes across school, by tracking/creating a progression of skills (what this looks like in each year group), exploring external training (English budget), monitoring impact through lesson observations, planning scrutiny, pupil voice and monitoring progress. Oracy progression researched, written and shared with staff. Oracy audit, identified areas where speaking and listening currently exist and could be developed. Oracy week planned for October 2025, to launch oracy skills across school. Further training to be developed in 2025-6. Meeting with Liz Martin led to bespoke training of Aidan Chambers, Tell Me approach to text and wider classroom discussion. Y2-Y6 staff observed Liz teaching in Y3 and Y6, followed by a staff meeting. At the end of the year, new to Y3 staff had 1:2 planning session with Liz. Planning Scrutiny, Lesson Obs of the teaching of spelling will feed into coaching and team teaching programme to ensure consistency of approach and share best practice with all teaching staff including TAs. Move into 2025-6. Word Aware training complete. Audit next year alongside oracy focus as to the usage and impact. EYFS built on from successes of 2023-24 of Helicopter Stories (which enables young voices to narrate their own stories) and 'Nurture Read and Feed' (which models good discussion around 'big questions' and text) and plan to disseminate best practice into Y1. How could this look higher up the school? • • Assemblies, PSHE, Circle time discussions around neurodiversity, growth mind set, learning how to learn appropriate to each Key Stage. Dyslexia-Awareness week, PSHE lessons on diversity, learning styles, learning differences, wellbeing, anti-bullying. Dyslexia Club (DC Club) meet half termly to share stories, learn about learning styles, learn about dyslexia, build self-esteem, provide pupil voice to inform training of teachers and make friends. • Continue promoting a school culture that values the individual and their diversity, praises effort and achievement for all, which has high expectations for those with dyslexia and other difficulties, see above • Assessments in curriculum subjects which do not rely on pupils' literacy skills, but on that particular subject knowledge, e.g. Science, DT etc using Insight. Report progress to parent/carers in parent meetings, school reports, achievement assemblies etc. Part of our practise. Insight enables close up view of progress in all subject, including a break down of Science areas of learning, different P.E. areas etc. 		
	<p>Impact & Evaluation:</p>	<p>What will be gained/achieved from this? How will you measure this success?</p> <p>Pupil voice demonstrates pupils' high self-esteem, ability to be resilient and resourceful, proud to identify their strengths and their learning style/preference Improved oracy means they can articulate their difficulties and how they address those difficulties. Pupils report enjoyment for learning and describe school as a stress-free learning environment.</p> <p>Data analysis measures the impact of dyslexia-friendly strategies with those identified as being at risk of literacy difficulties and those diagnosed with dyslexia making targeted progress, because of early intervention</p> <p>Pupils have made progress across Curriculum subjects and in some cases have been identified as MAG&T in areas of the curriculum where they have strengths.</p>		

		<p>Those tracked as being at risk of dyslexia have had access to support sooner and therefore have made better progress. Boxall Profile has been used as a measure of soft data alongside the teachers knowledge of the pupils. Their strengths have been celebrated.</p> <p>There has been an increase in the number of children identified as being at risk because of enhanced staff awareness of dyslexic characteristics. Estella has arranged her timetable so there is specific time allocated to the identification of dyslexic profiles.</p> <p>Those identified have shown an increase in confidence in pupil voice interviews because their strengths have been recognised and can still access appropriate level of challenge, while their difficulties are supported. All children are accessing the full curriculum.</p> <p>Pupils more widely can explain how they learn best and what they have found difficult. Staff and children have a much greater awareness of celebrating neurodiversity – some have discussed this with their peers and presented to the class about their neurodiversity.</p> <p>In-house dyslexia assessor has been able to and continues to support staff to identify, screen and formally assess for dyslexia and meets with pupils, parents and staff to give recommendations for support. We have been accredited/recognised for our efforts in providing support for the children with dyslexia through the award and this is a great measure of success. We also run a club for the children with dyslexia.</p>
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Any other expected costs/expenditure to be aware of for 2024 - 2025?	Cost:
Lexia	£1424
Provision Map	£795
Twinkl	£102
Patmoss	£75
Attachment research	£250
Dyslexia membership	£70
Speech link	£250
Junior Language	£375

SCIENCE: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What are you intending to do? Develop pupils' scientific vocabulary with an emphasis on supporting SEND following on from our staff meeting feedback.	Date/Timescale:	Ongoing
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Each year group will have a topic vocabulary sheet with Widge symbols on. The same symbols are to be used in the KS2 children's science books and on displays for consistency. Jane Banham staff meeting to revisit vocabulary games and how these support our children in a multi-sensory approach. Revisit science vocabulary with word aware. Teaching staff to use actions, where appropriate, giving vocabulary purpose particularly for SEND chn. Science week – come dressed as your favourite science word Provide writing opportunities where they can display their understanding of the vocabulary Science display in the corridor to have work / vocabulary displayed Work on creating document for WS widge symbols that will stay on display in classrooms throughout the year. 	Cost:	£500 – Jane Banham
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> SEND / lowest 20% pupils will have a better understanding of topic vocabulary and therefore their scientific understanding will be greater. Through adults modelling and prompts, children are using the visual aids to support their scientific understanding. Widge symbols are a clear visual aid and as subject leads we have ensured that vocabulary is progressive and tailored for our school. All topics in each year group have a set of widge symbols for key vocabulary and staff are tweaking vocabulary / widge symbols where necessary. In KS1, having these widge symbols on the class science displays & laminated on tables means they are accessible. In KS2, having these within the children's books means the children are able to refer back to previous learning & use vocabulary from within a topic across the topic learning. The impact of this is that children are demonstrating their scientific understanding. Children more engaged with the lesson / topic if they have a better understanding of the key vocabulary. There is a clear buzz for science evident through science lesson drop ins within discussions / questions our pupils are asking to further their understanding about the world around them. We have followed on from staff voice saying that they wanted some ideas on how to improve vocabulary usage / understanding particularly for SEND/lowest 20%. With the Jane Banham INSET/staff meeting will enable staff to use more of a multi-sensory approach toward teaching / assessing vocabulary to support our dyslexic learners. Successful CPD evident through staff response to the staff meeting session. Staff are incorporating these ideas within planning evident through monitoring of planning, teacher discussions, pupil discussions and lesson drop ins. The impact of this is that pupils are retaining topic specific vocabulary and using this within their questions / answers and justifications demonstrating that their scientific understanding is greater. 		
2	Intent:	What are you intending to do? Revisit how science is assessed – both substantive and disciplinary to ensure that assessments reflect the learning objectives and is easy to administer to keep in line with teacher workload.	Date/Timescale:	
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Put Insight into single year group topics following on from a two-year cycle to single year group cycles. Discussions to be had with Jane Banham. Check Insight aligns with WS. Ensure it is easy to administer to keep in line with teacher workload. Embed WS TAPS assessments to ensure it is recorded on Insight. 	Cost:	

	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Everything the child will have been taught will be assessed within the AfL to make it a fairer assessment / gives a clearer picture of where the child is in their learning for that topic & their next steps. This also provides an insight for teachers with regard to future learning. It will also align with our Insight assessment tracker. Achieved with data now being recorded for substantive and disciplinary knowledge. Easy to access for staff on Insight and accessible for all teachers to view to support looking at lowest 20% per topic year on year / MAGT. The impact of this means that for WS staff will be able to know per topic exactly which pupils may need pre-teaching of vocabulary / extra support following on from how they previously got on in the topic when they last were taught it. This enables the WS elements to be tracked as an ongoing assessment.
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3	Intent:	<p>What are you intending to do? Seek professional advice regarding getting the school pond up and running.</p>	Date/Timescale:	Ongoing
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Take professional advice on how to clear, develop and maintain our school pond. Work alongside Mr Wright (site manager). Enquire for any funding we can apply for to support with the considerable cost of this – explore if there are any grants available to help us fund it 	Cost:	TBC - £2000
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> We will have a learning environment that children can utilise during their science / outdoor learning. Unable to successfully source local professional advice with regard to getting the school pond up and running. 		

4	Intent:	<p>What are you intending to do? Enrichment / Science Week and CPD - Continue to supplement and enhance the curriculum with different opportunities to experience science.</p>	Date/Timescale:	
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Science club for KS1 and KS2 Maintain & develop Playground Science led by science ambassadors Organise WOW science visits/ workshops/curriculum overview, within budget Continue subscriptions for TWIG/ Clickview science reporter and WHIZZ POP BANG Magazine Science Week in MARCH 2024 – ask Friends for help with funding Run Science Gadget Shop to raise funds for school Develop Stem Ambassadors Resources - £500 Primary science network meetings - one per term Farmer Time sessions to work alongside Y4 Farm to Fork Topic. 	Cost:	<p>Paleo Quest - £500 WHIZZ Pop BANG - £200 TIG TAG/ Click View - £400 Resources - £500 Science week -Cost tbc Science gadget shop - £700 Natural History Museum virtual workshops- £30 Jo Montgomery - £500 CPD - £100 EYFS Living Eggs - £280</p>
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> The curriculum will be enhanced providing children with quality science teaching which in turn will develop their science capital. Children will be inspired within the classroom, and this will transfer outside of school too. Working with stem ambassadors will enrich pupils so they're aware of the different jobs and opportunities available to them for their future opportunities Our science week and gadget shop will continue raising profile and provide pupils with opportunities to ask questions & experience science enrichment. Strong science enrichment across school which has developed our pupils science capital, which was displayed in our very successful OFSTED visit. In KS1 we have had children stating they would like to be scientists when they are older following the fun science experiments, they did in EYFS. Successful science week which continued to raise the profile of science in our school. Science ambassadors sold out in their science gadget shop with lots of parents / children visiting the shop more than once. Pupils immediately asked if we would be having science week the following week too and next year. 		

EYFS: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <p>To implement the white rose mathematical approach when teaching maths in Reception.</p>	Date/Timescale:	Ongoing
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Meet with the new maths leadership team at HHP. Meet to discuss initial planning changes, policy alterations, vocabulary for curriculum overviews and fluency coverage. <i>Meet with Tessa/Amelia 3 times during 24-25. Discussed planning changes in first meeting and how this fits with the curriculum overviews. In spring term we then looked at the fluency and discussed our daily number time plans- these still follow good practise from previous years. Then before Ofsted visit we also met to discuss the target strips and look at evidence for EYFS and maths.</i> • Meet with Maths leads termly to review the progress of embedding white rose smaller steps and planning into Reception since sept 24. <i>Small step white rose planning began in sept 24- led by LM. LM used official planning from white rose and small steps to plan 3 sessions each week.</i> • Develop the weekly white rose planning format and products for assessment. <i>Small step white rose planning began in sept 24- led by LM. LM used official planning from white rose and small steps to plan 3 sessions each week</i> • Discuss the smaller steps assessments to replace the existing data tracking to become more inline with the smaller steps in white rose. <i>Small steps target strips allowed this to be easily identifiable assessment points and tracking for ongoing assessment and measures that then directly impacted planning according to need/adaption for cohort.</i> • Look at resources and activities provided by white rose account the school subscribes to already. <i>Met with AS with some budget requests for key summer and spring term maths rich texts that White rose use to support teaching plans. Ongoing building maths rich text box in eyfs for planning and enrichment in provisions.</i> • Consider any maths CPD courses using white rose in early years. <i>We didn't find any in 2024-25- will keep looking for next year.</i> • Subscribe to early years staffroom to support planning and CPD for the team in white rose and other areas. <i>We subscribed to this for 24-25 and it was incredibly helpful to bridge the gap from pervious early years maths planning to white rose planning. Great resources enabled us to adapt and then lead onto year 1 to continue white rose.</i> • Consider weekly planning from September onwards and how we can adapt it to follow the white rose and small steps approach to maths in EYFS. • <i>Small step white rose planning began in sept 24- led by LM. LM used official planning from white rose and small steps to plan 3 sessions each week</i> • Book and tapestry moderation as a team at least 3 times a year to ensure consistency across 	Cost:	Books to support white rose £?

		<p>the team. Moderation occurred twice in the year 24-25. Once in SLT in autumn term and then in summer term as an eyfs team.</p> <ul style="list-style-type: none"> Continue to share ideas/what is working in our weekly planning meetings. This is ongoing and is focus for our shared practice and team meetings. 		
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Children will have a deep and secure knowledge and understanding of maths. The Cohort had a better understanding of maths vocabulary and overall had more success in being able to extend their responses to explain how and what they knew about maths concepts. Small steps enabled us to deepen their knowledge for basic number concepts. Children appeared to engage more with maths vocab and continuous provision resources to allow maths exploration in other areas of their play and learning. They will feel confident completing problems by applying their knowledge and understanding. Children will make progress in maths and their learning will be enhanced by the white rose small steps approach. Tracking small steps with target strips enabled our interventions to focus on those children who were not grasping concepts at the same rate as most children. We could plan according to the missing small steps. All members of the reception team will feel confident in their ability to teach maths successfully and the progress the children make will be maintained and improved. Feed back through team meetings and supervisions this year have shown a renewed and strengthened staff knowledge and confidence with maths vocab and taking the small steps to ensure concepts are secure before increasing numbers/adaptions. All reception classes will have open ended manipulatives to support maths learning independently. Children appeared to engage more with maths vocab and continuous provision resources to allow maths exploration in other areas of their play and learning. Children particularly enjoy using the natural resources for maths within other areas- like construction and creative tasks. Both Number and Numerical pattern will produce good levels of progress from starting points. Despite some low starting points with have made a good level of progress in both areas with 73% GLD in both areas. Transition into year 1 will be improved with a shared planning approach to maths. Ongoing, will review with year 1 autumn 2 data and conversations with team. Maths Curriculum across the whole school will have a more progressive and sequenced approach starting in early years. 		

	Intent:	What are you intending to do? Develop oracy skills within EYFS and support whole school development of the love of reading.	Date/Timescale:	Ongoing
2	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Continue to develop the oracy skills within the reception team by implementing the use of 'Helicopter Stories' within weekly literacy planning opportunities. New cohort needed to first understand how conversations worked and how to share ideas. Each class began at slightly different times of the year due to differing needs but by the summer term all children were enjoying and seeing the impact of sharing 'oral ' ideas and then making them come to life. Training for those new to early years. EF read the book and was able to observe several times the helicopter stories with RMH. 	Cost:	Poetry Basket subscription ? Helicopter stories online £ Release time to observe these in practise £100.

		<ul style="list-style-type: none"> • Staff given CPD development with Helicopter stories research and reading to support further understanding on ways to develop oracy skills within Early years. • Release time to watch and support each other to develop the Helicopter stories approach. Spring term both LC and EF watched the established helicopter stories in RMH. SM also observed for English lead role. • To continue to develop the whole school approach to love of reading we will establish a lending library targeted with high quality books to read for pleasure at home and in school. This was successful with blue boxes going out at least 2 times a week outside classroom doors. Mixed response to books coming back, so we have limited the core texts to in school boxes but enabled lots of lovely story books to be part of the lending box. • Develop the practise of sharing 'book talk' within the early years setting, this will further support the aims of helicopter stories and promote both a love of reading and oracy skills. This is ongoing within our read to feed and nurture times but enables us to lead sharing language rich and diverse quality of texts for them to enjoy and discuss and hook language upon. • Use target times during our reception day to support oracy skills with nurture and read to feed times, making use of circle times and giving importance to sharing our voices. This is ongoing within our read to feed and nurture times- but was praised by our school advisor and Ofsted as a purposeful time of day that is allowing for no room for wasted oracy opportunity and language development. • Training on effective interactions to support the development of communication skills within their interactions with children, especially using our word aware vocabulary. 		
	<p>Impact & Evaluation:</p>	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Children will continue to develop communication and language skills. With very mixed language start points for the 24-25 cohort we needed to focus heavily on this in the Autumn term to ensure we were able to get most children to GLD for CL. Especially within speaking. • Children make good progress throughout the year and achieved the ELG's (expected standard in all areas of the curriculum) 87% achieved a Good level of development in speaking. • Children are able to build on what reading skills they have acquired and develop a love of reading through stories. • Progress data shows that children have made progress throughout the year in these areas. • Team meeting will help to show the progress children are making and impact the oracy development is having on all areas of learning. 		

3	<p>Intent:</p>	<p>What are you intending to do?</p> <p>To develop the outside area in early years to support learning in all areas of the EYFS curriculum and provide open ended resources that will allow adults to facilitate and enhance the child lead learning opportunities.</p>	<p>Date/Timescale:</p>	<p>Ongoing</p>
	<p>Implementation:</p>	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Visit other schools to see how they plan and manage their outside provision with an emphasis on making all children are accessing different areas and understanding that they are making progress and developing their skills and knowledge. Visits to preschool settings allowed a little of this but this will continue to be an ongoing area 	<p>Cost:</p>	<p>Supply cost to visit other schools/course £300 Course cost two members of staff £200</p>

for development. As with everything outside, we are never finished due to resources needing to be maintained and needs of cohorts changing. This year we found the addition of some high SEND needs challenging for the outdoor area (Safety due to climber and volatile behaviour had an impact on damage to resources but also the physical space.)

- Autumn Term- EYFS lead to audit the outside area, working with the site manager to discuss what can and needs to be amended to make the areas safe and effective for all our learners.

This was done with Andy and site jobs logged accordingly.

- Develop an outside learning wish list for fundraising options/targets.
Discussed with JM/AL in spring term and allowed for some lovely items to add to provision- large construction, literacy shed and small world construction added to replenish resources in outside area.

Discuss wish list with the schools PTA team.

Discussed with JM/AL in spring term and allowed for some lovely items to add to provision- large construction, literacy shed and small world construction added to replenish resources in outside area.

- Research any possible outdoor development grants for early years.
JM ongoing with funding.
- Complete planning reviews for the existing provision in action and in planning outside. Review and discuss within team meetings. Consider changing planning formats/target challenge questions.
Discussed in team meetings and changed in Autumn so that each class plans 3 activities and resources for outside each week- this was to manage the load and also allow staff to prep outside more effectively.
- Encourage and engage staff with recent research and reading materials around outdoor provision in the early years classroom.
Ongoing- Staff are keen to go to other settings to see how they use outdoor spaces- will add to 25-26 action plan.
- Staff members to support children in the Autumn term to help them to be able to play and interact with each other, develop social skills and speaking and listening skills. Developing positive interactions with the outside learning environment and opportunities.
This was really successful and resulted in children understanding the safety aspects of play outside and majority of responsibility to reset/tidy up. Will need to continue for the new cohort.
- Staff to support all in the Autumn term with a progression of skills by modelling small areas and limited resources to start, so that effective routines are established first before allowing more areas to be open ended. This was really successful and resulted in children understanding the safety aspects of play outside and majority of responsibility to reset/tidy up. Will need to continue for the new cohort.
- Reflect on our practice in team meetings and where we feel the gaps are in the children's learning and how we can meet them during our play and learn time outside.
- Send 2 members of teaching team to EYFS implementation and impact training to support outside and wider development of opportunities.

