School name: Rivacre Valley Primary School

Strategic School Improvement Plan

2026 to 2027

‘securing continuous improvement through rigorous and accurate self-evaluation’

Strategic School Improvement Planning at Rivacre Valley Primary School

The agreed and shared **principles** for writing the Strategic school improvement plan at our school are:

Leadership is distributed at all levels throughout the process to create ownership, opportunities for developing leadership potential and capacity for continuous improvement

A leadership environment and school climate are created that are conducive to good implementation.

It addresses all potential opportunities and barriers to achievement in the pupils' environment, both inside and beyond the classroom

Clear outcomes and success criteria are identified and planned for

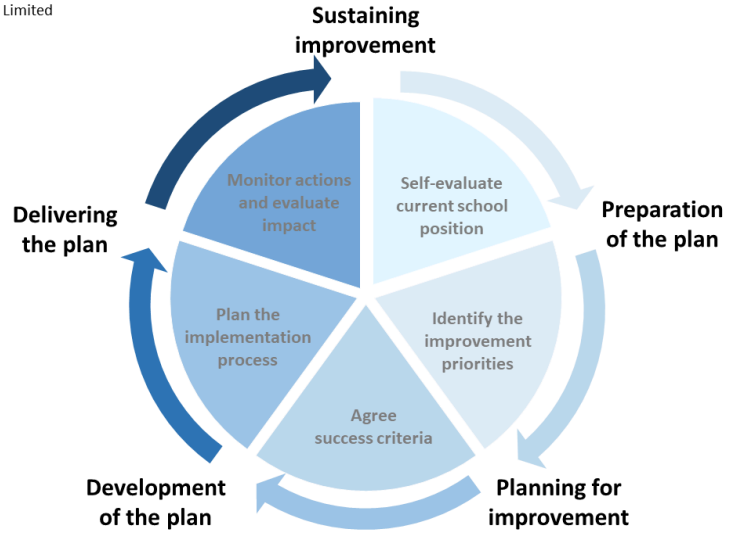
There is a direct link to accountability for both teachers & leaders with opportunities for governors to hold leaders to account

Improvement in pupil outcomes and wider measures of success, including personal development and well-being are evidenced

Developing leadership of learning and professional development opportunities to secure and sustain improvements in teaching, learning and assessment are at the core of the plan

There is a continuous cycle of self-evaluation and improvement, clearly linked to the Ofsted inspection framework

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An evaluation of the **impact** of the previous academic year's priorities is undertaken in leadership teams, which incorporate all members of staff and Governors. The impact upon outcomes and improvement is discussed and agreed, alongside an evaluation of the school's achievement of the success criteria.

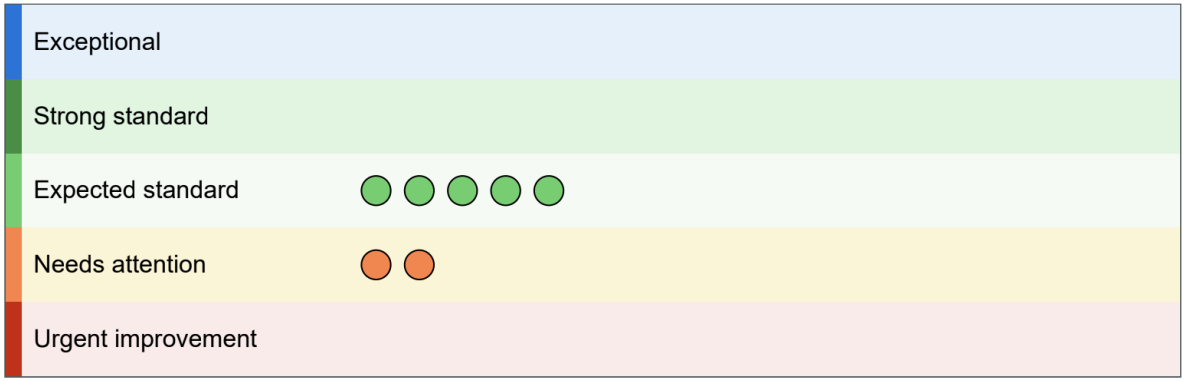
School self-evaluation against the Ofsted school evaluation schedule is undertaken by leadership teams to identify further priorities. **An analysis of outcomes** (progress, attainment & quality of teaching and learning) is undertaken by the Senior Leadership Team and phase leads in the summer term (reviewed considering the release of the validated external data) and findings shared with staff and governors to inform **future improvement priorities**. Performance Management objectives, based on the Teacher Standards, are agreed with all staff ready for the start of the autumn term. The performance management objectives are informed by the schools evaluation and areas of future improvement priorities. During this process the staff and governors **identify strengths and areas for development,** including any barriers within the context of the school.
As part of the school's monitoring cycle a **review** of the school's progress of implementing the agreed actions is undertaken by the Senior Leadership Team at regular intervals throughout the year.. Review outcomes are shared with the Governing Body.

