



## Target 1 – Pupil Progress and Targeted Support

- By July 2025, all pupils are making appropriate improvement towards the targets set for them, across the curriculum; ensuring gaps from 'missed learning' are filled. By July 2024, 85% of children are making good or better progress and have 'good' learning behaviours; pupils make sustained good progress in their subject knowledge.
- Our robust systems have identified where gaps in learning have occurred. Our aim is to provide quality first teaching and learning, coupled with targeted interventions, Keep-up, Catch-up and Communication and Interaction programmes to support those gaps and help children to make better progress.

## Target 2 – Curriculum and Subject Leadership

- Refine the curriculum to ensure it is continuing to improve, is delivering a high quality broad and balanced curriculum for all learners; and has clear progression through the school, from nursery to year 6.
- Teachers are more confident in leading their subject responsibilities and able to share this knowledge to lead improvements across the curriculum.

## Target 3 – Ofsted: Mandatory 'Deep Dive' into reading and continued improvements to our whole school mastery approach to mathematics

- To ensure the teaching of reading is robust and we develop confident fluent readers, which leads to reading for pleasure and better writing outcomes – through developing robust measures to support speech and language.
- Maths Subject Leader to continue to drive through improvements from previous SIDP to ensure the following is being maintained:
  - Agreed non-negotiables for maths lessons are present in every lesson.
  - Maths NC over-arching aims of fluency, reasoning and problem-solving are a priority in every lesson.
  - Mathematical language is the cornerstone to new concepts and used with language rich opportunities.
  - Teacher confidence is improved to use the mastery approach '5 Big Ideas'.
  - Children's fluency is supported by appropriate daily strategies
  - Data on pupils' previous attainment is used to plan lessons to address pupils' areas of weakness.
  - Small steps planning is used to build on individuals' knowledge.
  - Work is always appropriately challenging (*a particular focus on most-able pupils*) and *pupil premium and children with SEND*.

## Buildings and Premises Projects

- Demolish old toilet block to accommodate gates across entry to school premises. Replace with large shed – relocated to end of playground.
- Heron class 009 - Extension to the side with bifold doors.
- Outside storage sheds to be replaced.
- Renovate swimming pool – cover and shower/toilet block so community can use.

### • Falling Numbers on Roll

- Use events, advertising and social media presence to promote the school's image in our community and surrounding catchment areas.
- Evaluate our curriculum offer to include more cultural capital opportunities such as swimming, forest schools, trips and events, after school activities (sporting, crafts and scouting)
- Explore the possibility of a land swap with local landowner field closer to school premises and school sports field. This would accommodate more play space closer to school, fenced and some car parking area.
- Renovate or knock down the toilet block to either increase learning space or playground space.
- Improve the swimming pool to cover this and add shower and toilets, so that it can be rented out privately to generate income or offer use for swimming lessons to local swimming groups.
- Make links with local scouting groups to either offering a scouting curriculum or opportunities for using the school premises.

## Areas of focus for next year...

- Whole school approach to an inclusive school, where classrooms are not cluttered, busy or distracting with high aspirations for all children. Adaptations are in place to support children across the curriculum.
- High expectations for children to present their work neatly and be proud, this will be showcased around the school and celebrated with all stakeholders.
- Writing will remain a focus – monitoring of reading to support this throughout the school. · Maths will remain a focus – with a focus in the EHFS to build good number sense and confidence. · Working in partnership with Consortium and embedding vision across school with all stakeholders.
- Ensuring our threads of thinking are woven throughout the curriculum, in practice and explicit in teaching and learning.