We didn't have scope to do this for cover and need reasons. Will address in supervisions in Aut term.

	<p>Impact & Evaluation:</p>	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Children are focused and learning during their play and learn time outside. Outside provision was challenging with high SEND need pupils to maintain safety and prevent resource damage but overall the majority of the children were able to access all learning opportunities in our outside area and showed high levels of engagement and vocabulary. Children are able to access all outside provision safely and effectively. Outside provision was challenging with high SEND need pupils to maintain safety and prevent resource damage but overall the majority of the children were able to access all learning opportunities in our outside area and showed high levels of engagement and vocabulary Children make good progress throughout the year and achieved the ELG's (expected standard in all areas of the curriculum) Outside provision was challenging with high SEND need pupils to maintain safety and prevent resource damage but overall the majority of the children were able to access all learning opportunities in our outside area and showed high levels of engagement and vocabulary Good levels of progress in Gross motor development support this. Children are able to build on what they have been taught, listened to and read and show this in their play. Progress data shows that children have made progress throughout the year Team meeting will help to show the progress children are making in these areas with continual reflections.
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4	<p>Intent:</p>	<p>What are you intending to do?</p> <p>To successfully integrate all the children with additional needs into our Reception unit and classes</p>	<p>Date/Timescale:</p>	<p>Ongoing with each cohort depending on needs.</p>
	<p>Implementation:</p>	<p>How are you going to do it?</p> <ul style="list-style-type: none"> The Adventurers to be set up to support children with ASD and an EHCPs This Cohort was the largest number of children we had in HHP for children who needed access to this provision and the range of needs- from children with working from a range of 0-12 months to non-verbal children with ASD and several needing to process for EHCP. One child with reduced time table and high complex needs that required 1:1 and calm separate base area. Planning formats and resources to be considered and adapted by adventurers lead LC, with support from team leader and SENCO. Early helps and EHCP support needed for several in this cohort. Change of SENCO in Spring term. Supporting transition for new staff and also maintaining evidence building. The Adventurers to spend time in the Reception classes where-ever possible (assess on each child's needs and abilities) This is mainly within the summer term. Developed with the team. Make sure most members of the Reception team are trained to meet all the needs of all the children within the Reception unit. Complex range of needs so we focused on the adventurer's staff being able to meet the needs of their children. Visits to lime academy to look at sensory stories. AS to explore the core words development for explorers in year1. Work alongside multiple agencies to makes use staff are able to best support all the children and their additional needs in the Reception unit. Support staff and their well-being due to demands being placed upon them. Rotate staff working in The Adventurers to help support staff development within the unit. Implement a radio system for support across adventurers and early years team. This was needed from first day of term due to high needs of one child. It enabled staff and SLT to support with quick response and ensured safety of child and staff. 	<p>Cost:</p>	<p>Radio Costs £? Training Costs £ ?</p>

Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> All children in the Reception unit make the expected progress. <i>Adventurers children making small steps of progress inline with age and stage.</i> All children in the Reception unit are happy and settled and their additional needs are being met at their current stage of development. <i>Able to successfully transition 2 high need children into successful alternative SEND provisions in the summer term.</i> Staff feel confident to support the wide range of additional needs within the unit. Team meeting minutes reflect that staff feel confident in their roles. <i>Ongoing each year.</i>
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Any other expected costs/expenditure to be aware of for 2024 - 2025?		
SUMMER /AUTUMN TERM	SPRING TERM	SUMMER TERM
Replacement Furniture £ 300	Pancakes £25	Butterflies £50
Tapestry subscription £230	Chocolate Easter Nests £20	Fruit Kebabs £40
Small Tuff spot trays for each room £150	Consumables for continuous provision £ 25	End of term picnic £30
Consumable Resources for Provision £50	Small world resources £200	Ice poles after sports day £15
Christmas production license £20	Outside Resources £? On going development.	

MUSIC: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What are you intending to do? <ul style="list-style-type: none"> Develop the use of Musical language across the curriculum to ensure consistency and understanding of key aspects of music 	Date/Timescale:	July 2025
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Create and display keywords for music in all classrooms Use words consistently in all KS2 classes Develop subject knowledge with VB to ensure usage at KS1 Meet and discuss needs of EYFS 	Cost:	Training with Music Hub
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Children will be more fluent in musical literacy, including SEND children. This will be clear in class discussions, and (where appropriate) in responses to listening and assessing activities that are written Spelling of musical words will be better across the Key Stages for all children, but especially in written work in UKS2 The use of Musical terminology throughout the key stages was improved. Students in KS1 and 2 refer regularly to terminology sheets that are now in classrooms and use these correctly. More consistent input from staff has resulted in more consistent use from students across key stages. Support with vocabulary for non-specialist staff in form of meetings and developing subject knowledge has allowed more consistency across the school. 		
2	Intent:	What are you intending to do? <ul style="list-style-type: none"> To develop opportunities for whole school collaboration and performance 	Date/Timescale:	Ongoing
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Meet with SB and plan event in Arts week Plan whole school singing once every half term, and put dates in diary Plan singing assemblies to prepare for these events 	Cost:	none
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> All pupils perform to each other within the school year Whole school Arts Week project and collaboration to showcase progress and outcomes Children more confident in performing Whole school performance rehearsed and performed at Christmas and Easter assemblies. Not possible to do every half term as not sufficient preparation time available. Singing assemblies were used more effectively and progress in skills as well as performance material was made. SB and HF met, but not sufficient time / funding to create arts week event. This is on agenda for 25/26 		
3	Intent:	What are you intending to do? Increase attainment across the school in music, developing the curriculum and assessment practices more.	Date/Timescale:	Ongoing
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Develop EYFS curriculum in line with KAPOW schemes of work Regular training and support for VB, to continue to develop assessment practice at KS1 Review and refine SOL in Yrs. 4 and 5 Develop a new curriculum for yr. 2, in line with KAPOW scheme of work.	Cost:	Cover for HF and VB – meetings – 6x a year. KAPOW subscription. Cover for EYFS team and HF if possible
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> 90% of children Y1-Y6 will be at expected standard or above in July 2025 Regular meetings with staff delivering music, attainment was more accurately assessed. More regular and structured delivery of music was seen throughout EYFS. Both Y1&2 curriculums updated, based on the KAPOW scheme of work, and Y4&5 were enhanced and some additions made. Consequently, a more accurate assessment picture was possible across the school. Summer 2025, 84% of children Y1-6 were working at or above expected level. Whilst lower than 90% target, now assessing more accurately/rigorously 		

COMPUTING: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> • Raised the profile of coding across the school. • Improved the confidence of teachers delivering coding lessons. • Improved the effectiveness of coding lessons. • Developed children’s strategic thinking in developing their own coding. 	Date/Timescale:	September 2024 onwards
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Raised profile of the First Lego League competition for more able • Arranged Lego Robot coding sessions from outside provider • Promoted an hour of code activities • Improved the teaching of EYFS and KS1 when using Beebots. • Promoted the use of “offline” coding lessons. • Staff meetings to offer advice and support to teaching staff in use of technology and off line teaching of coding. (Not done this year due to lack of staff meeting time – to roll over for next academic year.) 	Cost:	Lego Robot Stem workshops £500
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Children gained more confidence/ability in coding - supporting their problem solving skills and general confidence across the curriculum • Interest generated in coding/engineering, supporting children’s understanding of careers in the future • Teacher’s confidence in teaching improved the learning in all year groups. 		

2	Intent:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> • Identified less effective areas of the NCCE Computing Curriculum. • Improved areas that are found to be less effective. • Made the Computing curriculum more effective. 	Date/Timescale:	November 2024 onwards
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Interviewed teachers • Teacher questionnaires completed • Lessons visited to all year groups. • Interviewed pupils. 	Cost:	No cost
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Supported teachers to ensure that learning was more effective • Standards improved and maintained by giving Computing Co-ordinator a clear picture on the teaching and learning in Computing. • Gaps in subject knowledge and any issues with software or hardware identified and addressed in individual classes as well as on a school-wide and KS level 		

3	Intent:	What are you intending to do? <ul style="list-style-type: none"> Ensured esafety messages are more effective. Ensured esafety messages are up to date. 	Date/Timescale:	September 2024 onwards
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Reinforced existing messaging Ensured activities took place in February on Safer Internet Day Reinforce the teaching of esafety each term including an understanding of the platforms and devices that are most common to each class / year group Invited an external speaker into school to deliver messaging in a different way Reached out to parents to remind them of the importance of esafety through messaging and messages via welcome meetings 	Cost:	No cost
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Children secured more awareness of how to stay safe online – according to pupil interviews Parents given better awareness thanks to messaging sent home. Children gained more confidence and understanding on how to deal with esafety 		

4	Intent:	What are you intending to do? <ul style="list-style-type: none"> Maintained ICT and replace promptly any equipment that is out of date or can't be repaired. Subscriptions reviewed & renewed where appropriate and where wide use of the online resource 	Date/Timescale:	Sept 2024 onwards
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Purchased 90 new Chromebooks (3 sets) for new to Year 3 children (July 24) Purchased 10 new teacher/staff laptops to replace out of date equipment (January 24) Use of ICT technician from Ark (ongoing) Maintained effective use of ICT communication and use of email to report problems by staff effectively enabling repairs and replacements to be made promptly. Subscriptions renewed – Website, broadband TT Rockstars, Junior Librarian, Twinkl, Spelling Shed, Windows licences. 	Cost:	Misc repairs £1000 Chrombooks £22,000 Laptops 10 @ £350 = £3500 Website £300 Broadband £5,029 Windows Licenses £996 Testbase £240 Junior Librarian £582 Twinkl £874
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> IT infrastructure was robust and staff and pupils had confidence that it would work effectively and therefore use the resources on offer where appropriate and where it was used be supportive of teaching and learning in Computing and other subjects. Downtime on equipment and online resources kept to a minimum without any extended out of order periods. 		

ART: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <p>Audit and replenish art resources Organise the art store to ensure resources are all easy to access and labelled.</p>	Date/Timescale:	Ongoing
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • monitor costs and budget • Use the new one-year cycle overview to see where resources might need ordering ready for certain activities. • audit stock regularly and dispose of any outdated/broken resources. • Ensure resources are available for the 'Winter wonderland' display and other seasonal displays in school • Liaise with team leaders/ teachers with regards to any resources required for lessons, clubs, displays and seasonal activities. • Ensure staff are aware of what is in the art cupboard. Which resources should be in there and which should not be to ensure that the cupboard stays tidy and resources are easily found/put back. 	Cost:	£1800
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Resources will be organised and readily available. Pupils will have access to mediums teachers use in sequence of learning. • This will enable pupils to acquire, develop and enhance skills / knowledge of different mediums which will inform their artistic abilities. • An organised art store where teachers know where to find resources is fundamental to using appropriate resources and teaching effectively. Resources have been ordered for activities highlighted on the long term plans enabling children to develop their specified art skills. The cost of paper seems to have risen in the past few years, so the art store has not been as full (especially after a lot of the paper was destroyed after the mice problem). The budget has been very tight, but will continue to be monitored to ensure a stocked paper store in school. Teachers have used the paper from the more limited selection of border rolls/ coloured card etc. 		

2	Intent:	<p>What are you intending to do?</p> <p>Raise the profile of art, learn about architects and illustrators. Explore 'what is art?'</p>	Date/Timescale:	14th October
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Organise Arts Week in school with a focus on learning about architects and illustrators. Architects will link to corridor displays learning about different styles of buildings from around the world. Children in KS1 will learn about what an architect is. Children will learn about the artistic styles of different illustrators linking to books we are learning about in literacy. Children will be asked 'what is art?' ideas will be collected and evaluated. • Link with music lead to include song/dance as part of the 'arts' • Establish new arts council members and meet with them to discuss arts week. Discuss what they would like to do/see more of in school with regards to art (pupil voice) Appointed art council met with Miss Barks and Ofsted to allow for pupil voice. • Liaise with team leaders/ teachers with regards to any resources required for lessons, clubs, displays and seasonal activities. • Use arts week to create additional funding (Christmas cards) £195 raised for the school through the Christmas cards, which has helped towards buying resources on tighter budgets. • Link with parents at home, assign a homework task linked to arts week. HW given enabled children to consolidate their learning at home from arts week. 	Cost:	Resources from the art cupboard as teachers need.

	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Arts week to build the profile of art and allow children to learn about different architecture from around the world. This will feed into the art national curriculum, RE and PSHE, learning different beliefs and styles of design from around the world and how the culture shapes the design. Children will practice their sketching skills and showcase their work which will build confidence and sense of achievement for pupils. Successful arts week and eye catching displays were created to showcase their achievements. Children will learn about the styles of different illustrators. This will have a cross curricular link to literacy securing links with stories learnt and creative writing. Children will learn how to use the style of the artist, which will influence them when finding their own style in the future. Children will think about what art is and will discuss this at the start of the week and evaluate at the end of the week to see what they have learnt. A buddy day will enable children to work with other children in school to scaffold and allow for discussion of their art work. Children enjoyed buddy afternoon and worked in collaboration to create artwork. This built enjoyment and confidence for pupils to achieve in art, younger children were scaffolded by older children. Music Lead (H.F) will collaborate during arts week for a whole school song/dance) this will demonstrate that art can encompass other areas. Not completed, planned for October 2025 Arts Week. Meeting regularly with the school art council allows for pupil voice and giving those children a sense of leadership and pride in their contributions to school. Seasonal activities and extra-curricular clubs will give the children opportunities to learn about different techniques in art. Displays around school (including the winter wonderland) will be eye catching and where possible 3D to create an exciting, stimulating and inspiring environment which also showcases children's work. Parents become engaged with the arts through competitions, homework tasks and fundraising. Arts council met with Miss Barks to discuss what they would like to do for Arts Week 2025, which has been factored in, allowing for pupil voice.
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3	Intent:	<p>What are you intending to do? Ensure consistency with art assessments across the school to support accuracy in attainment and progress</p>	Date/Timescale:	Staff meeting to be arranged
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Art release time to monitor books/lessons Book scrutiny Analyse data for art assessments on insight 	Cost:	Time- 1 hour
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Whole school sketch book scrutiny will give teachers the opportunity to compare assessments and judgments given on insight. Teachers will become more confident to use the KAPOW assessment tool to feed into how they are judging the art work based on the skills progression. This will help to ensure consistency with teacher judgements of artwork. Staff meeting on the 24th May 2024 gave opportunities for staff to compare sketchbooks and use the tool on KAPOW to ensure consistency with assessment and sketchbook work. Another staff meeting is needed to ensure 		

4	Intent:	<p>What are you intending to do? Monitor the implementation of KAPOW as a tool to support teachers with planning and teaching art lessons.</p>	Date/Timescale:	Spring/Summer term
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Liaise with team leaders/ teachers with regards to useful lessons/feedback. Highlight lessons from KAPOW on 1 year cycle Questionnaire for teachers to find out how they feel about KAPOW having now had a chance to implement and use it. 	Cost:	£314.50 (renewal)
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> It is important to know how staff are finding using the new teaching tool (KAPOW) and whether the impact of using it is worth the spend. Teachers will give regular feedback on how they are finding it and which lessons are useful to have. Teachers adapt lessons from KAPOW to ensure that it is tailored to suit the needs of our children and fits with our topics and skills progression map. If successful teachers will feel more confident with teaching and planning art, allowing for accelerated progress in art and design. Teachers in reception/KS1 regularly use KAPOW and the videos, which can only be used if a member. This has allowed teachers to be more comfortable having some of the skills modelled through the videos. Therefore I will renew this subscription as a valuable tool in supporting teachers with the art curriculum. 		

PE: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do? Ensure the delivery of high-quality PE to make positive difference to pupils' opportunities and experiences and contribute to levelling the playing field for all, regardless of individual starting points</p>	Date/Timescale:	Annually
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • GetSet4PE scheme (use of videos, planning, pictures, vocabulary pyramid, progression documents, assessment criteria). • CPD staff meeting to provide opportunities using feedback from staff pupil voice. • Educate staff on adapting PE for individuals where necessary. • Lesson visits using positive feedback and tips for further development. • Children opportunities to attend inter school events in the local area. • Targeted School Games events e.g. those that would benefit most, boys, girls, SEND, MAGT. • KS2 coaches to be observed by external sport providers • Meeting Sport providers to follow our curriculum map & GetSet4PE objectives and assessment criteria. • Ask staff for resources needed for children with specific needs • Daily sensory circuits for pupils who will benefit 	Cost:	<p>GetSet4PE Scheme - £600</p> <p>Targeted least active sessions - £540</p>
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Children will receive high quality PE sessions and have access to opportunities and experiences. • Opportunities for targeted sport or competition – e.g. Swimming Gala, SEND Pentathlon • Targeted provision for least active pupils to take part in pupil guided sport sessions to encourage and foster and love for sport. • Refresher PE session to recap assessment tools & features of high-quality PE sessions so staff are more knowledgeable about what outstanding PE is. • Developing competence for pupils is important because of its relationship to motivation and enjoyment. <ul style="list-style-type: none"> - Some PE observations carried out and feedback provided to help with staff CPD and also to celebrate and share successes too. - Staff survey has been carried out to find out what support staff need so PE co-ordinators can best help and support, - Staff meeting has been carried out including the importance of physical activity, inclusion, physical literacy and positive experiences, sporting culture, engagement, curriculum. This allows staff to be more mindful when teaching PE - School Games Gold Mark achieved again this academic year. - Children in KS1 and KS2 have all experienced competition at a school vs school level enhancing their cultural capital and building connections with local schools and feeder schools. - Targeted provision for least active – these sessions have been guided by pupil voice to encourage positive experiences tailored to their interests. - Sports Leaders training sessions have helped motivate and educate Y6 sports leaders. - Email and staff meeting delivered and SEND resources mentioned to ensure teachers have what they need to ensure access for all. - SEND events carried out for swimming and Bowling to ensure all can access competition. - Sports coaches observed to ensure sessions are of a good standard. - Regular contact with sports providers and coaches as and when needed to ensure important information and events can be shared. - Daily sensory circuits continued to support children with sensory needs. - Pupil voice carried out to identify children's opinions and views this will be used and implemented during 25-26 academic year. 		