Contextual Information

School characteristics

The last inspection at Rivacre Valley Primary School was on 22nd and 23rd September 2026.

Inspection report: 22 September 2026



Next steps

- Leaders should ensure that they monitor pupils' barriers to learning with greater precision so that classroom support is well matched and having an impact.
- Leaders should ensure that teachers make effective use of assessment to identify gaps in pupils' writing and provide effective support, so that they catch up quickly.
- Leaders should make sure that teachers use the information that they have about pupils' barriers to learning to match activities more closely to pupils' needs and starting points.

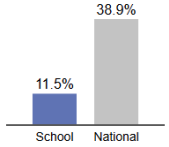
2026-2027: 330 Pupils

Print

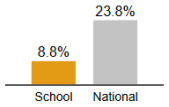
Gender



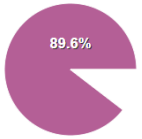
Minority Ethnic Background



EAL

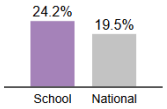


Homegrown Pupils



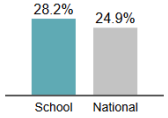
Only includes pupils in Reception and above.

Pupils with SEND



	# Pupils	% Pupils	National
SEN Support	63	19.1%	15.4%
EHC Plan	17	5.2%	4.1%

Targeted FSM



Only includes pupils in Reception and above.

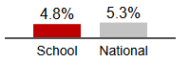
Ethnicities

	# Pupils	% Pupils
White - British	291	88.2%
Any Other White Background	10	3.0%
White and Black African	5	1.5%
Any Other Mixed Background	4	1.2%
Indian	4	1.2%
Any Other Asian Background	3	0.9%
Black - African	3	0.9%
White and Black Caribbean	3	0.9%
Any Other Black Background	1	0.3%
Any Other Ethnic Group	1	0.3%
BBRI	1	0.3%
Gypsy / Roma	1	0.3%
Not Set	1	0.3%
Traveller of Irish Heritage	1	0.3%
White - Irish	1	0.3%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	44	13.3%
SEN support but no specialist assessment of type of need	33	10.0%
Social, Emotional and Mental Health	15	4.5%
Autistic Spectrum Disorder	11	3.3%
Specific Learning Difficulty	8	2.4%
Other Difficulty/Disability	6	1.8%
Down Syndrome	3	0.9%
Moderate Learning Difficulty	3	0.9%
Physical Disability	3	0.9%
Vision Impairment	3	0.9%
Hearing Impairment	1	0.3%
Multi-Sensory Impairment	1	0.3%

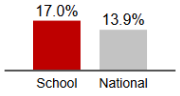
Absence Rates



	School	National
Overall absence rate	4.8%	5.3%
- Authorised absence rate	2.3%	3.7%
- Unauthorised absence rate	2.5%	1.6%

School absence figures only include pupils of compulsory school age. This is to be inline with national reporting.

