



Overview:

Name:	L.Lacy/K.Francis	Date:	Nov 2025	Linked Gov:	Anne Edwards
SDP Strand	<p>1. Curriculum and Teaching: All staff are consistent in their pedagogical approach to ensure high-quality; evidence informed teaching practices. As a consequence, all children are engaged in their learning and achieve excellent outcomes. Substantive and disciplinary knowledge build sequentially over time as teachers utilise evidence-based strategies to ensure schema develop incrementally to lesson cognitive load. Planning and assessment systems enable teachers and leaders to track and monitor progress and impact effectively. Embedding strong foundations in the Early Years and KS1 is vital to close gaps early, ensure secure progress in reading, writing, and maths, and build the habits of effective learning that underpin later achievement.</p> <p>2. Inclusion, Personal Development and Well-Being: To further develop a culture of equity rather than equality, and to ensure that all learners have a sense of belonging at school, positively impacting on attendance and behaviour. We have effective systems in place to identify families and children who are underserved and by raising expectations and addressing unconscious bias we will improve outcomes for all learners. We will develop and implement monitoring processes to ensure every child is given appropriate support to develop their senses of belonging, success, purpose and empowerment. Every aspect of our school ethos, its environment, the curriculum and the school vernacular will be ambitious, warm, nurturing, inclusive and equitable.</p> <p>3. Achievement: All pupils make strong and sustained progress so that all outcomes are at least in line with, and increasingly above, national expectations. We prioritise early success in the core areas of reading, writing and mathematics, securing firm foundations that enable pupils to thrive across the wider curriculum. Our ambition is for every pupil, including those who are disadvantaged or have SEND, to make accelerated progress so that gaps in attainment close rapidly over time. High prior attainers are also given appropriate challenge and support. Through consistently high-quality teaching, targeted intervention, and intelligent use of assessment, we strive to ensure that every child achieves their full potential and is well prepared for the next stage of education. We aspire for excellence in everything that we do.</p>				

**Context and Key
Information
about the
Subject:**

Last year, KS2 English Reading outcomes were excellent, at 93% EXS or above, with 46% achieving the higher standard.

In 2025, there were four children in receipt of pupil premium in Year 6. All of those children made excellent progress. Three quarters of that cohort were identified with SEND need and one child was supported by an EHCP. Results for these children exceeded expectations, with one child achieving the higher standard.

There continues to be much more consistency across the school in the teaching of reading and the interventions we put in place to support fluency. Fluency tracking using FFT continues to be very accurate, correlating directly with outcomes at the end of KS2.

In English writing, KS2 results were also high, matching reading at 93% EXS or above. Both reading and writing outcomes were significantly higher than the national averages, at 75% and 72% respectively.

In the GPS papers, 86% of children achieved EXS or above, compared to the national average of 73%.

There was a positive movement across the whole school to further develop pupils' spoken language. This included the explicit teaching of vocabulary, as well as an increase in the use of fluency techniques such as: modelled reading, repeat reading, echo reading, drama, debate, discussion and talk for writing.

In KS1 last year, teaching staff successfully prioritised a small-steps approach to writing, ensuring children were learning the basics of composition and sentence structure before being asked to complete more complex tasks.

Phonics screening results were excellent with 100% of pupils in Year 2 catching up for the second year running and 90% of children in Year 1 passing first time.

In Reception last year, 80% of children attained expected GLD, well above the 69% national average.

Objective:		Success Criteria / Improved Outcomes for Children:	Key Actions:	Key Staff / Governors	Resources / Funding / CPD requirements:	Relevant SDP strands	Monitoring	RAG
What are the main areas to focus on this year?		How will this improve outcomes and experience for the children and what will be the changes in school?	What are the main actions required to achieve these objectives?	Who will take on these actions and which Governors will be involved?	What do you need to make the objective possible – time, funds, resources, training etc.		How will you monitor throughout the year to make sure the changes are happening?	Each term you should review your action plan and RAG rate it until the final evaluation at the end of the year
1	To ensure the regular and explicit teaching of transcription skills	Improved handwriting and spelling skills will reduce the cognitive load on children during written tasks.	Implement a whole school handwriting scheme. Weekly spelling tests, including dictation where appropriate.	LL/KF	Funds	1,3	Learning walks Staff meetings Book looks	
2	To embed a clear sequence of progression for spelling from EYFS to UKS2	Consistency across key stages as children in EYFS-Y2 go from Monster Phonics to KS2 Superhero Spelling (also produced by Monster Phonics)	Ensure KS2 staff are working collaboratively and consistently to deliver the new spelling scheme.	LL	Training in staff meeting	1,3	Learning walks Staff meetings Book looks	
3	To be flexible in our approach to supporting pupils during written tasks	Pupil support that matches individual need at the point of learning will lead to improved writing outcomes, greater pupil enjoyment, and more responsive, inclusive classroom practice. Children are supported in knowing 'how' to learn – not just fed content.	Staff will use a wider range of strategies to scaffold writing (e.g., oral rehearsal, sentence stems, visual prompts, modelled writing and use of technology. Introduce Guy Claxton's split-screen thinking – remind staff that children are constantly 'learning how to learn'.	LL/KF	CPD	2	Lesson observations Learning walks	

4	To maintain consistency in the teaching of reading fluency across the school	Children will become familiar with all of the techniques used by staff to improve fluency and expectations will become clearer.	Subject lead to regularly remind and update staff, making resources available when appropriate for intervention.	LL/KF	Time to create resources	1	Whole-staff feedback FFT assessments	
5	To uphold an inclusive and diverse range of guided reading texts	A wide range of genres, settings, cultures, eras and literary forms should both reflect and broaden children's lived experiences.	Teachers to identify weaknesses in the range of guided reading texts and work collaboratively to address these gaps.	LL/KF	Time to research and analyse	1, 2, 3	Regular meetings about books and targets with Infant and Junior leadership	
6	To provide the foundations for well-rounded readers, using a reading spine	Children should have access to different types of text, to in order to successfully navigate reading with confidence in secondary education.	Each class will ensure their texts represent Doug Lemov's '5 plagues of reading'.	LL/KF	Subject leader time Time in staff meetings	1,3	Monitor guided reading texts Check-in with class teachers	
7	To provide KS2 staff training in Talk for Writing	Children will experience a relatively seamless transition in writing lessons, when moving up from KS1 to KS2	Teaching staff in Years 3-6 will receive online training.	LL	CPD	1, 3	Confirm online places and staff attendance	
End of Cycle Evaluation								
<i>At the end of the academic year / start of the new academic year all leaders will review and evaluate the impact of their action plan based on the monitoring they have conducted and the outcomes for children over the previous year.</i>								

Respect - Rights – Responsibilities
Global School Vision – Village School Values