2	Intent:	What are you intending to do? To focus on children being taught important health-related knowledge to help them make informed decisions about how to live a healthy and active life.	Date/Timescale:	Annual
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Lead a healthy and active workshop, educating pupils on diet and nutrition. • Work alongside Science and PSHE to explore healthy and active lifestyles in more depth. • Sports Week to encourage positive sporting experiences for pupils. • Variety of clubs including some school funded • Teaching points in scheme e.g. purpose of warm-ups • Focus for sports week this year will be on healthy and active lifestyles. • Educate pupils about the link between being active and positive mental health. • Teachers cover link between physical activity & mental health during children's mental health week. 	Cost:	Sports Week £6,800 Healthy and Active workshop - £1,100
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Children better equipped to make informed choices about diet and nutrition and physical fitness and activity • Promotion of physical literacy as a result of partaking in various sporting activities e.g. healthy workshop, sports week and sports days. • Foster an enjoyment of the variety of sport and activity offered at Hampton Hargate Primary School. • Equipping children with gross and fine motor skills to feel comfortable taking part in sport. • Children will be better educated about the impact physical activity has on mental health and the social benefits that come with sport. • Children will receive knowledge which they can use throughout their life to make choice better choices for themselves. - A-Life Healthy and active workshops carried out for KS1 and KS2 pupils - Science have promoted sports during Science Week. Science and PSHE topics which are linked to the body, exercise, nutrition etc have been taught to educate pupils about healthy and active lifestyles. - Successful sports week has been held, to promote positive sporting experiences - A wide range of clubs have been offered to pupils some of which are school funded. - School Wide focus has been on the link between healthy mind and body. This has been achieved through homework, displays, and Sports Week. 		

3	Intent:	What are you intending to do? To develop competence in pupils' physical, social, emotional and thinking skills because of its relationship to motivation, enjoyment and subsequently, the potential to build confidence and engagement in physical activity and sport	Date/Timescale:	Annual
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Lesson plans have physical, social, emotional and thinking objectives. • Sports Week and sports day • Sports Week focus on healthy and active lifestyles. • Targeted sport sessions for least active pupils • Introduce Hampton Hargate to the netball league as well as the football league to help them develop teamwork and tactics in a competitive event. • Differentiation in PE to ensure pupils are challenged regardless of ability. • Share with parents' clubs in the local area • Use role models from the Olympics and Paralympics to inspire and motivate. • Bronze Sport Leadership can be obtained by various year 5 pupils • Yr6 sports leadership team delivering playground sessions & assisting with various events. • Opportunities for all to take part in inter school competition against local primary schools this is hosted by a local feeder school. • 23-24 Feedback suggested pupils want more rock climbing – Traverse rock climbing wall brought end of Summer 24 and rubber playground tiles will be purchased to prevent injury. 	Cost:	Hampton College festivals £1590.00 Rubber playground tiles £109 Sports Leadership PlayMakers Scheme - £100 JustDoSport Delivery of sport leadership program – £240 Transport to sporting events – £275

	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • PE sessions will contribute to the development of the whole child and not just developing their physical skills. • Children will becoming more confident through opportunities and success through sport – data on this collected through pupil voice. • Leadership, teamwork and communication skills are developed throughout partaking in PESSPA. • Through PE and games children will learn life skills which can be used to interact with the people around them. • Through targeted sessions we are to encourage children to become more active through fun, pupil lead sessions. • All pupils will be provided with opportunities to develop their physical, social, emotional and thinking skills. • Some pupils will have the opportunity to be able to use their physical, social, emotional and thinking skills to apply to game situations when partaking in inter school competitions. • Role models will be used to promote physical activity helping them to gain motivation to engage in physical activity – through Olympic and paralympic display and promoting pupils sporting successes. • Sports leadership develops leadership and interpersonal skills. • Sports leadership team will provide sessions for children to be more active during playtimes which will encourage development of physical, social, emotional and thinking skills. • Children will be able to take part in competitive sport against local schools- which will help pupils with transition between primary and secondary school. • Children will have access to traverse rock climbing wall during play times– therefore children’s interests have been listened to as well as great for developing pupils’ fine and gross motor skills. <ul style="list-style-type: none"> - Sessions are planned and taught with physical, social, emotional and thinking skills at the heart of lessons. - Sports weeks has created positive, rememberable experiences as mentioned in pupils report comments about their highlights. - Sports Week and Sports days planned and delivered. - Pupils have been targeted to encourage participation in physical activity and competition. - Role models have been used and displayed with sign posting to local clubs. - Y5 pupils have undertaken PlayMaker Award ready for Y6 Sport Leading opportunities. - Y6 have been leading sport sessions for younger pupils and have helped in sporting events. - School Games events have been attended in KS2. - Netball and Football leagues have been organised and played. - Further guidance needed on Traverse wall, awaiting guidance from Peterborough and Cambridgeshire PE advisor booked Noember 2025.
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4	Intent:	<p>What are you intending to do? Ensure a broad and balanced curriculum so previous skills can be built on, as well as ensuring PE and school sport has opportunities linked to pupils interests and needs.</p>	Date/Timescale:	Annual
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • 2024 -2025 Revised curriculum map in response to staff feedback • KS1 topics tend to develop a broader range of skills and in KS2 sport topics are more sport specific • Use 2023 -2024 pupil voice to adapt aspects of PE and School Sport. • Opportunities to develop skills taught in PE further by offering a range of extra-curricular activities. • Lunch time clubs offering a variety of sports led by a sports coach. • Variety of sports covered throughout their time at HHPS. • Staff aware of curriculum map and what topics have been taught previously to help them pitch PE lessons. • Prior attainment available for teachers on Insight (our school assessment tool) • Swimming sessions taught in Year 3,4 and 5 as well as top up sessions for year 6 pupils who will benefit. • Various extra-curricular clubs will be provided changing termly or half termly. • School funded clubs will be available in KS2. 	Cost:	<p>Top up swimming for year 6 – £1,330</p> <p>School Funded extra-curricular club Year 5/6 - £925</p> <p>School Funded extra-curricular club Year 3/4 - £925</p> <p>Lunch time clubs - £7,125</p> <p>PE resources - 365</p>

	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none">• Children will have many opportunities to find a sport they enjoy and potentially participate in this further outside of school.• Provision will be tailored to pupil interests where appropriate to help encourage children to be more physically active.• Children have opportunities to use and develop transferable sporting skills.• Children will be able to build upon their prior learning.• School funded clubs will allow for pupils on a first come first served basis to take part in extra curricular clubs. Therefore. finances won't be barrier to pupil participation. <ul style="list-style-type: none">- Curriculum map altered due to hall usage and teachers request.- Pupil feedback used and amendments have been made based on interests and clubs have been altered too depending on pupil voice.- Multiple extra-curricular clubs offered and rotated termly/ half termly.- Sessions led during lunch offers a variety of sports not just football therefore students have more exposure to different sports.- Curriculum reviewed and is progressive, offers a variety of sports and some to be revisited in different years.- Prior attainment accessible on Insight per sport to give teachers more specific feedback.- Swimming taught from Y3 -5 and top up sessions were led in Y6 for our least confident swimmers.- School funded clubs were available to KS2 pupils to ensure all have had the opportunity to take part in sport without money being a barrier- Clubs and PE is accessible to all therefore everyone has equal opportunities to be physically active.
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PSHE: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What are you intending to do? Promote the understanding and use of the British Values	Date/Timescale:	Autumn 2025
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> To use our subscription of Picture News more widely focusing on the 'Big Question' and the British Value links within the topic. 'I Really Do Matter' display promoting the British Values for all to see across the school. 1Decision scheme modules within Year 4, 5 & 6 Begin to promote these in Whole School assemblies 	Cost:	£190
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Children to become more aware of the British Values and how they can understand and apply them. Within upper school, the module will be assessed using a baseline and summative assessment. Through assemblies, children understand the acronym 'I Really Do Matter' and understand its impact. <p>Children continue to learn about 'British Values' specific lessons within the 1Decision PSHE scheme. The children have become more aware of what the values are and how they apply within our school community and our wider community. Questions related to these were asked during our Ofsted visit during observed PSHE lessons across KS2. Children have been able to consider 'big questions' in Friday assemblies which are followed up in PSHE lessons within the week. This also relates to the protected characteristics also taught within lessons. This allows them to have a better understanding of differences we have within our school and community.</p>		

2	Intent:	What are you intending to do? Enhance enrichment activities and build opportunities for Cultural Capital	Date/Timescale:	Autumn 2025
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Identify areas we already cover looking at all trips, residential, in-house visitors, topic related visits etc. <p>Recognise the individual areas in which cultural capital can be achieved;</p> <ul style="list-style-type: none"> ➢ Personal Development ➢ Social Development, including political and current affairs awareness ➢ Physical Development ➢ Spiritual Development ➢ Moral Development ➢ Cultural Development <p>Identify strengths and weaknesses within these.</p>	Cost:	£500
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Improved opportunities and a better understand of cultural capital across school Identify areas which could be improved upon <p>Children have had opportunity to develop skills within classroom such as school councillors, science ambassador etc. these allow them to take responsibility for an aspect of school they enjoy. Alongside Science, we had the local council in to speak about recycling and impact it has on our environment but also within school. The Eco warriors began a campaign to promote this across all year groups. Beginning with the EYFS curriculum, and continued across the other key stages, the children look at the topic 'People who help us' where they learn about and meet local emergency service workers and understand the importance of keeping themselves and others safe. This allows the children, from a very young age, to understand how to behave in school as well as outside of school. We are continuing to liaise with local religious organisations including visits to ensure understanding, acceptance and tolerance of other religions within our community. We continue to share and celebrate different religious and cultural events. Children in UKS2 also have the opportunities during careers lessons whereby they can speak to professions they could aspire to become teaching them to work hard and achieve.</p>		

3	Intent:	What are you intending to do? Promotion and celebration of diversity in our school and open further opportunities for learning about our community.	Date/Timescale:	Autumn 2025
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Identify and highlight areas already covered using the criteria of the SMSC award. In line with learning about the British Values and understanding the diverse world we live in; we will give students opportunities to engage with a range of people from the local community. Speak to all staff members and governors to get a 'whole-school' approach. 	Cost:	£500
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Identify areas of success across the school Have a better understanding of SMSC across the school Increase opportunities for cultural capital particularly looking at specific cohorts <p>We have collated a document outlining all of the things our school does to meet each of the SMSC aspects. We have identified areas which we do lots of as well as areas where we may need to focus on in the future. Each year, the children are given the opportunity to learn about the diversity we have within our school and how it is our differences that make us special. Although we have identified areas we are already secure in in relation to the SMSC curriculum. We would like to focus more on specific groups of children to ensure that these opportunities are available to them within school if they aren't out of school (e.g. Pupil Premium, SEND etc).</p>		

Any other expected costs/expenditure to be aware of for 2024 - 2025?	Cost:
1Decision	£1000 (approx.)
The Conversation	£700
Trips	£500

DESIGN & TECHNOLOGY: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <p>Evaluate the effectiveness of DT learning across the school since the move from 2-year cycle to single year.</p>	Date/Timescale:	Summer 1
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Focus on planning from years 1 and 4 (as discussed in last year's review) Support those reviewing and tweaking units Collect examples of assessed children's finished pieces or build up to. 	Cost:	<p>£200</p> <p>Supply cover for release</p>
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Success will be measured at two points during the year. January (for Aut units) and May (For Spring units) Insight units up to date from staff. Speak to team leaders to ascertain which team members are planning specific units. Offer support and collect planning from year groups 1 and 4. Helped newer members of staff. Continue to collect samples (photographs taken by teachers or myself) of work Less collected this year BUT I have a great range and sample. 		

2	Intent:	<p>What are you intending to do?</p> <p>To enrich DT across school</p>	Date/Timescale:	By Summer 2 2025
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Student questionnaire – Discuss with children 'What is DT?' Meet with groups twice a year to see if they have greater understanding of subject beyond 'sawing and cutting wood' (as discovered in 2024 snapshot) DID NOT COMPLETE. Complete in 25/26 year. New target Look into Amazon teacher toolkit sessions. The sessions for primary children use kahoot to keep learners engaged. A must for Sci/DT week in the years 24/25. FREE! Further enrichment available on the website. COMPLETED. Used the toolkit across the school. Examples taken. Work collaboratively with Computing to support 'Lego league' in school and in partnership with Perkins. COMPLETED – Achieved better than any other year in the competition 	Cost:	£0
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Children enthused about future projects – Yes STEM understanding improved – Seeing real life jobs with STEM backgrounds Yes <p>FEEDBACK – Need to complete children's questionnaire to ascertain enthusiasm.</p>		

3	Intent:	What are you intending to do? Audit and replenish resources for D&T in school	Date/Timescale:	Ongoing through until Summer 1
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Ensure resources are well organised • Ask teachers/TAs to report to D&T lead any resources that they have used and need to be replenished. Resources were maintained and audited. • Teachers to request additional resources through the D&T lead. • Teachers to look at forward plans and topics, preparing a list of resources needed through the year to complete these. 	Cost:	£600
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • D&T resources readily available for teachers whenever needed. • Teachers aware of which resources are available. D&T lead aware of proposed units of work throughout the year with an awareness of resources needed. • Evidenced in the planning of using high-quality resources. <p>DT budget was increased after year 3/4 put in a large order that the budget couldn't meet. Was discussed with business manager and team leader. Increase was allowed BUT the budget is still tight for all other year groups.</p>		

4	Intent:	What are you intending to do? To use insight to develop further understanding of assessment as sub leader	Date/Timescale:	Aut 2/Spring 2/Summer 2
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Continue to check data is being inputted across school three times a year. • Use reporting tool to identify areas across year groups/school where children are not achieving as well as in other areas 	Cost:	Supply for non-contact
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Trends of poor attainment in specific areas can firstly be monitored then communicated further with teachers/leaders • Progress/Attainment over time will improve. Continued to monitor and will do so next year. 		

HISTORY: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <p>Evaluate the effectiveness of History learning across the school after the move from the 2-year cycle to 1.</p>	Date/Timescale:	Spring Term
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Focus on planning and vocabulary across the year groups. • Collect examples of work from differing abilities for all units. • Support staff when planning, reviewing and tweaking units 	Cost:	£0 Time
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Success will be measured at three points during the year - at the end of each term. Staff have become more confident in the planning and teaching of units. They have adapted planning from the first year of the cycle. • Continue to collect samples of work Collected samples of work from each year group and updated folders • Speak to team leaders to ascertain which team members are planning specific units. Gain access to all planning (we already have access to most year groups) We had access to all planning across the school and it was evaluated. 		

2	Intent:	<p>What are you intending to do?</p> <p>To replenish and make staff aware of the History resources to enhance learning.</p>	Date/Timescale:	Ongoing throughout the academic year.
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Ask members of staff to report to Subject Leaders any resources that they have used and need to be replenished. • Ensure resources are well organised. • Make staff and pupils aware of the subject specific magazine/books available to them that we bought at the end of Summer Term 2024. • Teachers to look at future planning and topics and identify any resources that they could use. 	Cost:	£150 for magazines/books for pupils.
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Before teaching topics teachers are aware of which resources are available. Catalogue to be sent out to teachers in the next few weeks. • This will aid pupils understanding of History – including SEND. Children have been able to access the curriculum more as History has been 'brought to life', as evidenced in pupil voice. • History resources will be accessible for all staff when required. Resources have been catalogued, reviewed and replenished so that they are accessible for their learning. Enabling more pupils to become more engaged with a hands on experience. • Enthuse pupils about History. See above 		

3	Intent:	What are you intending to do? To effectively use Insight to further enhance assessment for the Subject.	Date/Timescale:	Autumn 2024
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Make the assessments topic specific on insight across the school. Continue to check that data is being inputted throughout the school year. 	Cost:	£0
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> We will be able to identify both strengths and weaknesses in our topics. Any trends can be monitored and reviewed. We were able to assess which topics were strengths and which needed developing further, due to attainment. Both progress and attainment over time would improve. Identify MAGT children in given subject areas in History and children who may require further support in specific topics. This will ensure that they have the foundations to link to other areas of History. Staff updated and identified the MAGT register which enabled them to give the pupils more challenges. Thus, taking their learning further. 		

4	Intent:	What are you intending to do? Gain an understanding of staff views of History and any CPD. (continued from last year due to Subject Leaders absence)	Date/Timescale:	Summer 2025
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Get staff to complete a questionnaire about their confidence and understanding of the History curriculum Look at CPD opportunities for staff (including Subject Leads) to support staff with teaching and planning History. Update pupil views (a pupil voice was completed last academic year) Attend Historical webinars 	Cost:	Historical Association Membership £84 Webinars £200
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> A good understanding of staff and pupil views and knowledge of History. Staff and pupil questionnaire and voice completed, which enabled subject leads to understand how History is viewed and understood across the school for both staff and pupils. Pupils were very enthusiastic about History and had retained knowledge of topics taught. We can support staff with any gaps or lack of confidence with teaching and planning History. Staff confident and enthusiastic in teaching History which came across in the pupil voice, meaning pupils are more engaged in lessons. Staff and pupil questionnaires to help plan for CPD opportunities and our strengths and any areas for development. CPD to be arranged this academic year. Historical questioning is also something to be developed across the school. 		