Persistent Absence



Percentage of compulsory school age pupils who miss 10% or more sessions

Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Targeted FSM	SEN Support	EHC Plan	Absence Rate
Nursery 2	32	13	19	2	9	1	1	0	0.0%
Reception	45	23	22	5	12	2	5	1	6.0%
Year 1	39	19	20	9	15	7	9	0	5.6%
Year 2	46	24	22	1	21	10	6	3	3.9%
Year 3	42	27	15	2	11	12	6	4	3.1%
Year 4	37	15	22	5	19	19	9	5	5.1%
Year 5	45	23	22	2	17	15	17	2	3.6%
Year 6	44	26	18	3	13	19	10	2	7.5%

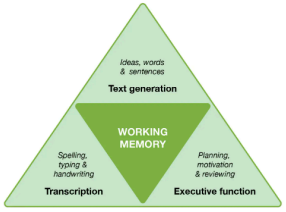
Headlines:

- High % of SEND
    - Speech, language and communication (13.6%)
    - SEMH (7.5%)
    - Autism (3.5%)
    - SPLD (2.9%)
- High % of children with ADHD / ASD - diagnosis or on pathway

Year group	ADHD	ASD
Reception		3 (6.6%)
Y1	1 (2.5%)	6 (15%)
Y2	2 (4.3%	4 (8.7%)
Y3	5 (11.6%)	6 (13.9%)
Y4	6 (16.6%)	5 (13.8%)
Y5	8 (17.7%)	5 (11.1%)
Y6	9 (19.5%)	5 (10.8%)

- % of children with EAL increasing (in last 3 yrs increase of +5%)
- Attendance is improving and gap to National has narrowed significantly (including PA)
- Continued high levels of mobility (11% of school community did not start in Reception)
- % of FSM high, especially for children within KS2
- % of children with multiple ACEs - barriers to learning / accessing curriculum
- GLD (below Nat) - Following areas with over 20% well below - Fine motor / word reading / writing / comprehension / number / numerical patterns / people, culture and communities
- Phonics (sig below Nat) (Boys / PP / SEND)
- Writing - expected and GD
- Assessment - analysis of assessment to inform curriculum development by all staff

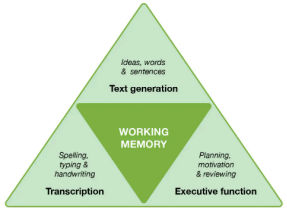
Three-year key school improvement priorities

	Academic Year 2026/27	Academic Year 2027/28	Academic Year 2028/29
Curriculum and teaching (including Inclusion / Achievement)			
Focus: ● Curriculum – knowledge and skills at each stage (Intent) ● The way the curriculum is taught (Implementation) ● Outcomes for pupils (Impact)	**Ensure teachers are clear about the knowledge pupils should learn (in a small number of subjects) and when this should be delivered - Ofsted Development point** Leadership of all subject areas is "secure". ● Staff understand content of each subject area, in particular foundational knowledge ● have the skills and expertise to teach curriculum / identify any gaps and ensure these are prioritised within future planning and delivery ● the progression in knowledge and skills of the children is clearly evident in outcomes achieved - children catch up quickly and keep up **Foundational knowledge:** Embed foundational knowledge across the curriculum **Oracy:** S&L / recite and compose orally / role play / vocabulary development - consider EAL - pre-teach language/ Talk for Writing / helicopter stories **Reading:** Phonics - target tutoring to ensure Phonics screen outcomes in line with national Alternative approaches to develop reading skills / competence (Dyslexia friendly / accelerated reader to bridge the gap between RWI and free reader), embed MRSAPI **Writing: (simple view of writing)**  Transcription, composition, dictation - use of clicker in all year groups and classes. Plan staff meeting time for internal moderation of writing **Maths:** Number and numerical patterns SEND - Early Identification of pupils / support is timely SEND Co familiar with needs across school, including SEND support in all phases S&L / communication: Widgit online / Wellcomm / Additional S&L teacher support Autism - attention autism / total communication / zones of regulation / visual timetables / sensory aware approach (SPOTTS) SEMH - access to ELSA / Mental health team - support for parents ADHD SPLD - identify what these are - find relevant support programmes / training for staff **Mobility -** Pre-teach to backfill gaps in core subjects / foundational knowledge Assessment week at the start of the academic year and opportunities for internal moderation throughout the year, particularly in writing. Use of exemplification materials to provide consistency across all year groups.		

Attendance and behaviour			
Focus: ● Focus on attendance / punctuality ● Motivated pupils with positive attitudes towards learning	Attendance: Maintain focus and high profile of attendance Monitor and analyse on weekly basis - individual / class / school level - Attendance ambassadors Termly rewards School Attendance Baseline Improvement Expectation - met Overall attendance in line with / close to National Persistent absence reduced to be within 5% of National	Attendance Overall absence in line with National Persistent absence reduced to be within 2% of National	Attendance Overall absence better than National Persistent absence reduced to be in line with National
Personal development and wellbeing			
Focus: ● PSED ● British values of democracy, individual liberty, rule of law and mutual respect and tolerance ● Develops confidence, resilience and knowledge ● Physically active / healthy lifestyles/ healthy relationships ● Careers programme	**Ofsted development point** Jigsaw programme (including RSE - summer term) + Commando Joe's character education / Forest school / COEL - Extend across school with revamp of Rivacre Dinosaurs to school name characteristics		
	PSED – ensuring emotional health and wellbeing is paramount: Jigsaw 2 x ELSA Awareness of protected characteristics Careers programme - termly visits from different professions		
	Personal development - afford sufficient time and prominence to all aspects of curriculum - cultures, religions so children are prepared for life in modern Britain - Ofsted development point British Values: (Assemblies / visits / discussions / books / displays) No outsiders - monthly assemblies from the 'No Outsiders' website No-outsiders		
Leadership and governance			
Focus: ● High expectations for all ● Focus on education provided – better outcomes ● Align CPD with curriculum ● Consistent expectations ● Engagement of community / parents ● Safeguarding ● Workload!	Leadership team: HT / 2 x 0.5FTE DHT / AHT - build capacity and develop leadership experience through regular strategic development meetings - use insightful analysis of school performance to evaluate the effectiveness of provision. Accurately identify, monitor and act on priorities for improvement Provide sufficient time for staff to act on and develop expertise as they work together towards schools priorities (CPD plan) Research and the best available evidence to inform development plans and CPD priorities Leaders to support staff's well-being and ensure that their workload is manageable		
	Governance: understanding of the vision and strategic direction of school is secure Understand their respective roles and their performance in these roles, so that this enhances the school's effectiveness Take into account the workload and well-being of leaders		
	Outcomes & Progress: more children ready to learn by age 5 more able to read by age 7 moving children's experience from "narrow to broad" ensuring those who have been "sidelined" are included taking children and communities from "withdrawn to engaging" with schools.		

Strategic School Improvement Plan 2026/27 – Curriculum and teaching (including Inclusion / Achievement)