RE: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What are you intending to do? To create more links with the community and raise the profile of RE across the school.	Date/Timescale:	Ongoing
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Contact other religious venues in the community and local area to find out about visits/trips • Encourage visitors to come into school to talk with the children, including any parents • Support year groups with planning trips to religious venues/visits in school as part of their RE planning and teaching. • Ask children in school to share their experiences. • Whole-school assemblies with an RE focus (rota has been sent out). 	Cost:	£150
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Good community links • Celebrate all the faiths and religions within our school • Children get a well-rounded curriculum and get a better understanding of different faiths and beliefs in our school and community • Each year group will have a trip or visit. • More exposure • More involvement from parents and families, first hand experiences to share with the children. <p style="color: red;">This target remains ongoing. Progress has been made through whole-school assemblies on key religious festivals such as Diwali, Easter and Christmas, which have helped raise awareness and celebrate diversity. Visitors from different places of worship have also enriched pupils' understanding and provided opportunities for first-hand experiences. While these initiatives have raised the profile of RE across the school, further work is needed to strengthen and sustain wider community links.</p>		

2	Intent:	What are you intending to do? <ul style="list-style-type: none"> • Gain an understanding of pupil and staff views and knowledge of RE. 	Date/Timescale:	End of school year
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Get pupils to complete a questionnaire • Get staff to complete a questionnaire about their confidence and understanding of the RE curriculum • Look at CPD opportunities for staff to support them with teaching and planning RE. • CPD for RE leader – booked on to courses for this year. To share the knowledge and information with the rest of the staff. • Book looks and observations of RE being taught in lessons. 	Cost:	£100
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • We will have a good understanding of staff and pupil views and knowledge of RE. • We can support staff with any gaps or lack of confidence with teaching and planning RE. • Ensure that the coverage of RE suits the needs and beliefs of the pupils in our school. • We can purchase any resources that staff request. <p style="color: red;">This target has been addressed through staff questionnaires, which provided valuable feedback on the RE curriculum. Staff highlighted a desire to move away from the Kapow units, noting that they lacked sufficient variety. As a result, the school has adopted Twinkl PlanIt, which offers a wider range of resources and activities to support teaching and learning. This has already enhanced lesson delivery and pupil engagement. CPD opportunities for staff are an on-going target.</p>		

3	Intent:	What are you intending to do? <ul style="list-style-type: none"> Audit and replenish resources for RE in school 	Date/Timescale:	End of the school year.
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Check and organise current resources in school. Ask teachers to inform RE leads if new resources need to be replenished or ordered. Teachers to look at planning and inform RE leads of any resources they will need to help with teaching RE. Look at and order a range of RE books for each year group to support them with their RE planning and teaching. 	Cost:	£100
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Resources will be readily available for teachers when needed. Teachers will have the correct resources available to support them with teaching and planning RE. Teachers will be able to offer engaging and high quality RE lessons through using a wide range of resources. Organised and labelled resources will allow staff to know where the resources are kept and what is being used. <p>An audit of RE resources was completed and new books were purchased to support teaching across year groups. The introduction of Twinkl PlanIt has further strengthened provision by supplying ready-made presentations and lesson activities, reducing workload and enhancing lesson delivery. This remains an ongoing target, with further replenishment and updating of resources required to ensure breadth and relevance in future years.</p>		

GEOGRAPHY: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do Familiarise myself with the new curriculum in other year groups and ensure it is embedded across the whole school.</p>	Date/Timescale:	One year
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Read all the documentation supplied by the previous subject leads including work samples. • Liaise with class teachers about the use of the progression map and amend / adapt objectives where appropriate as one whole cycle should now have been taught. • Ensure staff using the vocabulary for each topic to ensure coverage/progression (Check documentation of year above and below are provided so staff have a greater awareness of progression). • Planning engages all learners showing a progression of skills across the key stage. • Ensure all year groups have access to the resources they need (Provide up to date examples of high-quality resources and updates in OFSTED recommendations for the subject) • Ensure displays support and reflect learning. (Whole school sustainability focus in the Autumn term) • Book scrutiny against progression map objectives for each year group. • Update all paperwork for all folders • Complete lesson visits/observations and drop-ins and include discussions with pupils (Observe at least one teacher per phase (KS1, LKS2, UKS2) to observe the teaching of Geography within the school) • Collate data about pupil attainment in Geography skills (Insight). • Continue to share good practice and offer peer observations • Staff and pupil survey to help plan for 2024-2025. 	Cost:	0
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Children will have access to a broad and balanced curriculum building sequentially on skills • Clear progression of skills • Clear progression of knowledge • A clear review of the new implemented curriculum. • Appropriate modifications to the curriculum • Feedback to inform future plans. • Book scrutiny – feedback to staff to ensure consistency across the school • Collect evidence of Geography work at the end of units (MAGT, HA,MA,LA) and cross reference against the objectives on the progression map. • Monitor Insight data logging • 18.10.24 – 30 mins – checked planning objectives against TT Progression document. • Used Insight to get a report on Geography data from Summer 2023/24 • Highlighted geography opportunities in planning provided by EYFS • RC met with school advisor for mock OFSTED, felt confident explaining the new curriculum and the overlapping / skills progression • 16.1.25 (1hr 15) Updated Fair Trade display, checked docs loaded onto website, read through existing geography policy • 25.2.25 Observed geography lesson 6SM – there was consistency observed between activities and expectations across all three classes books and solid geographical knowledge in their precisely planned lessons. 		
2	Intent:	<p>What are you intending to do? Identify fieldwork opportunities (physical and virtual) to apply practical skills within units</p>	Date/Timescale:	End of academic year

	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Identify opportunities for fieldwork based in school and the local area (free of cost) • Map Skills Day 2024 /25 DATE ON CALENDAR RESOURCES ON SHARED AREA (every other year). Airport Day (GIVE ACTIVITY IDEAS AND PLENTY TIME TO ARRANGE PLAN) • Ensure progression in fieldwork skills reflects the latest guidance from OFSTED cross reference with TT progression document. • Explore what other schools do • Online CPD – Fieldwork in the Primary Classroom • Ensure teachers are clear with all aspects of Geography skills • Cross-curricular opportunities Sustainable schools? 	Cost:	
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Meets National Curriculum requirements • Equips children with appropriate skills • Allows progression of skills • Emailed OFSTED review key points to staff re: fieldwork + resources virtual reality biomes and landscapes, Grammasaurus subscription which has adaptable fieldwork units but need to follow up and assess impact on progression of skills. • Completed training from TT Education geography fieldwork in primary school 1hr 15 (5.11.24) 		

3	Intent:	<p>What are you intending to do? Raising the profile of Geography and subject related vocabulary, making links with humanities.</p>	Date/Timescale:	
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Vocab check in year 5 / 6 (TTRS vocab) given to all year groups to be covered Completed • Explicit labelling of units as Geography not Topic Completed • Ensure children know what Geography is (Spot check) Completed • Wow days / trips / Enrichment Anglian Water, Map skills day • Manage & support map skills day– have a Geography focus. Comparison with our own city. Completed • Encourage parental involvement as an opportunity to embrace Hampton Hargate’s rich cultural diversity • Homework opportunities linked to Geography (One per term?) (Year 1 work in folder) • Fair Trade fortnight (for next academic year 25/26 as date already passed for this academic year) • Assembly – Eco Warriors (HA-J)/ School Council (NM) / Y6 – deliver to younger pupils • Reading across the curriculum (Monitor geography books in library – rotate box of books around year groups like science?) A list of books available in the library was sent to all teachers via email • Newsround / Twig Science Reporter / What’s happening in the world? Regularly used across the school • Association of places on maps / globes across other subjects • Clickview videos Implemented • Whole school geography / sustainability displays by parents evening Autumn 1 Completed 	Cost:	
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Children recognise Geography as an individual subject and what it is • Children are curious about the world • Association with the wider world and everyday life • 8.1.25 • Took photo evidence of geography related displays around school. • Book scrutiny y6 unit Extreme Earth • Updated Geog SDP against targets set • Started to create book lists of Geog related books available in the library. 		

MAGT: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What did we intend to do? <ul style="list-style-type: none"> Maintained a register of children who are MAGT in all subject areas. This informed teacher planning and assessment, ensured that any enrichment opportunities were targeted correctly and ensured monitoring of MAGT children's progress. 	Date/Timescale:	Across the year
	Implementation:	How did we do it? <ul style="list-style-type: none"> By updating the MAGT register. This year we made the document editable by all teachers so that this can be added to and amended quickly and there is an up-to-date document for all to access whenever they need to. 	Cost:	£0
	Impact & Evaluation:	What was gained/achieved from this? How did we measure this success? <ul style="list-style-type: none"> This informed teacher planning and assessment, ensured that any enrichment opportunities were targeted correctly and ensured monitoring of MAGT children's progress. The impact was assessed through case studies, pupil voice and attainment monitoring. 		

2	Intent:	What did we intend to do? <ul style="list-style-type: none"> Provided enrichment opportunities where possible for MAGT children across the year. 	Date/Timescale:	Across the year.
	Implementation:	How did we do it? <ul style="list-style-type: none"> By asking staff to make some time for MAGT children to visit with any experts visiting and subject specific sessions that take place across the year. Also, by attending any competitions and events specifically for MAGT children that we were notified of, or that could be found during the year. Including sports events, maths challenges and code breaking events. 	Cost:	£300
	Impact & Evaluation:	What was gained/achieved from this? How did we measure this success? <ul style="list-style-type: none"> Children were able to ask questions and find out about specific subject areas in more detail, adding to their learning experience and furthering their knowledge and enthusiasm. Children were able to compete against others, whilst playing sports or in subjects that they enjoy and have a talent for. This encouraged commitment, teamwork and a love of physical activity that they may take forward into adult hood. It also increased skills and experience in sport. Impact can be measured through student experience and feedback and staff feedback. 		

3	Intent:	What did we intend to do? <ul style="list-style-type: none"> To provide staff training on MAGT planning, techniques and classroom-based activities and tasks. 	Date/Timescale:	Across the year.
	Implementation:	How did we do it? <ul style="list-style-type: none"> By attending any training that was deemed relevant and useful across the year. To research terminology and new pedagogical techniques to ensure staff are up to date with research regarding the teaching of MAGT children. 	Cost:	£200
	Impact & Evaluation:	What was gained/achieved from this? How did we measure this success? <ul style="list-style-type: none"> This ensured all staff feel confident when planning and teaching their MAGT learners and had the resources and skills required to ensure they are challenged and had their learning enriched. This was measured by pupil voice, staff voice and monitoring the achievement of MAGT children across the year using our Insight system. 		

PRIMARY LANGUAGES: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <p>Promote the use of Languagenut at home to promote a love of learning a language</p>	Date/Timescale:	Ongoing
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Share login details/passwords with parent/carers and information about what is available • Celebrate pupils who access home learning in class, assemblies • Create optional 'assignments' for learning at home • Liaise with CTs to set a language learning formal homework during ILW • Call on EAL families to come into school for our 'Culture Café' during ILW, to teach classes about their language and culture • MFL taken over by RReid post Ofsted July 2025 – Passwords etc shared, general ways to promote MFL discussed with ET and KW. 	Cost:	See below
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Higher profile for language learning at Primary School • Pupil voice shows, high engagement and enjoyment of speaking/learning a language • More children achieving GDS in PL, particularly in UKS2 Very positive comments and feedback from SLT/HT and Ofsted on the implementation and standards achieved so far 		

2	Intent:	<p>What are you intending to do?</p> <p>Design teacher assessments to match our blended Languagenut/interactive teaching content Discussion in Sept between RR and KW to see how this could be done but also to make it SMART and proportional to the teaching time as well as manageable for KW to implement. Considered teacher assessment rather than formal assessment as suggested below</p>	Date/Timescale:	Autumn 2
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Liaise with Languagenut on their Guided Courses and whether there will be assessments to match. • Research good practice, e.g. Expert Language Advisory Group: https://www.all-languages.org.uk/wp-content/uploads/2016/01/ESAGMFLGroupAssessmentStatement.pdf • KW and ET to meet and evaluate current assessment and research and develop assessments, including assessing pre-assessment, formative and summative. Assess do review • See implementation – investigate languagenut and consider how other schools do this to make it manageable and effective. Any formal assessment will not be finalised until the new planning for Y6 has been fully taught at which point we will decide if it is necessary. Not completed yet 	Cost:	-
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Language learning will be targeted at correct level, highlighting pupils to support and to challenge. Prior learning is taken account of, revisited, but teaching sequence can move on more quickly to 'learn more and remember more' • Pupils and parent/carers can celebrate pupils' strengths in PL because MAG&T abilities are recognised • Prior learning is accounted for in the structure of long term lesson plans year on year and from the teaching week to week • Primary languages were put onto reports to parents this year to share achievements with parents and carers 		

3	Intent:	<p>What are you intending to do?</p> <p>To develop opportunities for MAG&T pupils and those with an aptitude for learning</p>	Date/Timescale:	Ongoing Register for JLC Sep '24
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Research Language learning competitions such as Languagenut's own competition and Junior Language Challenge (via uTalk). Introduce and promote to pupils. Some competitions have an entrance fee. We could sponsor 10 Pupil Premium pupils to take part. • Develop the existing Language Ambassadors' role to include promoting Language competitions, supporting other pupils • Evaluate teaching sequence to ensure sentence level learning comes earlier within each unit, (not as much item vocab). May need to tweak the Guided Course further, building on changes made last year • Record, termly, which learning objectives from the KS2 Framework for Languages have been covered to ensure coverage of higher level language learning https://www.lightbulblanguages.co.uk/resources/PrimaryFrench/KS2-Framework-progression-by-strand.pdf Meeting held to discuss the possibility of developing this in some way • Work with Hampton College/Gardens to promote working together both in terms of learning opportunities and monitoring pupil attitudes towards MFL and uptake at GCSE level • RR emailed Hampton College Language dept – no response as yet 	Cost:	£50 (registration to JLC uTalk)
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Pupil voice shows, high engagement and enjoyment of speaking/learning a language See comment about Ofsted recognising high engagement etc • Pupil voice to be done next year • More children achieving GDS in PL, particularly in UKS2 Data recorded to track this year on year • Greater proportion of children opting to study languages in Secondary school 		

Any other expected costs/expenditure to be aware of for 2024 - 2025?	Cost:
Languagenut	£345.60
Food/resources for Culture Café	£350

LIBRARY: REVIEW PAGE 2024-2025 FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> Continue to nurture a love of reading and provide children with the opportunity to voice opinions. Provide resources for helping pupils to choose what to read. 	Date/Timescale:	ongoing
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Following on from the purchase of the Like? Try... Why... and Me to You book displays, give the pupils the opportunity to add their own reviews and recommendations of books by giving out resources for each class to enable them to complete the review cards. The pupils have had the opportunity to see this in action already by books reviewed by staff. Continue to use resources such as posters that help readers choose their texts- what to read next, If you like.... Maybe try.... 	Cost:	None
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Pupils will have a wider repertoire of authors to choose from and start to read more books which enable them to have a wider range of vocabulary which will in turn impact on their own writing. Pupil voice is enabled. Experiences shared with peers by generating book talk. Children can nurture a love of reading by making more choices for themselves and perhaps choosing books they wouldn't have necessarily chosen themselves. Children have had the opportunity to use the resources in the library to access new texts and authors and what they can try next. Will continue to change the displays and texts that are highlighted and to give the children opportunity to add some of their own. 		
2	Intent:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> Continue to ensure stock is up to date and relevant to ensure the library is a bright and inviting place for our readers. 	Date/Timescale:	ongoing
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Appoint y6 library monitors to sort the books so that it remains a bright and inviting space. Continue to keep the stock up to date by sifting old and worn stock from the shelves. Replace out of date texts with relevant texts. Ask pupils for the books and authors they would like to see in the library. 	Cost:	£300
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Pupils will enjoy reading for pleasure and become independent and confident readers. The library will be a positive space that the pupils will enjoy visiting and finding a wide range of texts to read both fiction and non-fiction. Pupils will have had their voices heard in helping choose texts they would like to see in the library. New stock has been added to the library which reflects the children's reading trends, children were asked to make suggestions for texts they would like to see. Some of this stock has been bought and some has been donated to the library by ex-parents, this has enabled the library to keep up to date with new, fresh and interesting texts. Old and out of date texts continue to be removed from the stock and library system. The Y6 monitors keep the library tidy and a bright place to visit. Each class has a weekly session to visit the library. 		

DEVELOPMENT SECTION

2025 - 2026

ENGLISH: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do? Enhance students' speaking and listening ('oracy') skills to support their learning across all subjects By the end of the academic year, all students will demonstrate improved oracy skills through active participation in structured discussions, presentations, and collaborative activities.</p>	Date/Timescale:	
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Local Authority training on oracy for English leads and EYFS lead November 2025 Training for staff on 4 oracy strands: Physical, Cognitive, Linguistic, Social & Emotional. Oracy Week w/c 3rd Nov to launch the 4 oracy strands and the progression of how that looks from R – Y6 Subject leads to identify opportunities across the curriculum for purposeful oracy skills to be embedded within lessons. Design visuals for classroom Consider how to monitor soft skills, impact, pupil progress Staff (including office staff, governors) signpost the four oracy strands across school, the curriculum, in newsletters Meet with EYFS, Year 1 and KS1 SEND to evaluate the Tales Toolkit strategy for creative story telling https://www.talestoolkit.com/ and whether it enhances/develops our existing provision. 2 out of 3 Year 1 teachers were EYFS last year so will continue use of Helicopter stories in Year 1. Third teacher to observe EYFS lead. Good practice shared with Year 2 in readiness for a progression in oral storying telling into writing. 	Cost:	CPD costs Tales Toolkit £500
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Increased Confidence: Students will feel more confident expressing their ideas, thoughts, and opinions in both group and whole-class settings. Listening and Responding: Students will show active listening by responding thoughtfully to peers and adults, asking relevant questions, and providing constructive feedback. Staff are confident in understanding the 4 oracy strands and how they apply across curriculum as well the wider community (governors, parents/carers etc) Clear Communication: Pupils can name the four strands and apply the skill/strategies and communicate their ideas clearly, using appropriate vocabulary and language structures suited to the context, audience, and purpose. Use of Oracy Strategies: Teachers will implement a range of oracy strategies (e.g., talk partners, group debates, role-play, structured questioning) across the curriculum to support students' development in speaking and listening. Students will engage in peer and self-assessment to reflect on their oracy skills. Oracy progress will be tracked through formative assessments and feedback – research ongoing for how best to achieve this 		

2	Intent:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> Ensure children are at the expected standard in Reading, Writing and GPS and remain at least in-line with National standard at greater depth in all. Identify needs of the cohort to ensure interventions and support match need Ensure all children make their targeted progress or above in reading, writing and grammar 	Date/Timescale:	
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Ongoing assessments for all children to measure the starting point for teaching and learning. (Using LW tracker, PM Benchmark, Headstart assessments, NFER teacher assessments, writing assessments.) These will be scrutinised termly. Ensure all assessment data is both formative and summative so we have the information to set both individual next step targets and identify the pitch for teaching to meet the needs for all learners, with clear differentiation identified. 	Cost:	CPD costs

		<ul style="list-style-type: none"> • Regular writing in-house moderation and cross school cluster moderation to quality assure own writing samples. Whole school writing task, e.g. write a fairy tale, to highlight the progression in skills and how teaching is adapted to differentiate and challenge according to need. • Regular team meetings to monitor reading and writing to ensure a consistency to teaching and provision. • Develop our own end of year expectations document with exemplars of reading outcomes for each Yr Gp • Use inhouse writing grids to support teacher judgements • Share the above with parents, e.g. in Curriculum meetings and on the website as well as information and resources to support Spelling (<i>No Nonsense Spelling</i> and <i>Spelling Shed</i>), Handwriting (<i>Letterjoin</i>) and Phonics and Reading (<i>Little Wandle</i> and <i>Text Detectives 1 & 2</i>) • Identify those children who are at risk of falling behind or are already behind Yr Grp expectations and design appropriate intervention with ‘smart’ targets. (Identify in Autumn PP meetings) • Meet at least half termly with team leaders and identify groups, targets and set a programme of monitoring to assess the level of success and adjust intervention where necessary. • Feed data into pupil progress meetings where specific children/groups of children will be targeted. • Use focused time-limited and measurable intervention strategies to support the targeted groups. • Use Lexia for SEND pupils and children identified in the lowest 20% as an intervention to support phonics, spelling and reading comprehension in KS2 • Reading Intervention to offer both quality first teaching and support for the lowest achieving pupils • Reading specialist working with children identified within the lowest 20% in Y1 and Y2 for reading practice 3 times a week and Reception pupils during reading practice. • LW Reading and Phonics intervention for Y3/4 and training for staff delivering when needed • All staff to attend relevant statutory training with the local authority to ensure all staff are up to date with current statutory guidance and changes to the testing. • Audit Y2 reading book bands- Little Wandle them- supplement where needed 		
	<p style="text-align: center;">Impact & Evaluation:</p>	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> ▪ Reading, writing and GPS results at KS1 and KS2 make identified gains at each assessment point. Reading, writing and GPS results show children are making expected progress and more than expected progress for those identified. ▪ Phonics testing in Y1/2 remains above National ▪ At least 80% at expected standard in Reading, Writing and GPS at KS2 and 75% at KS1 ▪ Identified pupils reach challenging targets in Reading and Writing at both expected and GD ▪ Parents are better informed of the expectations for their children’s writing ability and how they learn to spell, raising engagement with homework activities ▪ Observations and class discussion report improvement in fluency leading to better comprehension and enjoyment of reading. 		