Actions	Who	Cost	Monitoring activity	Monitoring outcome
Ensure teachers are clear about the knowledge pupils should learn (in a small number of subjects) and when this should be delivered - Ofsted Development point Leadership of all subject areas is "secure". ● Staff understand content of each subject area, in particular foundational knowledge ● have the skills and expertise to teach curriculum / identify any gaps and ensure these are prioritised within future planning and delivery ● the progression in knowledge and skills of the children is clearly evident in outcomes achieved - children catch up quickly and keep up		£	what / by whom / when	Autumn review: Staff understanding of the progression os knowledge and skills is robust, however, we need to continue to ensure any gaps in foundational skills and knowledge are plugged quickly. PM objective focus for all staff.
Foundational knowledge: Embed foundational knowledge across the curriculum **Oracy:** S&L / recite and compose orally / role play / vocabulary development - consider EAL - pre-teach language/ Talk for Writing / helicopter stories Staff familiar with what the foundational knowledge is for oracy: ● Make language a priority, embed spoken language, vocabulary development, listening comprehension ● Speak clearly – taking turns, listening to what others say ● Recite familiar phrases, poems and rhymes ● Take part in role play ● how to compose simple sentences orally including in maths  Planning to clearly identify language / vocabulary to be prioritised All staff to use: Think it, say it, write it, read it, does it make sense (display in every class with these 5 parts) ID children who need additional pre-teach sessions in order to be able to access learning - focus on being able to understand the language and vocabulary required **Interventions: ??** Talk for writing EYFS to continue to embed Helicopter stories NELI Wellcomm EYFS: rhymes / songs / familiar stories and phrases - children to recite / perform EYFS / KS1 / KS2 - language development prioritised, build in opportunities for S&L activities SALT - teacher deliver additional sessions and provide programmes for TAs to deliver in-house	£ £		Performance management reviews and mid year meetings Half termly book looks (English / Maths / Topic / SEN) CPD – impact of training on quality of teaching and learning Building blocks on website - scrutiny Subject teams + SLT - each term review planning. "Sticky" knowledge identified on plans and high profile in classrooms / displays. Can children recall this? SLT - monitor subject documents each term. Presentations to GB Read, Write Inc assessments each half term Insight tracking end of each term Phonics screen End of KS assessments (Summer 2026) Pupil voice	Autumn review: SLT have looked at every SEND Support plan to ensure interventions and strategies match the barriers that are evident in children's work. Updated plans written and shared. Foundational knowledge - Ongoing area of focus - continue to reinforce: Think it, say it … approach Increase opportunities for dictation Purchase of talk tins for each class so oral composition can be recorded and children are then able to focus on other aspects of writing. Use of clicker - especially for EAL and children whose vocabulary development is reduced. Continued use of widgets alongside key vocabulary.

Foundational knowledge: Embed foundational knowledge across the curriculum **Reading:** Phonics - target tutoring to ensure Phonics screen outcomes in line with national Alternative approaches to develop reading skills / competence (Dyslexia friendly / accelerated reader to bridge the gap between RWI and free reader), embed MRSAPI Staff familiar with what the foundational knowledge is for reading: ● Teach reading, including systematic synthetic phonics ● Practise reading with decodable books ● Learn a small number of exception words ● reading fluency - how to become a fluent reader ● Listen to stories, non fiction, rhymes and poems ● Develop language comprehension ● Regular story times Phonics - Ensure fidelity to RWInc ○ Provide coaching and support to maintain high standards of delivery ○ Engagement in RWInc development days ○ Replenish resources and create pathways for parents to use with children in home learning ○ Phonics workshops for parents - support at home is consistent ○ Identify children for whom phonics is not appropriate and ID which route will help them become readers by 7 Introduce Accelerated reader to LKS2 and for some children in UKS2 where reading remains a concern. Beanstalk readers Reading champions Mystery readers KS1		Read, Write Inc. online subscription £1,250 1 day per term £450 – reading coach £500 (ongoing development of books for reading spine)		Autumn review: Range of new reading initiatives / tools introduced (Accelerated reader / MyOn) Continue to reinforce MRSAPI. Phonics teaching continues to be of high quality and with fidelity to scheme. All classes in KS2 now have a reading champion / reader - this is providing rich opportunities for children to read and discuss books with an adult on a regular basis.
Foundational knowledge: Embed foundational knowledge across the curriculum **Writing: (simple view of writing)**  Transcription, composition, dictation - use of clicker in all year groups and classes. Plan staff meeting time for internal moderation of writing Staff familiar with what the foundational knowledge is for writing: **Transcription:** This refers to the ability to spell and write fluently. Supporting automaticity in these skills will free up cognitive resources for other aspects of writing, such as planning and composition ● pencil grip - how to hold a pencil correctly ● How to sit correctly at a table ● letter formation (handwriting families) ● how to spell ● the spelling of common exception words ● Write from dictation **Text generation / composition**: Text generation is the ability to form ideas and translate them into coherent written language. Pupils need to practise 'thinking like a writer' – using vocabulary, grammar and structure to suit different		The Literacy Curriculum subscription £1910 pa		Autumn review: Introduction of writing club in EYFS. Use of Busy things to reinforce handwriting and early writing in Reception. Continue to provide more opportunities for dictation and practice of handwriting patterns / families. New interventions for fine motor / gros motor as this is presenting as a significant barrier for some children. Introduction of talk tins in every classroom will enable oral rehearsal of sentences.

audiences and purposes. Teachers can support this by making the thought process visible through techniques such as 'thinking aloud' and narrating their decisions as they write. ● Engage in talk for writing ● Rehearse orally what they are to write ● Sequence sentences ● Check it makes sense ● Read aloud what they have written ● punctuate correctly – start sentences with a capital letter and finish with a full stop All staff to use: Think it, say it, write it, read it, does it make sense (display in every class with these 5 parts) At least weekly dictation - link to spelling and handwriting families Utilise Clicker to support children become confident writers - provide clear model of how to create sentences - orally practise then use clicker / model to support writing process **Executive function:** This involves managing the writing process – planning, monitoring, and revising. These skills are developed over time and benefit from explicit teaching, scaffolding, and modelling. Clear model provided. Edit writing, including re-drafting. (no need to generate a best copy - focus on edit and re-draft - link to focus marks and model provided) Planning model????? [look at vocab/foundational skills-flashback model/ vocab [2 tier]] **Interventions: ??** ● Writing roots (Literacy Tree) ● The Otto club - handwriting Y1				
Foundational knowledge: Embed foundational knowledge across the curriculum **Maths:** Staff familiar with what the foundational knowledge is for maths: Number and numerical patterns ● number formation ● understanding of the numbers to 10 – develop fluency in counting, recognising small numbers of items, comparing numbers and solving problems ● number bond knowledge ● Times table knowledge and application ● Numerical patterns Continue fidelity to Power Maths text book approach but utilise blue maths books for pre-teach and extension when gaps in foundational knowledge are evident **Interventions: ??** ● Numbers count ● Dynamo Maths ● Ready to progress ● White Rose maths Fluency Bee ● Reception Jigsaw ● White Rose Education - Strong foundations ● Mastering number - Reception, KS1 and KS2		Power maths - text books (£900 per term)		Autumn review: Introduction of mastering number in KS2 will provide greater opportunities for multiplication and division practice. Daily times table time is to be prioritised so children can recall number facts with speed and accuracy.
Mobility - Pre-teach to backfill gaps in core subjects / foundational knowledge				

SEND - Early Identification of pupils / support is timely SEND Co familiar with needs across school, including SEND support in all phases S&L / communication: Widgit online / Wellcomm / Additional S&L teacher support Autism - attention autism / total communication / zones of regulation / visual timetables / sensory aware approach (SPOTTS) SEMH - access to ELSA / Mental health team - support for parents ADHD SPLD - identify what these are - find relevant support programmes / training for staff			VV to monitor SEN targets are updated half termly or as necessary and work closely with staff in a supportive role VV to work closely with staff to identify any early help / support / referrals for children VV to offer support to parents - offering advice and signposting to other agencies if needed VV to monitor the use of Makaton / signs and oracy interventions to ensure support is given to those children who struggle with their communication	
Assessment week at the start of the academic year and opportunities for internal moderation throughout the year, particularly in writing.				Autumn review: Provided staff with a clear understanding of what each child could do and what they need to plan / deliver to fill any gaps and move learning forward so children are working on correct age related activities.