3	Intent:	What are you intending to do? To improve reading fluency and intonation, to improve pace, stamina and reading enjoyment	Date/Timescale:	
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Assess the impact of current provision for pupil fluency in different year groups and across range of abilities, e.g. LW Reading practice in EYFS, Y1, 90 words-a-minute running records in Y2, Y6 SATs reading stamina in test analysis. Develop how this looks in Y3-5. Send Y5 teacher(s) on LA CPD to support and further deliver reading fluency Drawing on research including EEF, introduce new idea and strategies based on our finders (e.g. Readers Theatre) Fluency EEF (educationendowmentfoundation.org.uk) Planning Scrutiny, Lesson Obs of the teaching of reading will feed into coaching and team teaching programme to ensure consistency of approach & share best practice with all teaching staff including TAs Work closely with Team Leaders to look at provision and progression. Identify pupils with specific gaps that create barriers to reading fluency, e.g. gaps in their phonic knowledge, on-sight vocabulary, intonation, exposure to vocabulary rich environments etc. Continue targeted intervention for our lower attaining pupils 	Cost:	CPD costs Texts for Fluency £1500 Replenishing Book Corner Stocks £1500
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Observations and class discussion report improvement in fluency leading to better comprehension and enjoyment of reading. Our reading curriculum is design so that pupils build reading fluency and linguistic knowledge over time. Pupils are exposed to a wide range of books once they are fluent readers in order to build on a reading habit Pupils working memory is not overloaded with the task of reading fluently and with pace, to tackle higher order reading skills Promotes Dyslexia-Friendly School ethos 		

4	Intent:	What are you intending to do? To improve writing fluency in line with the writing framework	Date/Timescale:	
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Staff meeting to share the Writing Framework intentions and how this complements existing practice and identifying priority areas as a whole school. Time within team meetings to explore the appendices from Writing Framework and how this will look within each year group. 'Write from the start' CPD for EYFS (LA) Continued CPD with staff, on the teaching of secretarial skills, referring to and building on the programme of study, promoting the status and importance of mastery and automaticity of these skills Staff to identify in teams, when transcription will be practised. Learning Walks to be carried out by Leads and impact assessed. Sharing of good practice across teams. Link fluency to success for steps – how do pupils know WAGLL? Investigate use of a Rubric as in Y2, in other year groups. KS2 – Continue to use Letterjoin and include transcription within teaching sequence. Consider achieving learning objectives through spoken opportunities to support written outcomes (e.g. to orally practise using grammatical conventions and different sentence structures) Create a 'ordinarily available provision' crib sheet for the teaching of spelling to include: <ul style="list-style-type: none"> Strategies for memorising (Mnemonics, Finding links, Creating a story, Songs and rhymes, Speaking aloud, Visualisation, Association, Mind maps, Personalising, Acting it out) 	Cost:	CPD costs Morph Mastery £250

	<ul style="list-style-type: none"> ○ Spelling techniques (Phonics, syllables, analogy, root word, rules, mnemonics, visual memory) • Planning Scrutiny, Lesson Obs of the teaching of spelling will feed into coaching and team teaching programme to ensure consistency of approach and share best practice with all teaching staff including TAs. • Homework club (SG and KW) to support pupils in KS2 who have difficulties with these skills and/or 'home' work – identify ways to support staff, e.g. CPD • Investigate Morph Mastery as an intervention for supporting spelling and/or enhancing our existing provision (SG and KW?) 		
Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Reduce barriers to writing fluency, including transcription through mastery of these secretarial skills. • Improved pupil confidence, independence and pace in English lessons and across the curriculum, reducing the need for support into KS2 • Working memory is freed up for more complex writing skills, such as oral composition of message, letter formation, handwriting, spelling, sentence structure and grammar. • Pupils are more likely to be successful in learning composites if the components are broken down and sequenced over time, with sufficient practice to reach automaticity. • Promotes Dyslexia-Friendly School ethos 		

Any other expected costs/expenditure to be aware of for 2024 - 2025?		Cost:
Spelling Shed		£668.00
Literacy Shed		£166.25
Little Wandle		£1250.00
Letterjoin		£450.00
Grammasaurus		£300.00
CLPE		£450.00
Phonics Play		£75.00
Ad-hoc resources		£300.00
		£3659.25
	Overall Total	£7409.50

PHONICS: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do? To continue to build on coaching for staff delivering LW scheme in Reception, Yr 1, and as an intervention in Yr 2 and KS2</p>	Date/Timescale:	Sept - July
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Identify gaps in teaching staff knowledge/skills through lesson observation, tracking progress of all groups Monitoring of teaching and coaching support is based on a shared model of expertise and deliberate practice towards goals identified above. Recap on training for all staff, staff returning to the role / year group, so confident following the scheme. Continue to prepare and organise resources allowing for easy access and consistent use (year 1 resources). Allow time for observation, coaching and mentoring to take place at regular intervals from the Phonics/Reading Lead and for feedback to be delivered and followed-up on with continuous training. Ensure scheme's plans are being followed and correct resources are being consistently across all year groups to give the greatest opportunity for success. Collaborative approach between Reception and KS1 phonics leads, as well as English and Reading Leads. Phonics Leads attend LA CPD together to support this Support staff working with new starters in KS2 with EAL (very little or no English) 	Cost:	Cover for attending LA meetings
	Impact & Evaluation:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> Build on coaching for staff delivering LW scheme in Reception, Yr 1, and as an intervention in Yr 2 and KS2, RA to support on a regular basis during her days Staff will be confident in following the scheme and there will be consistency of teaching across the year groups and the Key-stage. Children will receive phonics teaching in line with the Little Wandle scheme and make targeted progress Resources will be organised and easy to access 		

2	Intent:	<p>What are you intending to do? To further support parents in terms of their phonic knowledge and how to support their child.</p>	Date/Timescale:	Sept - July
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Continue to put weekly information sheets on Tapestry in EYFS and to put weekly sheets on Dojo for Year 1 parents. Parent visits / lessons to be based around phonics in EYFS and year 1. Parents to attend a meeting before or after the lesson to help develop their phonic understanding. Create a parent questionnaire to gauge parent's opinions on support and any concerns they have regarding phonics. Discussions at parents evening. Information sheets leading up to the phonic screening informing parents of words to practice. Continue to direct EYFS parents to the school website. 	Cost:	Cover for meetings with parents
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Parents will have a better knowledge of phonics and can therefore support their child at home Children reach expected standard at the end of EYFS / phonics screening. 		

3	Intent:	<p>What are you intending to do?</p> <p>Use the Little Wandle assessment tools to ensure that all children are receiving the necessary and relevant phonics to ensure they are making the best progress possible (including keep up sessions for lowest 20%)</p>	Date/Timescale:	Sept – July
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Train Reception staff to use the LW assessment tracker. • Use the Little Wandle tracking sheet to see how the children are progressing through the phonic phases and analyse whether there are any children who are not making expected progress. • Use this data to adjust groupings at each assessment point to ensure accurate delivery and to inform 'Keep-up' sessions. • On-going training and coaching for staff implementing LW interventions during Reception team meetings. • Use of previous Phonics Screening Checks as an additional assessment too (termly) and use to inform phonics teaching. Use assessment tools above to highlight lowest 20% in cohort and target with 'Keep Up' support accordingly. • Teachers to complete practice Phonics Screening Checks throughout the year (December, April, May). • Teachers to complete a mock Phonics Screening Check in April (under same conditions as the real check in June). <p>Identify specific children that need interventions to support them in achieving the pass mark or higher in the check.</p>	Cost:	Cover for phonic screening checks (mocks throughout the year)
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Reception staff will feel confident in assessing and delivering LW interventions which will have a positive impact upon children's progress in phonics which will be monitored through ongoing assessment. • Cumulative progression throughout the year, leading up to the check • Phonics teaching is pitched appropriately for every child, which accelerates progress • Year 1 will achieve 88% (or more) in the Phonics Screening Check. <p>Year 2 children who did not pass in Year 1 will achieve 90% (or more) in the Phonics Screening Check retake.</p>		

Any other expected costs/expenditure to be aware of for 2025 - 2026?	Cost:
Phonics Play	£90
Phonics Aiming High CPD network meetings	??? TBC
'Phonics' whiteboard pens (slimmer to more replicate a pencil)	£87.90 (Need 6 boxes)

MATHS: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> • Ensure children are at the expected standard in Maths and remain at least in line with the National standard at greater depth at end KS2. • Identify needs of the cohort to ensure interventions and support match need • Ensure all children make their targeted progress or above in Maths 	Date/Timescale:	
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Ongoing assessments for all children to measure the starting point for teaching and learning. (Using Headstart assessments, teacher assessments) These will be scrutinised termly. • Ensure assessment data is both formative and summative to feed into individual next step targets and identify the pitch for teaching to meet the needs for all learners. • Identify those children who are at risk of falling behind or are already behind year groups expectations and design appropriate intervention with 'smart' targets. Use focused time-limited and measurable intervention strategies to support the targeted groups (Assess-Do-Review). • Use focused time-limited and measurable support strategies to aid the targeted groups for example Pupil Premium, SEND support, class boosters, brain boosters in UKS2 and intervention through T Brooker. • Meet at least termly with team leaders and identify groups, targets and set a programme of monitoring to assess the level of success and adjust support where necessary. • AS and TB to monitor maths teaching developments through a whole school book scrutiny. 	Cost:	
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Maths results at KS1 and KS2 make identified gains at each assessment point. Maths results show children are making expected progress and more than expected progress for those identified. • At least 85% at expected standard in Maths at KS2 and 82% at KS1 • Identified pupils reach challenging targets in Maths at both expected and GD • Discussions with staff and pupils alongside book scrutiny and maths meetings will further embed excellent classroom practise, to continue to develop engaging Maths lessons and keep standards high. 		
2	Intent:	<p>What are you intending to do?</p> <p>Ensure key number facts are learned, practised regularly and are deeply embedded to support pupils' working memory and enable them to make connections within Mathematics across all year groups.</p> <p><i>Ensure that all Year 4 students are well-prepared for the Multiplication Tables Check (MTC) by improving their recall speed and accuracy of multiplication facts up to 12×12. The plan focuses on engaging teaching strategies, targeted interventions, and regular practice to build confidence and mastery.</i></p> <p><i>Continue to increase data outcome in the Y4 MTC.</i></p>	Date/Timescale:	Summer 2026

	<p>Implementation:</p>	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Conduct a baseline assessment to identify students' current multiplication skills and recall speed. • Support staff with a system in place to monitor MTC progress in Y4/5. • Engage parents in learning of Y4 MTC. • Implement frequent multiplication practice within Y3, 4 and 5 focusing on speed and accuracy. • Ensure all staff are confident and familiar with resources available. (New ETC to be shown TTRS and other resources). • Use online platforms (e.g., Times Tables Rock Stars, Mathletics) to engage students in multiplication practice through games and challenges. • Introduce a weekly multiplication test to track progress and give feedback to students. Use timed tests to simulate MTC conditions. Monitored and recorded on a shared spreadsheet. • Create opportunities for directed improvement for those in Y5 who have not met requirements in MTC – small group intervention. • Engage parents by providing resources for home practice, such as multiplication grids, online games, and advice on how to support their child. Provided heat maps at parents evening. Homework. • Use data analysis to identify gaps in learning and tailor instruction to meet the needs of all students. • Year 1 to 4 use Fluency Bee daily, a structured teaching programme that focuses on additive and multiplicative fluency. This helps children understand key number facts by building conceptual understanding, feeding into the overall confidence in pupil arithmetic within school. This should then enhance connections into Maths lessons and the use of Maths daily. • Create a buzz and positive environment for learning times tables across the school. 	<p>Cost:</p>	
	<p>Impact & Evaluation:</p>	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Improve student performance in the Year 4 Multiplication Tables Check (MTC) 42 pupils scored full marks 25/25 = 46% • Students demonstrate improved performance over time, with increasing accuracy Monitored closely across Y4 and Y5 – allow targeted intervention. • Identified students improve recall and gain confidence. This has supported the outcome in weekly arithmetic test papers and in general Maths learning within Maths lessons. • Increased engagement and faster recall of multiplication facts (TTRS / gamification) • Enable pupils to go on and achieve successfully in UKS2 and beyond. • % of pupils achieving 25/25 will increase.46% • Staff feedback on Fluency Bee implementation 		

3	Intent:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> To develop pupils' confidence and competence in using mathematical language to articulate ideas, justify reasoning, and engage in collaborative problem-solving. To ensure all children can explain their thinking clearly, supporting deeper conceptual understanding. To embed oracy as a central tool for improving fluency, reasoning, and problem-solving. To build a culture where children see talk as integral to mathematical learning. 	Date/Timescale:	
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Classroom Talk Structures <ul style="list-style-type: none"> Embed regular opportunities for structured mathematical talk (e.g., <i>Think-Pair-Share</i>, <i>Talk Partners</i>, <i>Maths Circles</i>). Use sentence stems and talk frames to scaffold mathematical reasoning (e.g., <i>"I agree with... because..."</i> / <i>"I worked it out by..."</i>). Justification & Reasoning <ul style="list-style-type: none"> Incorporate reasoning prompts in all lessons (<i>Why? How do you know? Can you prove it?</i>). Encourage pupils to justify their answers verbally before recording in books. Teachers model high-quality explanations and mathematical vocabulary. Fluency Bee Program <ul style="list-style-type: none"> Daily use of the Fluency Bee program to strengthen number fluency. Incorporate oral rehearsal of number facts and mental strategies in a collaborative setting. Link fluency tasks with opportunities for children to explain strategies aloud. Group Work & Collaboration <ul style="list-style-type: none"> Regular use of small-group problem-solving tasks to encourage discussion, negotiation of strategies, and shared reasoning. Assign roles in groups (e.g., <i>explainer</i>, <i>checker</i>, <i>questioner</i>) to promote purposeful dialogue. Staff Development <ul style="list-style-type: none"> CPD on developing oracy in maths lessons (questioning techniques, scaffolds, modelling). Sharing best practice through peer observations and team teaching. Within oracy week, provide a range of resources for staff to use as a daily Maths starter. 	Cost:	
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <p>Pupils will: Develop secure fluency with number facts, able to recall and explain strategies.</p> <ul style="list-style-type: none"> Confidently use precise mathematical vocabulary to articulate reasoning. Engage respectfully in discussion, listening to and building on peers' ideas. Demonstrate deeper conceptual understanding through verbal explanations. Show increased resilience and confidence in tackling challenging problems. Teachers will observe: Greater pupil participation in lessons; higher quality verbal reasoning and written responses and improved outcomes in reasoning/problem-solving strands of assessments. 		
4	Intent:	<p>What are you intending to do?</p> <p>To create and implement a consistent, whole-school Calculation Policy that outlines the progression of written and mental strategies from EYFS to Year 6. The policy will provide clear guidance for teachers, ensure continuity in pupils' learning, and support the development of secure, efficient calculation methods across all year groups.</p>	Date/Timescale:	

Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Audit current practice through book looks, planning scrutiny, and staff feedback to identify what is working well, what needs changing and any inconsistencies. • Research best practice using White Rose Math, NCETM guidance and other high-quality sources. • Draft a Calculation Policy detailing progression, written and mental methods, and visual representations for each operation. • Consult with staff, offering CPD and opportunities for feedback to ensure understanding and consistency. • Finalise and share the policy with staff, alongside supporting resources.. • Embed in practice through planning, teaching, and monitoring activities such as learning walks, book looks and staff feedback. • Ongoing support provided through follow-up CPD and coaching as needed, particularly for ECTs and staff in new year groups. 	Cost:	
	Impact & Evaluation:		<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Greater consistency in teaching methods and language across the school. • Clear progression in pupil understanding of calculation strategies. • Improved staff confidence in modelling and teaching methods. • Stronger fluency and reasoning in pupils' mathematical thinking. • Measured by: <ul style="list-style-type: none"> ○ Pupil voice and work scrutiny showing progression and clarity. ○ Lesson observations and planning showing consistent methods. ○ Staff feedback indicating improved confidence. ○ Assessment data showing improvement in calculation and arithmetic outcomes.

Any other expected costs/expenditure to be aware of for 2025 - 2026?	Cost:
White Rose Maths and Fluency Bee	£500
TT Rockstars / Numbots	£300
Grammasaurus – cost shared with other subjects	£300
Resources to support teaching in class	£1000
Maths Challenge competitions	£120
Total	£2220

SEND: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <p>Replenish and ensure that resources and training are up to date and available for staff and children. Update and develop coordinated plans through using the provision mapping software. Support staff in creating SMART targets and adapting resources to provide differentiated activities using TeachmateAI.</p>	Date/Timescale:	Academic year 2025-2026
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Ensure there is quality first teaching taking place. Training will be given where required-this will reflect the needs of the children and the staff. Where new children have started Outside agencies will quickly be referred to for support and resources. Observations will take place of children and teaching. Book scrutiny. • Ensure resources are labelled and kept accessible in the staff room for easy access. These will then be monitored by AC and AS and replenished when needed. • Resources to accompany recommendations and interventions will be readily available for OT, S&L, Educational Psychologist etc. New teachers and teaching assistants will be trained how to use the provision mapping software. Provisions and targets will be created and updated on the provision mapping software and Teachmate AI. 	Cost:	£8000 plus Teachmate
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Through quality first teaching all children will make progress throughout the year. This will be recorded through both hard and soft data on Insight and Provision Map. • Resources will be easily accessible to support the needs in the classroom effectively, which will have a positive impact on attainment, progress both academically and from a nurture point of view. • Termly pupil progress meetings will ensure children are identified earlier and interventions put in place early to help support them. • Coordinated plans will continue to be informative and useful as a working document. They will also provide a better measure as during the review process this will be clear how they are doing. • Interventions will be closely monitored and their impact measured by both SENCOs and team leaders. 		
2	Intent:	<p>What are you intending to do?</p> <p>To continue to involve outside agencies with a particular focus on mental health and SALT and to focus on ASD – AATS, TEACCH approach, motivators, choice board, visual aids to further support children in class.</p>	Date/Timescale:	2025-2026
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • We will continue to assess the children's needs when highlighted by parents or staff members and move them onto SEN support if necessary. The appropriate agencies will then be brought in. Where OT referral maybe needed the OT go to guide will be referred to. Where SALT is needed the Peterborough SALT page will be referred to first. Children who are already a coordinated plan or EHCP will be monitored and outside agencies brought in again if it is felt a review is necessary. • Children who need community paediatrician referrals will be following the required pathway which no longer requires an EHA to be opened. The request is made through YoUnited. • Children's mental health and emotional needs will be assessed and access appropriate agencies for children who need extra support. Advice on which service might be appropriate can be sought through EMHWs. SALT are reducing referrals so signing up to speech link to help assess and create programmes for children who need it. Expand the use of Speechlink into KS1. • Establish the new role for the newly appointed family support worker in working with teachers, pupils and parents to support the mental health and wellbeing of all.dp 	Cost:	£3500

	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • SEN children's needs will be met by following the expert recommendations and also reviewed and referred back if necessary. • Outside agencies will provide advice which and these recommendations will be used in the classroom. AC and AS will share information with the staff so that there is a whole school awareness of needs and provisions. • Teachers will be given ideas and strategies to implement in class. • Children may receive diagnosis which will then lead to further support from outside agencies.
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3	Intent:	<p>What are you intending to do?</p> <p>Form termly reports on the progress of SEN children and carry out termly progress meetings with year groups. Provision mapping software and Insight will assist with this.</p> <p>Use Teachmate AI to support SENDCOs in identifying SMART outcomes for Annual Reviews when holding end of Key Stage Annual Reviews for students in EY, Year 2 and Year 6 to support their transition planning for the next key stage.</p>	Date/Timescale:	Termly 2025-2026
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • AC and AS will continue to monitor the progress of children on the SEND register but also monitor data to ensure any undiagnosed children are monitored. They will also monitor children who have not made expected progress. • Discussion with teachers and TAs to identify these children will be logged and then monitored. • We will use Insight and provision mapping to track data and challenge staff. • Boxall profile will be used to produce a baseline assessment of the children and then reviewed. This will form part of the progress meetings. • Where relevant, meetings with PP TAs/lead will also take place. • Individual provision maps will be provided for every SEND child & reviewed alongside coordinated plans. Each year group to have access to Teachmate AI to help identify SMART targets. • All curriculum areas will be differentiated to meet the needs of every child so they can make progress. • All children will have a curriculum which is tailored to their needs but which also challenges them. 	Cost:	£3500
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Teachers will have ambitious expectations of ALL children's progress. Progress will be closely monitored and challenged. This will be measured through targets on Provision Map and Insight. By having regular meeting focusing on SEND the children can be targeted for additional support where in KS2 (Upper) AC will carry out interventions and boosters. Any unidentified SEND can also be tracked and monitored so that teachers are more aware of targets and progress for this group of children. • Tracking children will assess the impact of boosters and interventions. This will be done through Provision Map and Insight. SMART Targets can be set and teachers will be better aware of these children with their planning. • Impact of the interventions can be closely monitored by TAs, Class teachers, Team leaders and SENDCOs. • Provision map provides a clear picture of interventions across the school and what interventions are in place for others to join including the nurture groups. 		

4	Intent:	What are you intending to do? To ensure consistent management of support staff by teachers through effective planning and communication. ? TA's working across Year group according to need. Group children according to Stage of development not Chronological Age.	Date/Timescale:	2025-2026
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • SENCOs will ensure that support staff are timetabled to be in the year groups/classes or higher need. Team leaders and class teachers will then look at timetabling the support staff where the need is, for example if support is not needed during PE. • Ensure teachers share information about children and planning with support staff. • Ensure all staff have access to and are trained to be able to record and use Provision Map. • Support staff to use a proforma to record interventions and impact. This can then be fed back to class teachers and recorded on provision Map. • Identify TAs to focus on supporting interventions across the year group. 	Cost:	£0
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Support staff will be effectively used. Children will be effectively supported and their needs met. Pre and post teaching can take place where needed. Scaffolding can be used to support learning. Emphasis can be put on learning key vocab to help with topic-based learning. Interventions and the curriculum can be tailored to the needs of the children. The success of this can be recorded on planning, intervention proformas and Provision Map 		

5	Intent:	What are you intending to do? To embed dyslexia-friendly provision in line with the Dyslexia-Friendly Schools Quality Mark (DFSQM). Focus on supporting working memory; developing speaking and listening or 'oracy' skills; working in partnership with parents/carers; promoting pupil self-esteem	Date/Timescale:	2025-2026
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Termly staff updates and training of staff as appropriate. • Teaching staff to follow Dyslexia-Friendly pathway to ensure early identification and support for those at risk of literacy difficulties. Teaching Assistants to receive training in multi-sensory learning strategies and supporting working memory (ET). • Dyslexia-Friendly policy to be shared with staff for them to colour code what is in place as Ordinary Classroom Provision, what is coordinated through the SEND team and any gaps to address. • Training all teaching staff on working memory and supporting pupils to improve the automaticity of: • spelling strategies (through explicit teaching and opportunities to overlearn, e.g. precision teaching) • 'secretarial skills' such as letter formation, handwriting, spelling (through explicit teaching inc. transcription) • Training to further develop speaking & listening ('oracy') outcomes, by tracking/creating a progression of skills (what this looks like in each year group), exploring external training (English budget), monitoring impact through lesson observations, planning scrutiny, pupil voice, monitoring progress. • Assemblies, PSHE, Circle time discussions around neurodiversity, growth mind set, learning how to learn appropriate to each Key Stage. • Continue promoting a school culture that values the individual and their diversity, praises effort and achievement for all, which has high expectations for those with dyslexia and other difficulties, • Assessments in curriculum subjects which do not rely on pupils' literacy skills, but on that particular subject knowledge, e.g. Science, DT etc using Insight. Report progress to parent/carers in parent meetings, school reports, achievement assemblies etc. 	Cost:	£500

Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Pupil voice shows pupils' high self-esteem, ability to be resilient and resourceful, proud to identify their strengths and their learning style/preference • Improved oracy means they can also articulate their difficulties and how they address those difficulties. Pupils report enjoyment for learning and describe school as a stress-free learning environment. • Data analysis measures the impact of dyslexia-friendly strategies with those identified as being at risk of literacy difficulties and those diagnosed with dyslexia making targeted progress, because of early intervention • Pupils make progress across Curriculum subjects and may be identified as MAG&T in areas of • Those tracked as being at risk of dyslexia access support sooner and therefore show better progress. Boxall Profile will be a measure of soft data. • Increase in the number of children identified as being at risk because of enhanced staff awareness of dyslexic characteristics. • Those identified show an increase in confidence in pupil voice interviews because their strengths are recognised and can still access appropriate level of challenge, while their difficulties are supported. • Pupils more widely can explain how they learn best and what they find difficult. Greater awareness of celebrating neurodiversity. • In-house dyslexia assessor will be able to support staff to identify, screen and formally assess for dyslexia and meet with pupils, parents and staff to give recommendations for support. We will be accredited/recognised for our efforts in providing support for the children with dyslexia through the award and this will be a measure of success.
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6	Intent:	<p>What are you intending to do?</p> <p>Support staff training for Teachers , TA's , Lunchtime and SWANS staff to ensure all children including those with SEND are well supported throughout the school day.</p>	Date/Timescale:	Academic year 2025-2026
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Ensure SEND needs are understood and there is a positive ethos around inclusion throughout the school. Training will be given where required-this will reflect the needs of the children and the staff. • Review lunchtime support in the hall and in the playground to ensure students are appropriately supported. • Review sensory circuits and provide training to ensure all TAs are familiar with the aims and structure. Increase the range of resources, visual aids and accessible storage options to ensure students can take a greater role in selecting the activities which meet the themes of alerting, organising and calming. 	Cost:	£500
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • After participating in a bespoke sensory circuit students will be better prepared to transition to the classroom and engage positively in their learning. • Attendance will increase and remain stable at sensory circuits if students take more ownership of the activities and enjoy this activity more. Staff will support students to spend longer in the organising and calming sections of the circuit as they understand the importance of these areas. • Fewer incidents of inappropriate behaviour will be recorded on arbour, fewer reports of accidents or first aid incidents will be recorded after changes are incorporated into lunchtime playground arrangements to engage students more productively in lunchtime activities. • Appropriate support through Sunshine lunch clubs will ensure students return to their classroom in a calm regulated state so that they are ready to access learning. 		

7	Intent:	<p>What are you intending to do?</p> <p>Identify and plan a curriculum that supports and challenges the needs of our students in Explorers functioning between Birth – 12 months.</p>	Date/Timescale:	Academic year 2025-2026
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Research curriculums designed to support the needs of SEND students allowing us to track small steps of progress whilst following similar themes to their peers to support inclusion. 	Cost:	£400

		<ul style="list-style-type: none"> Recognise the importance of supporting transitions, co-regulation and communication. Look at how to integrate Intensive Interaction, RISE Therapy & Augmentative and Alternative Communication (AAC) to support students who are working at a pre-engagement level. 		
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Following a sensory curriculum will allow Teachers and TAs to meet the students at their current developmental stage whilst providing planning on how to reach the next milestone.. Progress to be monitored on the sensory curriculum planning document and tied in to the Leeds SENIT on a termly basis to monitor and review small steps of progress. Coordinated plans will continue to be informative and useful as a working document. They will also provide a better measure as during the review process this will be clear how they are doing. Interventions will be closely monitored and their impact measured by both SENCOs and team leaders. 		

Any other expected costs/expenditure to be aware of for 2025 - 2026?	Cost:
Lexia	£1424
Provision Map	£795
Twinkl	£102
Patmos	£75
Attachment research	£250
Dyslexia membership	£70
Speech link	£250
Junior Language	£375
Teachmate AI	£395 per year excl VAT
Sensory Curriculum	£60 per year
Training for EY / Adventurers and Explorer Staff incl Attention Autism, Sensory Stories, Intensive Interaction and Sensory Profiles	£45
Sensory Classroom – Core Words and RISE Teaching Programmes	£50 per year
Widget Online Subscription	£200

SCIENCE: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <p>Continue to monitor WS skills throughout the school, to ensure disciplinary coverage is achieved.</p>	Date/Timescale:	
	Implementation:	<p>How are you going to do it?</p> <p>Staff to make sure that their yearly checklist is being followed - WAGOLL Class visits and book scrutiny to ensure the WS chart is being used and is on display in the class Conversations/CPD with staff to develop their understanding and knowledge of WS by using the Science Skills resource on staff shared area. Monitoring of INSIGHT / are the staff using the WS tracker on INISGHT, set up by JG/ CB Are the staff using the TAPS tracker for WS skills through book scrutines/ dialogue/ planning</p>	Cost:	
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Everything the child will have been taught will be assessed within the AfL to make it a fairer assessment / gives a clearer picture of where the child is in their learning for that topic & their next steps. • This also provides an insight for teachers with regard to future learning. It will also align with our Insight assessment tracker. • By teaching individual WS skills the children will learn key skills to move onto secondary school with eg: read a thermometer. • The children will understand the PLAN. DO REVIEW approach to WS skills. 		

2	Intent:	<p>What are you intending to do?</p> <p>To monitor curriculum coverage and confidence as there have been many staff changes across the year groups. To support NQT in her planning and delivery of science teaching.</p>	Date/Timescale:	
	Implementation:	<p>How are you going to do it?</p> <p>Year group discussions Lesson Drop ins and book scrutines Open dialogue with staff Pupil and staff voice, which will help develop our CPD Staff meetings – opportunities to reflect</p>	Cost:	
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <p>Measure success by pupil voice/ outcomes/ INISGHT/ Progress Staff voice will reflect confidence See it in the quality of books/ buzz in the classroom/ enough timetable coverage General monitoring</p>		

3	Intent:	What are you intending to do? Implement Whole School Sustainable Focus Dates – one per term.	Date/Timescale:	
	Implementation:	How are you going to do it? By adding to the diary dates Staff have had the yearly overview/ focus and question for them to answer Whole School Bee Day in May Evidence in the books/ pupil voice/ photos. Whole School 'Walk to school week' Homework Activities Food waste at lunch – Science Ambassadors to run.	Cost:	
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? Raise the profile of Sustainability both in the school community and worldwide, throughout the year. Children will have a deeper understanding of what sustainability is and what their role is as citizens.		

4	Intent:	What are you intending to do? Enrichment / Science Week and CPD - Continue to supplement and enhance the curriculum with different opportunities to experience science.	Date/Timescale:	
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Science club for KS1 and KS2/ KAPLA/Y5 Engineering workshops • Maintain & develop Playground Science led by science ambassadors • Organise WOW science visits/ workshops/curriculum overview, within budget • Continue subscriptions for TWIG/ Clickview science reporter and WHIZZ POP BANG Magazine • Science Week 2025/6 TBC – ask Friends for help with funding • Run Science Gadget Shop to raise funds for school • Develop Stem Ambassadors • Resources - £500 • Primary science network meetings - one per term • Monthly Farmer Time sessions to work alongside Y4 Farm to Fork Topic. • Y5 visit to The Peterborough School • EYFS Living Eggs 	Cost:	
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • The curriculum will be enhanced providing children with quality science teaching which in turn will develop their science capital. • Children will be inspired within the classroom, and this will transfer outside of school too. • Working with stem ambassadors will enrich the children so they are aware about the different jobs and opportunities available to them for their future opportunities • Our science week and gadget shop will continue to raise the profile and provide the children with opportunities to ask questions and experience science enrichment. 		

EYFS: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <p>Develop the Outside learning area for Adventurers/Reception- small courtyard area.</p>	Date/Timescale:	Academic year 2025-26
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Create dream list with team in the Summer 2025.- including the SENCo with view of this being a shared area for our adventurers and early years children. • Create mood board following team wish list ideas. • Discuss ideas with AL/JM for quotes needed and budget requirements. • Meet with AM/JM with quotes to create plan. • Clear as much of the ‘tatty’ resources and jobs that can be managed by site manager. • Visit other settings to also consider action plan for the larger outdoor area in Reception- This is an ongoing task for the team to develop area/practice and planning. 	Cost:	? TBA
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Enable a more SEND inclusive outdoor learning area, considering physical abilities and core gross motor and sensory needs. 		

2	Intent:	<p>What are you intending to do?</p> <p>Develop oracy skills within EYFS and support whole school focus for oracy opportunities.</p>	Date/Timescale:	Ongoing
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Continue to develop the oracy skills within the reception team by implementing the use of ‘Helicopter Stories’ within weekly literacy planning opportunities. • Training for those new to early years- LJ/MS • Staff given CPD development with Helicopter stories research and reading to support further understanding on ways to develop oracy skills within Early years. • Release time to watch & support each other, develop Helicopter stories approach. LJ/MS • Attend course for oracy development in eyfs. Book with SM in Autumn term. • Use target times during our reception day to support oracy skills with nurture and read to feed times, making use of circle times and giving importance to sharing our voices. • Training on effective interactions to support the development of communication skills within their interactions with children, especially using our word aware vocabulary. • Continue to use poetry basket to support oracy in all forms. Shared poems to support shared speaking and expanding vocabulary. 	Cost:	<p>Poetry Basket subscription ?</p> <p>Helicopter stories online £</p> <p>Release time to observe these in practise £100</p>
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Children will continue to develop communication and language skills. • Children make good progress throughout the year and achieved the ELG’s (expected standard in all areas of the curriculum) • Children are able to build on what reading skills they have acquired and develop a love of reading through stories. • Progress data shows that children have made progress throughout the year in these areas. • Team meeting will help to show the progress children are making and impact the oracy development is having on all areas of learning. 		

3	Intent:	<p>What are you intending to do?</p> <p>Ensure Early years and Lunch staff understand and are able to work inline with the new 2025 guidance for Early years in relation to eating and supervision.</p>	Date/Timescale:	Autumn term 2025
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Share changes to the guidelines for early years settings with SLT and EYFS teams in Summer 2025-Autumn term. • Ensure we meet the minimum adults from day one of academic year in EYFS to be covered for paediatric first aid requirements • Increase the number of staff members trained (Paediatric Certificate) to ensure all times when food is being consumed that Reception children are within sight and hearing of at least one member of paediatric first aid team in school. • Share changes with the lunch lead- LB in Summer and Autumn term. Evaluate in first few weeks who then needs to add to list for training. • Liaise with SM for staff training needs and phases to this approach to make sure we are covered but also increase capacity within early years teams- ie consider needs to cover adventurers if they need to eat in separate areas. 	Cost:	TBA
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Ensure we are meeting the legal requirements for the new EYFS guidance that comes into effect from Sept 2025. • Enable discussions with children about healthy eating and good food choices. • Monitor the safety of times when we eat. 		

4	Intent:	<p>What are you intending to do?</p> <p>To successfully ensure inclusive provision in our Reception Unit for all the children with additional needs. This will include the use of Adventurers provision and classroom support.</p>	Date/Timescale:	
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • The Adventurers to be set up to support children with ASD and an EHCPs • Planning formats and resources to be considered and adapted by adventurers lead LC, with support from team leader and SENCO. • The Adventurers to spend time in the Reception classes where-ever possible (assess on each child's needs and abilities) • Make sure most members of the Reception team are trained to meet all the needs of all the children within the Reception unit. • Work alongside multiple agencies to makes use staff are able to best support all the children and their additional needs in the Reception unit. • Support staff and their well-being due to demands being placed upon them. • Rotate staff working in The Adventurers to help support staff development within the unit and also use across the class and adventurers. • Use the radio system for support across adventurers and early years team when need arises. 	Cost:	

	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none">• All children in the Reception unit make the expected progress.• All children in the Reception unit are happy and settled and their additional needs are being met at their current stage of development.• Staff feel confident to support the wide range of additional needs within the unit.• Team meeting minutes reflect that staff feel confident in their roles.
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MUSIC: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> To develop pupils' spoken communication skills throughout music by promoting confident, clear, and purposeful oracy. Through the focus on the four strands of Oracy—Physical, Cognitive, Linguistic, and Social & Emotional—pupils will be encouraged to express ideas, engage in collaborative discussions, and reflect on their communication skills throughout the music curriculum. 	Date/Timescale:	July 2026
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Teachers will provide regular speaking and listening tasks in music, such as group discussions and presentations. Further development of musical vocabulary, reinforced in all lessons, helping pupils use the appropriate language to explain their thinking. Pupils will be given structured opportunities to listen attentively, respond thoughtfully, and ask questions in order to deepen their understanding. Peer feedback and self-reflection will be further developed in music to support the development of both speaking and listening skills. 	Cost:	
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Pupils will demonstrate greater confidence and clarity when speaking in front of others, using appropriate vocabulary and providing structured explanations. Pupils will participate more actively in class discussions, collaborating with peers and offering thoughtful contributions. Pupils will show improvements in listening and responding respectfully to others, enhancing their social and emotional development. Teachers will assess pupils' oracy progress through their participation in class discussions, presentations, and peer feedback sessions. Pupils will be encouraged to reflect on their own speaking and listening skills, setting targets for improvement. The success of oracy activities will be reviewed regularly, with feedback from both pupils and teachers guiding future planning and development. 		
2	Intent:	<p>What are you intending to do?</p> <ul style="list-style-type: none"> Develop MAGT student's ensemble skills through the implementation of a MAGT "Rock Band", and further MAGT performance opportunities for soloists to further enhance confidence and preparation for KS3 expectations. Students will be able to confidently hold a line with other students of similar ability playing different parts, and perform in front of audiences with confidence. 	Date/Timescale:	December 2026
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Identify initial cohort of MAGT students to work on project Devise suitable resources / arrange suitable material to enable confident performances Run regular rehearsals ensuring ensemble as well as individual preparation Arrange performance opportunities 	Cost:	
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Selected MAGT Pupils will demonstrate more confidence in performance Selected MAGT pupils will demonstrate more skill in ensemble work MAGT pupils will be role-models for younger / other students in developing musical ability More ambition in music across the curriculum / extracurricular activities from all students. 		

3	Intent:	<p>What are you intending to do?</p> <p>Improve attainment of SEND students in music from 64% (Summer 2025) to 75% attained or exceeding expected levels</p>	Date/Timescale:	July 2026
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Identify SEND children and specific needs • Identify schemes of learning / areas of learning that need differentiating further • Differentiate further specific lesson activities • Adapt listening activities / writing tasks appropriately • Attend training on teaching music to autistic children in mainstream settings (If available) 	Cost:	TBC (Training requirements)
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • 75% of SEN Support / EHCP children will achieve at least expected levels of attainment • Students will be assessed against other students more accurately 		

COMPUTING: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do? Raise the profile and understanding of AI across the school. Improve the confidence of teachers in using AI.. Support the planning of lessons and the production of resources through the use of AI Develop children's strategic thinking in understanding the implications of AI and how to evaluate its results.</p>	Date/Timescale:	Autumn term
	Implementation:	<p>How are you going to do it? Staff meeting on AI. Support to teachers to use AI effectively Support to teachers to use AI safely and to understand its limitations and risks. To risk assess the use of AI in school KS2 children to have lessons on critical thinking and assessing the voracity of AI generated content.</p>	Cost:	NA
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Staff have more confidence/ability in using AI - supporting their preparation of lesson plans and resources, • Staff use AI in a safe way • Staff wellbeing improved due to less time spent in preparation • Children's use of the Internet and AI makes them "secondary ready" in the use of technology. 		
2	Intent:	<p>What are you intending to do? To address units of the NCCE curriculum that are problematic to teach due to technology issues and improved the teaching and learning.</p>	Date/Timescale:	Spring term
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Discuss with teachers which unit in each year group is the most problematic. • Seek solutions with support from NCCE and from the ICT technician. • Implement the solution, order new equipment as necessary, • Assess the effectiveness of the solution, 	Cost:	To be determined / depending on outcome
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • All units effective for learning • Standards improved and maintained • Any issues with software or hardware can be identified and addressed in individual classes as well as on a school-wide and KS level 		

3	Intent:	What are you intending to do? Ensure esafety messages are more effective. Ensure esafety messages are up to date.	Date/Timescale:	Ongoing
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Refresh messaging – ensure parents and children receive them in an effective way Ensure activities take place in February on Safer Internet Day Reinforce the teaching of esafety each term including an understanding of the platforms and devices that are most common to each class / year group Investigate external input into e safety either as a virtual lesson or an external speaker 	Cost:	NA
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Children will have a secure awareness of how to stay safe online – according to pupil interviews Parents will have better awareness thanks to messaging sent home. Children have more confidence and understanding on how to deal with esafety 		

4	Intent:	What are you intending to do? Maintain ICT and replace promptly any equipment that is out of date or can't be repaired. Subscriptions reviewed & renewed where appropriate and where wide use of the online resource	Date/Timescale:	Ongoing
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Purchase 90 new Chromebooks (3 sets) for new to Year 3 children (July 24) Purchase 10 new teacher/staff laptops to replace out of date equipment (January 24) Use of ICT technician from Ark (ongoing) Maintain effective use of ICT communication and use of email to report problems by staff effectively enabling repairs and replacements to be made promptly. Subscription renewals – Website, broadband TT Rockstars, Junior Librarian, Twinkl, Spelling Shed, Windows licences. 	Cost:	See ICT budget
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> IT infrastructure is robust and staff and pupils have confidence that it will work effectively and therefore use the resources on offer where appropriate and where its use will be support teaching and learning in Computing and other subjects. Downtime on equipment and online resources are kept to a minimum without any extended out of order periods. 		

ART: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What are you intending to do? Raise the profile of art through Arts Week ' <i>Hampton Hargate has Talent!</i> '	Date/Timescale:	October 2025 1 week
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Organise Arts Week in school with a focus on celebrating the children's individual talents. Incorporate ideas from the school council for pupil voice (explore painting further and fashion design). • Link with music lead to include song/dance as part of the 'arts' • Establish new arts council members and meet • Buddy afternoon • Use arts week to create additional funding (Christmas cards) • Link with parents at home, assign a homework task linked to arts week. 	Cost:	£0
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Arts week allows children to practise and develop art skills and celebrate their achievements. Children will showcase their work which will build confidence and enjoyment for pupils, fostering a love for learning. • Children will learn about the styles of different artists which will influence them when finding their own style in the future. • A buddy afternoon will enable children to work with other children in school to scaffold and allow for discussion of their art work (which will also feed into the oracy target) • Music Lead (H.F) will collaborate during arts week for a whole school song/dance) this will demonstrate that art can encompass other areas. • Meeting regularly with school art council allows for pupil voice and giving those children a sense of leadership and pride in their contributions to school. 		

2	Intent:	What are you intending to do? Audit and replenish art curriculum resources/ display paper	Date/Timescale:	Ongoing
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • monitor costs and budget • Use the new one-year cycle overview to see where resources might need ordering ready for certain activities. • audit stock regularly and dispose of any outdated/broken resources. • Liaise with team leaders/ teachers with regards to any resources required for lessons, clubs, displays and seasonal activities. • Ensure resources are available for the 'Winter wonderland' display and other seasonal displays in school • Liaise with team leaders/ teachers with regards to any resources required for lessons, clubs, displays and seasonal activities. • Ensure staff are aware of what is in the art cupboard. Which resources should be in there and which should not be to ensure that the cupboard stays tidy and resources are easily found/put back. 	Cost:	£2500
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Resources will be organised and readily available. Pupils will have access to mediums teachers plan to use in sequence of learning. This will enable pupils to acquire, develop and enhance skills / knowledge of different mediums which will inform their artistic abilities. • An organised art store where teachers know where to find resources is fundamental to using appropriate resources and teaching effectively. • Seasonal activities and extra-curricular clubs will give the children opportunities to learn about different techniques in art. Displays around school (including the winter wonderland) will be eye catching and where possible 3D to create an exciting, stimulating and inspiring environment which also showcases children's work. Parents become engaged with the arts through competitions, homework tasks and fundraising. 		

3	Intent:	What are you intending to do? Book Scrutiny- Ensure consistency with art assessments across the school to support accuracy in attainment and progress	Date/Timescale:	Staff meeting Spring/Summer 1 1.5 hour staff meeting
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Monitor books/lessons • Whole school sketchbook look (staff meeting) • Analyse data for art assessments on insight 	Cost:	£327 KAPOW renewal Art release time to watch lessons/book look
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Whole school sketch book scrutiny will give teachers the opportunity to compare assessments and judgments given on insight, allowing for consistency across the school. • Teachers will become more confident to use the KAPOW assessment tool to feed into how they are judging the art work based on the skills progression. New teachers to the school will be supported in their teaching and assessment of art at HH. 		

4	Intent:	What are you intending to do? Develop oracy skills in art <ul style="list-style-type: none"> • Children will explain their creative ideas clearly to others • Children will use subject vocabulary when discussing work • Children will evaluate and give feedback respectfully 	Date/Timescale:	Whole school year
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Children will use art vocabulary (as defined on KAPOW lessons) and given to teachers to model/display. • Children will explain their choices and answer questions. • Children will work collaboratively with others (buddy afternoon link). • Children will build their vocabulary as they move up through the school. Key vocabulary will be reinforced each year as a spiral. • Children will discuss what they like/think about the work of others including artists. • Children will listen carefully to feedback and use it to make changes to their work. 	Cost:	£0
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? Children will develop confidence in speaking and presenting ideas, a skill that will support them across all subjects and in everyday life. Children will strengthen their vocabulary and communication skills, helping them to explain their thinking clearly in different contexts. Children will learn new word means building a broader vocabulary, which will support children in being able to articulate their thoughts, feelings and ideas. Children will learn to listen, reflect, and respond respectfully, building positive relationships and teamwork skills beyond the classroom.		

Any other expected costs/expenditure to be aware of for 2024 - 2025?	Cost:
I am currently looking for an artist to visit for arts week next year 2026, but I will need to look into costs etc ready for the following SDP	
Artsmark will also be up for renewal next year, it expires 24/02/2026	£500

PE: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What are you intending to do? To ensure the delivery of high-quality PE to make a positive difference to pupils' opportunities and experiences and contribute to levelling the playing field for all, regardless of individual starting points.	Date/Timescale:	Annual
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • GetSet4PE scheme (use of videos, planning, pictures, vocabulary pyramid, progression documents, assessment criteria). • CPD staff meeting to provide opportunities using feedback from staff pupil voice and differentiation and inclusion for MAGT and SEND pupils. • Educate staff on adapting PE for individuals where necessary – Staff training Nov 25 • Lesson visits using positive feedback and tips for further development. • Children opportunities to attend inter school events in the local area. • Targeted School Games events e.g. those that would benefit most, boys, girls, SEND, MAGT. • KS2 coaches to be observed by external sport providers • Meeting with Sport providers to follow our curriculum map and GetSet4PE objectives and assessment criteria. • Ask staff for resources needed for children with specific needs • Daily sensory circuits for pupils who will benefit 	Cost:	GetSet4PE Scheme - £600 Targeted least active sessions - £540
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Children will receive high quality PE sessions and have access to opportunities and experiences. • Opportunities for targeted sport or competition – e.g. SEND Pentathlon • Targeted provision for least active pupils to take part in pupil guided sport sessions to encourage and foster and love for sport. • Refresher PE session to recap assessment tools and features of high-quality PE sessions so that staff are more knowledgeable about what outstanding PE is. • Developing competence for pupils is important because of its relationship to motivation and enjoyment. 		
2	Intent:	What are you intending to do? To focus on children being taught important health-related knowledge to help them make informed decisions about how to live a healthy and active life.	Date/Timescale:	Annual
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Work alongside Science and PSHE to explore healthy and active lifestyles in more depth. • Sports Week to encourage positive sporting experiences for pupils. • Variety of clubs including some school funded • Teaching points in scheme e.g. purpose of warm-ups • Focus for sports week this year will be on healthy and active lifestyles. • Educate pupils about the link between being active and positive mental health. • Ask teachers to cover the link between physical activity and mental health during children's mental health week. 	Cost:	Sports Week £6,800

	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Children better equipped to make informed choices about diet and nutrition and physical fitness and activity • Promotion of physical literacy as a result of partaking in various sporting activities e.g. sports week and sports days. • Foster an enjoyment of the variety of sport and activity offered at Hampton Hargate Primary School. • Equipping children with gross and fine motor skills to feel comfortable taking part in sport. • Children will be better educated about the impact physical activity has on mental health and the social benefits that come with sport. • Children will receive knowledge which they can use throughout their life to make choice better choices for themselves.
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3	Intent:	<p>What are you intending to do? To develop competence in pupils' physical, social, emotional and thinking skills because of its relationship to motivation, enjoyment and subsequently, the potential to build confidence and engagement in physical activity and sport</p>	Date/Timescale:	Annual
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Lesson plans have physical, social, emotional and thinking objectives. • Sports Week and sports day • Sports Week focus on healthy and active lifestyles. • Targeted sport sessions for least active pupils. • Hampton Hargate Participate in the netball league as well as the football league to help them develop teamwork and tactics in a competitive event. • Differentiation in PE to ensure pupils are challenged regardless of ability. • Share with parents' clubs in the local area • Bronze Sport Leadership can be obtained by various year 5 pupils • Year 6 sports leadership team delivering playground sessions as well as assisting with various events. • Opportunities to take part in inter school competition against local primary schools this is hosted by a local feeder school. 	Cost:	<p>Hampton College festivals £1012</p> <p>Sports Leadership PlayMakers Scheme - £100</p> <p>JustDoSport Delivery of sport leadership program – £240</p> <p>Transport to sporting events – £275</p>
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • PE sessions will contribute to the development of the whole child and not just developing their physical skills. • Children will become more confident through opportunities and success through sport – data on this collected through pupil voice. • Leadership, teamwork and communication skills are developed throughout partaking in PESSPA. • Through PE and games children will learn life skills which can be used to interact with the people around them. • Through targeted sessions we are to encourage children to become more active through fun, pupil lead sessions. • All pupils will be provided with opportunities to develop their physical, social, emotional and thinking skills. • Some pupils will have the opportunity to be able to use their physical, social, emotional and thinking skills to apply to game situations when partaking in inter school competitions. • Role models will be used to promote physical activity helping them to gain motivation to engage in physical activity. • Sports leadership develops leadership and interpersonal skills. • Sports leadership team will provide sessions for children to be more active during playtimes which will encourage development of physical, social, emotional and thinking skills. • Children will be able to take part in competitive sport against local schools- which will help pupils with transition between primary and secondary school. 		

4	Intent:	<p>What are you intending to do?</p> <p>Ensure a broad and balanced curriculum so previous skills can be built on, as well as ensuring PE and school sport has opportunities linked to pupils' interests and needs. To include oracy in lessons and extracurricular activities, by giving children coaching opportunities and through sports leadership programs.</p>	Date/Timescale:	Annual
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • KS1 topics tend to develop a broader range of skills and in KS2 sport topics are more sport specific • Use 2024 -2025 pupil voice to adapt aspects of PE and School Sport. • Opportunities to develop skills taught in PE further by offering a range of extra-curricular activities. • Lunch time clubs offering a variety of sports led by a sports coach. • Variety of sports covered throughout their time at HHPS. • Staff aware of curriculum map and what topics have been taught previously to help them pitch PE lessons. • Prior attainment available for teachers on Insight (our school assessment tool) • Swimming sessions taught in Year 3,4 and 5 as well as top up sessions for year 6 pupils who will benefit. • Various extra-curricular clubs will be provided changing termly or half termly. • School funded clubs will be available in KS2. • Sports leadership opportunities in UKS2. • Staff training on inclusion for SEND and challenge for MAGT. 	Cost:	<p>Top up swimming for year 6 – £1,330</p> <p>School Funded extra-curricular club Year 5/6 - £925</p> <p>School Funded extra-curricular club Year 3/4 - £925</p> <p>Lunch time clubs - £7,125</p> <p>PE resources - £365</p>
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Children will have many opportunities to find a sport they enjoy and potentially participate in this further outside of school. • Provision will be tailored to pupil interests where appropriate to help encourage children to be more physically active. • Children have opportunities to use and develop transferable sporting skills. • Children will be able to build upon their prior learning. • School funded clubs will allow for pupils on a first come first served basis to take part in extracurricular clubs. Therefore. finances won't be barrier to pupil participation. 		

PSHE: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What are you intending to do? Promote the understanding and use of the British Values focussing more on Protected Characteristics	Date/Timescale:	Autumn 2025
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> To use our subscription of Picture News more widely focusing on the 'Big Question' and the British Value links within the topic. 'I Really Do Matter' display promoting the British Values for all to see across the school. 1Decision scheme modules within Year 4, 5 & 6 Begin to promote these in Whole School assemblies Use circle time/discussions in class to look through each protected characteristic to ensure the children fully understand what each means and why these are protected. 	Cost:	£190
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Children to become more aware of the British Values and how they can understand and apply them. Children to have a wider understanding of how they can identify themselves and which characteristics they might relate to. To ensure all children are tolerant of all characteristics. Within upper school, the module will be assessed using a baseline and summative assessment. Through assemblies, children understand the acronym 'I Really Do Matter' and understand its impact. 		
2	Intent:	What are you intending to do? Enhance enrichment activities and build opportunities for Cultural Capital	Date/Timescale:	Autumn 2025
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Identify areas we already cover looking at all trips, residential, in-house visitors, topic related visits etc. <p>Recognise the individual areas in which cultural capital can be achieved;</p> <ul style="list-style-type: none"> ➢ Personal Development ➢ Social Development, including political and current affairs awareness ➢ Physical Development ➢ Spiritual Development ➢ Moral Development ➢ Cultural Development <ul style="list-style-type: none"> Identify strengths and weaknesses within these. Work alongside other subject leads to promote these opportunities through school trips, visitors to the school, assemblies & PP/SEN 	Cost:	£500
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Improved opportunities and a better understand of cultural capital across school Identify areas which could be improved upon Widen the opportunities available to all children across school regardless of background or ability 		

3	Intent:	What are you intending to do? Promotion and celebration of diversity in our school and open further opportunities for learning about our community	Date/Timescale:	Autumn 2025
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Identify and highlight areas already covered using the criteria of the SMSC award. • In line with learning about the British Values and understanding the diverse world we live in; we will give students opportunities to engage with a range of people from the local community. • Speak to all staff members and governors to get a 'whole-school' approach. • Invite people of the community in to share experiences and opportunities for the children 	Cost:	£500
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Identify areas of success across the school • Have a better understanding of SMSC across the school • Increase opportunities for cultural capital particularly looking at specific cohorts 		

Any other expected costs/expenditure to be aware of for 2024 - 2025?	Cost:
1Decision	£1000 (approx.)
The Conversation	£700
Trips	£500

DT: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do? ORACY TARGET</p> <ul style="list-style-type: none"> • Children will explain their design ideas clearly to others • Children will use subject vocabulary when discussing work • Children will evaluate and give feedback respectfully 	Date/Timescale:	Aut 2/Spring 2/Summer 2
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Children will describe what their product will look like and what it will do. • Children will use words like <i>strong, flexible, smooth, safe</i> to explain their choices. • Children will answer questions from a partner or group about their design. • Children will use key D&T words such as <i>measure, join, structure, mechanism, evaluate</i> when talking about their project. • Children will put these words into sentences to explain how they made something (e.g., “I joined the pieces using a flap” rather than “I stuck it on”). • Children will listen for and repeat at least two new technical words in their discussions each lesson. • Children will talk about what works well in someone else’s design. • Children will suggest one improvement, starting with “Maybe you could…” • Children will listen carefully to feedback and use it to make changes to their work. 	Cost:	£0
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <p>Children will develop confidence in speaking and presenting ideas, a skill that will support them across all subjects and in everyday life. Children will strengthen their vocabulary and communication skills, helping them to explain their thinking clearly in different contexts. Children will learn to listen, reflect, and respond respectfully, building positive relationships and teamwork skills beyond the classroom</p>		

2	Intent:	<p>What are you intending to do? To enrich DT across school (<i>Continued from last year as all aspects not met – need to complete questionnaire with pupils and staff</i>)</p>	Date/Timescale:	By Summer 2 2025
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • FOCUS THIS YEAR Student questionnaire – Discuss with children ‘What is DT?’ Meet with groups twice a year to see if they have greater understanding of subject beyond ‘sawing and cutting wood’ (as discovered in 2024 snapshot) • Work collaboratively with Science leads to incorporate DT into Science week Give it a focus. Differentiate between year groups • Work collaboratively with Computing to support ‘Lego league’ in school and in partnership with Perkins. 	Cost:	£150 Supply costs to take time out of class to complete tasks
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Children enthused about future projects – • STEM understanding improved – Seeing real life jobs with STEM backgrounds 		

3	Intent:	What are you intending to do? Audit and replenish resources for D&T in school - This was a problem last year. School manager allocated more funds as we were not meeting basic DT needs	Date/Timescale:	Ongoing through until Summer 1
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Ensure resources are well organised • Ask teachers/TAs to report to D&T lead any resources that they have used and need to be replenished. Resources were maintained and audited. • Teachers to request additional resources through the D&T lead. • Teachers to look at forward plans and topics, preparing a list of resources needed through the year to complete these. 	Cost:	£800
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • D&T resources readily available for teachers whenever needed. • Teachers aware of which resources are available. D&T lead aware of proposed units of work throughout the year with an awareness of resources needed. • Evidenced in the planning of using high-quality resources. 		

4	Intent:	What are you intending to do? To use insight to develop further understanding of assessment as sub leader	Date/Timescale:	Aut 2/Spring 2/Summer 2
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Continue to check data is being inputted across school three times a year. • Use reporting tool to identify areas across year groups/school where children are not achieving as well as in other areas 	Cost:	Supply for non-contact
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Trends of poor attainment in specific areas can firstly be monitored then communicated further with teachers/leaders • Progress/Attainment over time will improve. 		

HISTORY DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What are you intending to do? Incorporate Oracy based activities within the History based curriculum.	Date/Timescale:	Academic year of 25/26
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Introduce role play activities into the EYFS/KS1 Curriculum. • Ensure debate led activities are embedded into the KS2 Curriculum. • Ensure planning is shared to evidence this and that resources are available to inspire the role play activities. • Historical vocabulary is being used both in lessons but also on displays 	Cost:	£0
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Increases Oracy skills for all children across the school • Before teaching topics teachers are aware of which resources are available. • This will aid all pupils understanding of History – including SEND • Check display boards across year groups ensuring that the vocabulary is consistent throughout. • Teachers will observe and assess pupils' contributions during history discussions, focusing on clarity, use of vocabulary, and the ability to stay on topic. 		
2	Intent:	What are you intending to do? To seek more CPD opportunities for both History co-ordinators and feedback with staff.	Date/Timescale:	Spring Term
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Research using our Historical Association membership for any available CPD opportunities • Ensure staff/pupils are aware of Historical accuracy to ensure information is factual. 	Cost:	Historical Association Membership £84 Webinars £200
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • We can feedback any knowledge or information to support staff. • Access to planning across the school. • We can support staff with any gaps or lack of confidence with teaching and planning History 		

3	Intent:	What are you intending to do? Ensure MAGT pupils are being challenged effectively.	Date/Timescale:	July 2026
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Check the MAGT register and ensure it is up to date with staff. • Ensure staff have access to MAGT focused activities to extend their learning. • Co-ordinate with the MAGT lead for any support 	Cost:	£0
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Insight data will allow us to assess the progress of MAGT pupils • Lesson observations during History release time • Having access to planning will mean we can highlight how MAGT pupils are being stretched 		

4	Intent:	What are you intending to do? Continue to raise the profile of History across the school	Date/Timescale:	Whole Academic Year
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Remembrance Day • Black History Month • Guy Fawkes Day • Historical Magazines • Explore how History related texts could be incorporated into the curriculum • History Club/Games • Women's History Month 	Cost:	£100
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Help children to understand that History is not just 'Topic' • Children to be enthused by History • Children to be able to discuss and link Historical Events to specific days/months • Children to be able to discuss the consequences and impact of historical events on life today. 		

RE: DEVELOPMENT 2025 - 2026 SCHOOL DEVELOPMENT PLAN

1	Intent:	What are you intending to do? <ul style="list-style-type: none"> To create more links with the community and raise the profile of RE across the school. 	Date/Timescale:	Ongoing
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Contact other religious venues in the community and local area to find out about visits/trips Encourage visitors to come into school to talk with the children, including any parents Support year groups with planning trips to religious venues/visits in school as part of their RE planning and teaching. Ask children in school to share their experiences. Whole-school assemblies with an RE focus (rota has been sent out). 	Cost:	£150
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Good community links Celebrate all the faiths and religions within our school Children get a well-rounded curriculum and get a better understanding of different faiths and beliefs in our school and community Each year group will have a trip or visit. More exposure More involvement from parents and families, first hand experiences to share with the children. 		

2	Intent:	What are you intending to do? <ul style="list-style-type: none"> Gain an understanding of pupil and staff views and knowledge of RE. 	Date/Timescale:	End of school year
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Get pupils to complete a questionnaire Get staff to complete a questionnaire about their confidence and understanding of the RE curriculum Look at CPD opportunities for staff to support them with teaching and planning RE. CPD for RE leader – booked on to courses for this year. To share the knowledge and information with the rest of the staff. Book looks and observations of RE being taught in lessons. 	Cost:	£100
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> We will have a good understanding of staff and pupil views and knowledge of RE. We can support staff with any gaps or lack of confidence with teaching and planning RE. Ensure that the coverage of RE suits the needs and beliefs of the pupils in our school. We can purchase any resources that staff request. 		

3	Intent: ORACY TARGET	What are you intending to do? <ul style="list-style-type: none"> To embed oracy strategies within RE lessons to enhance pupils' ability to articulate, justify and evaluate religious and philosophical ideas with confidence, clarity and respect. 	Date/Timescale:	Ongoing
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Provide CPD for staff on using oracy frameworks within RE. Plan explicit opportunities in RE lessons for structured discussion, debate and oral presentations. Use sentence stems and scaffolds to support children in articulating complex ideas. Monitor pupil progress in oracy through learning walks, pupil voice, and lesson observations. 	Cost:	£0
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Pupils demonstrate increased use of subject-specific vocabulary when discussing religious and moral concepts. Structured talk strategies (e.g., talk partners, debate, role play, Socratic questioning) are regularly observed in RE lessons. Pupils show improved confidence in presenting balanced arguments and respecting differing viewpoints. Assessment in RE demonstrates progress not only in written work but also in pupils' ability to articulate their thinking verbally. 		

4	Intent:	What are you intending to do? <ul style="list-style-type: none"> Audit and replenish resources for RE in school 	Date/Timescale:	End of the school year.
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> Check and organise current resources in school. Ask teachers to inform RE leads if new resources need to be replenished or ordered. Teachers to look at planning and inform RE leads of any resources they will need to help with teaching RE. Look at and order a range of RE books for each year group to support them with their RE planning and teaching. 	Cost:	£100
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Resources will be readily available for teachers when needed. Teachers will have the correct resources available to support them with teaching and planning RE. Teachers will be able to offer engaging and high quality RE lessons through using a wide range of resources. Organised and labelled resources will allow staff to know where the resources are kept and what is being used. 		

GEOGRAPHY: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do? Collect staff and pupil voice about the current geography curriculum now that this has been embedded to identify strengths, potential areas for development and any areas staff feel they would benefit from further support.</p>	Date/Timescale:	Spring 2 2026
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Staff questionnaire to teachers asking their opinion on the geography topics that they have taught/are currently teaching. • Staff questionnaire to identify any areas staff are less confident and would like further support via CPD. • Use subject release time to facilitate pupil discussions across all year groups about their recent/current geography learning. • Student discussions to inform the level of consistency across year groups/key stages. 	Cost:	Subject release cover
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Staff to have the opportunity to discuss any issues they have had with the current curriculum. • Staff to have the opportunity to request subject specific CPD. • Pupils to have the opportunity to have input into their learning. • Subject leaders to gain an insight into the implementation of the curriculum across year groups/key stages. 		

2	Intent:	<p>What are you intending to do? To enhance pupils' spoken communication skills by encouraging them to use geographical language and ideas with confidence. By focusing on the four strands of Oracy (Physical, Cognitive, Linguistic, and Social & Emotional), pupils will learn to share their thoughts clearly and engage in meaningful discussions about geography</p>	Date/Timescale:	Ongoing
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> • Teachers will provide opportunities for pupils to discuss geographical topics, encouraging them to use facts and simple explanations to support their ideas. • Pupils will be taught key historical vocabulary (e.g., "human," "physical," "river," "coast") and encouraged to use these words in discussions. • Geography discussions will be structured, allowing pupils to share their opinions and ask questions in a respectful manner. • Pupils will take part in group debates or role-play activities where they can use their oracy skills to explore different areas of geography. 	Cost:	N/A
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> • Pupils will demonstrate an understanding of key geographical concepts, using geographical language and simple facts and ideas to back up their views confidently during discussions. • Pupils will listen to and respond to others' viewpoints, showing respect and understanding of differing opinions. • Teachers will observe and assess pupils' contributions during history discussions, focusing on clarity, use of vocabulary, and the ability to stay on topic. • Pupils will be given opportunities to reflect on their progress in speaking and listening, with peer feedback contributing to their personal development. • Teachers will evaluate the effectiveness of group activities and discussions, gathering feedback from pupils on their confidence and learning. 		

3	Intent:	What are you intending to do? Explore opportunities for assessment within the geography curriculum.	Date/Timescale:	July 2026
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Find out what, if any, assessments are currently being used for geography within the school. • Research the ways that other school use assessment within geography. • Use staff voice to understand how assessment can be used to best inform teacher judgements. • Liaise with RE/history leads to discuss assessment across the humanities. • Use insight data to ensure that teacher assessments are accurate. 	Cost:	Subject release
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Gain an understanding of how teachers are currently assessing geography to inform any future assessments. • Collecting evidence of differing abilities and that these children are receiving appropriate learning. • Ensuring that teachers are making accurate and consistent judgements. • Potentially form a plan for how geography will be assessed 2026-2027. 		

4	Intent:	What are you intending to do? Continue to raise the profile of geography throughout the school.	Date/Timescale:	July 2026
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Fairtrade fortnight September/October – information to be emailed out to teachers. • Twig science reporter • Picture news • Anglian Water workshop • Airport Day (WOW day) Summer 2 – link with EAL • Link with eco coordinator • Explore other opportunities and links to geography throughout the year (particularly news based) • Explore how geography related texts can be used within teaching. 	Cost:	Subject release, Airport Day food
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Children will understand that geography is a separate subject, not just 'topic'. • Children to be enthused by geography. • Children to experience a WOW day linked to geography and learn about additional places around the world. • Children to be aware of relevant geographical news stories from around the world. 		

Any other expected costs/expenditure to be aware of for 2025 - 2026?	Cost:
Potential need to update infant atlases (staff voice related)	Approx. £120

MAGT: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What are you intending to do? <ul style="list-style-type: none"> Maintain a register of children who are MAGT in all subject areas. 	Date/Timescale:	Across the year.
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> By regularly asking staff to update the MAGT register. This year we made the document editable by all teachers so that this can be added to and amended quickly and there is an up-to-date document for all to access whenever they need to. 	Cost:	£0
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> This informs teacher planning and assessment, ensures that any enrichment opportunities are targeted correctly and ensures monitoring of MAGT children's progress. The impact will be assessed through case studies, pupil voice and attainment monitoring. 		

2	Intent:	What are you intending to do? <ul style="list-style-type: none"> Provide enrichment opportunities where possible for MAGT children across the year. 	Date/Timescale:	Across the year.
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> By asking staff to make some time for MAGT children to visit with any experts visiting and subject specific sessions that take place across the year. Also, by attending any competitions and events specifically for MAGT children that we are notified of, or that could be found during the year. Including sports events, maths challenges and code breaking events. 	Cost:	£400
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> Children can ask questions and find out about specific subject areas in more detail, adding to their learning experience and furthering their knowledge and enthusiasm. Children are able to compete against others, whilst playing sports or in subjects that they enjoy and have a talent for. This encourages commitment, teamwork and a love of physical activity that they may take forward into adult hood. It also increases skills and experience in sport. Impact can be measured through student experience and feedback and staff feedback. 		

3	Intent:	What are you intending to do? <ul style="list-style-type: none"> To provide staff training on MAGT and Oracy, following oracy training attended by MAGT lead. To attend any other training that MAGT lead feels would be beneficial for MAGT in our school. To research new techniques and resources for MAGT. 	Date/Timescale:	Autumn term and across the year.
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> By attending Oracy training and then transferring the knowledge to staff at an MAGT staff meeting. Also by attending a Natural Curriculum webinar specific to Oracy and adding this to the training. 	Cost:	£400
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> This ensures all staff feel confident when planning and teaching their MAGT learners and have the resources and skills required to ensure they are challenged and have their learning enriched. This will be measured by pupil voice, staff voice and monitoring the achievement of MAGT children across the year using our Insight system. 		

PRIMARY LANGUAGES DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	<p>What are you intending to do? Develop pupils' spoken communication skills by promoting confident, clear, and purposeful oracy. Through the focus on the four strands of Oracy—Physical, Cognitive, Linguistic, and Social & Emotional—pupils will be encouraged to express ideas, engage in collaborative discussions, and reflect on their communication skills using the French and English Language.</p>	Date/Timescale:	Ongoing
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Continue to encourage French conversation activities which are embedded into the KS2 Curriculum and that resources are available to inspire role play and conversational activities as well as learning useful vocabulary. Planning is updated/highlighted to evidence this and provide opportunities to recognise what worked well to develop the following year 	Cost:	N/A
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Children will develop confidence in speaking, conversing and presenting ideas, a skill that will support them across all subjects and in everyday life. Children will strengthen their vocabulary and communication skills, helping them to explain their thinking clearly in different contexts. Children will learn new word means building a broader vocabulary to articulate ideas. Children will learn to listen, reflect, and respond respectfully, building positive relationships and teamwork skills in the classroom and beyond. Strengthen teaching and learning using a whole school approach to Oracy as much as possible. 		

2	Intent:	<p>What are you intending to do? To enrich the teaching of Primary Languages, particularly French across Key Stage 2 and introduce elements to KS1 through oracy during an enrichment day</p>	Date/Timescale:	Ongoing
	Implementation:	<p>How are you going to do it?</p> <ul style="list-style-type: none"> Student questionnaire to ascertain their engagement and enjoyment Reinforce the idea that we are a multicultural school and that people speak more languages than just English, through activities and involving them in some small activities a celebration of languages day or whole school event – eg videos, songs, talking to other children and sharing their languages. Devise an opportunity to refresh Languages Week and present in another way so that it is an opportunity to explore another language and culture over a short period of time eg 1 dedicated day (timetable dependent) during the year or as appropriate. Invite adults in to run activities or share cultures Continue membership of Languagegenut for KS2 	Cost:	<p>£380 approx for languagegenut</p> <p>£210 for classes to food taste/provide opportunities during languages days (£10 per class)</p>
	Impact & Evaluation:	<p>What will be gained/achieved from this? How will you measure this success?</p> <ul style="list-style-type: none"> Children and teachers will be more aware of the multiculturalism of our school population and how this enriches our lives Children will have a better understanding of the world around them Children will have oracy opportunities through an enrichment day/days which will promote classroom talk as well as using different languages. Ignite interest in learning languages at secondary school and beyond and understand some of the opportunities learning another language can bring to them financially and as part of s community. 		

3	Intent:	What are you intending to do? Fine tune the assessment process so that it is more robust and easier to use to track standards and progress	Date/Timescale:	By July 2026
	Implementation:	How are you going to do it? <ul style="list-style-type: none"> • Input data and use this to identify areas across year groups where children are not achieving as well and those who are greater depth. • Design small assessments along the line of TAPs assessments or similar to help KW form judgements about WT WA or GD for each term 	Cost:	None
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? <ul style="list-style-type: none"> • Trends of poor attainment in specific areas can firstly be monitored then communicated further with teachers/leaders for reporting to parents etc • Progress/Attainment over time will be supported through monitoring. 		

Any other expected costs/expenditure to be aware of for 2025 - 2026?	Cost:
Language Nut for LKS2 and UKS2	£380
Enrichment costs	£210

LIBRARY: DEVELOPMENT PAGE FOR SCHOOL DEVELOPMENT PLAN 2025-2026

1	Intent:	What are you intending to do? Continue to ensure stock is up to date and relevant to ensure the library is a bright and inviting place for our readers.	Date/Timescale:	On-going
	Implementation:	How are you going to do it? Appoint y6 library monitors to sort the books so that it remains a bright and inviting space. Continue to keep the stock up to date by sifting old and worn stock from the shelves. Replace out of date texts with relevant texts. Ask pupils for the books and authors they would like to see in the library. Continue to change the Like..Try..Why and Me to You displays. Ensure each class has its own designated time in the library each week and maintain the Borrower system.	Cost:	Badges for Y6 monitors. New stock. £
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? Pupils will enjoy reading for pleasure and become independent and confident readers. The library will be a positive space that the pupils will enjoy visiting and finding a wide range of texts to read both fiction and non-fiction. Pupils will have had their voices heard in helping choose texts they would like to see in the library. They will have the opportunity to try different authors.		

2	Intent:	What are you intending to do? To develop pupils' spoken communication skills across all subjects by promoting confident, clear, and purposeful oracy. Through the focus on the four strands of Oracy—Physical, Cognitive, Linguistic, and Social & Emotional—pupils will be encouraged to express ideas, engage in collaborative discussions, and reflect on their communication skills.	Date/Timescale:	On-going
	Implementation:	How are you going to do it? Provide foundation for discovery, debate and discussion by providing pupils with high quality texts to support meaningful conversations. Equip pupils with access to ambitious vocabulary by immersing them in a vocabulary rich environment and high-quality texts.	Cost:	<i>As above</i>
	Impact & Evaluation:	What will be gained/achieved from this? How will you measure this success? Pupils will have the opportunity to access a rich and varied vocabulary by exploring stories and up to date non-fiction texts that they can discuss. They will be able to express their own opinions and value their own opinions.		

Any other expected costs/expenditure to be aware of for 2025 - 2026?	Cost:
Capita Reading Software licence covered by whole school Licence agreements.	