Attendance and Behaviour:

Actions	Who	Cost	Monitoring activity	Monitoring outcome
Attendance: Maintain focus and high profile of attendance Attendance officer: ● first day contact calls ● Update policy and apply to children whose absence is declining (letters / emails / FPN requests / submission of paperwork to LA / EWO meetings) ● Monitor weekly trends - ID children who require support and notify SLT ● Undertake home visits to children whose attendance is a concern - bring into school if medically fit to attend ● Order attendance rewards / stickers ● Provide attendance data for assemblies / each class / SLT Monitor and analyse on weekly basis - individual (% bandings) / class / school level - ID trends for specific children / classes Attendance ambassadors - weekly class updates + half termly reward for best attending class Termly individual attendance rewards - for children whose attendance for that term is 96%+ School Attendance Baseline Improvement Expectation - Attendance officer and SLT aware of what it is and take action if we are at risk of not meeting this (use DfE monitor school attendance docs)	KD KR KD / KR YC KR KD / KR	Built into staffing costs £1,000 £3,000	Monitor attendance at GB meeting each term KD / KR monitor attendance information from Arbor / DfE monitoring absence each week	Autumn review: First day contact calls are ensuring that all children are recorded correctly on registers. Reduction in number of children who are PA, but still have a hard core of children whose attendance is of significant concern. These children often have multiple other barriers such as FSM / SEND. The introduction of home visits with our pastoral lead is making a positive impact on some families. Attendance ambassadors yet to be introduced. Attendance tracked in the weekly assembly is ensuring attendance is high profile and Mrs Carpenter's class enjoyed their treat for having the highest attendance in A1.

Personal development and wellbeing:

Actions	Who	Cost	Monitoring activity	Monitoring outcome
Ofsted development point Jigsaw programme (including RSE - summer term) + Commando Joe's character education / Forest school / COEL - Extend across school with revamp of Rivacre Rivacre Super heroes introduced.	VV	Jigsaw £ Commando Joes: £2500 Forest school - staff member trained	Termly conversations with phase leads regarding planned educational trips/ fieldwork opportunities. Feedback from staff and collect pupil voice (forest school/ Commando Joes/ educational trips).	Autumn review: PD and wellbeing - met expected standard. The RVPS super heroes are becoming embedded and the display in the entrance area ensures they are high profile.
PSED – ensuring emotional health and wellbeing is paramount: Jigsaw 2 x ELSA Awareness of protected characteristics Careers programme - termly visits from different professions	VV	Built into staffing costs	Meetings with SEND Co to discuss impact and ID / Assign children to ELSA list Feedback from staff and collect pupil voice	Autumn review: 2 ELSAs in place. TH also in new pastoral lead role which provides greater opportunities to catch up with vulnerable children more regularly.
Personal development - afford sufficient time and prominence to all aspects of curriculum - cultures, religions so children are prepared for life in modern Britain - Ofsted development point	YC / SC	£0	Feedback from staff and collect pupil voice	Autumn review: In place and met in full.

British Values: (Assemblies / visits / discussions / books / displays) No outsiders - monthly assemblies from the 'No Outsiders' website No-outsiders			Pupil questionnaires	

Leadership and Governance: KD

Actions	Who	Cost	Monitoring activity	Monitoring outcome
Leadership team: HT / 2 x 0.5FTE DHT / AHT - build capacity and develop leadership experience: ● Meet once per half term with a specific focus on School improvement ● Termly analysis of insight data alongside books - does this match? ● ID any trends re: groups / accelerated progress / progress becoming a concern - does planning reflect this? ● Identify resources / tools to address any concerns data has identified ● Provide CPD / support to ensure staff have relevant skills and expertise	KD	£ Built into staffing costs	Review of SDP each term Data and book scrutiny SLT conduct book scrutinies across year in different subjects Phase leads monitor planning –weekly	Autumn review: The additional capacity in the SLT is having a positive impact on moving areas of development forward. Weekly meetings of the SLT are enabling a greater clarity of focus on what we need to improve and also providing opportunities to monitor and amend so time is not wasted. Staff meeting timetable has been amended to reflect our Ofsted outcomes / next steps.
Provide sufficient time for staff to act on and develop expertise as they work together towards schools priorities (CPD plan): ● Regular staff meeting time ○ focus on assessment and moderation ○ to share what is working well across phases / team ○ to trial new resources and become more competent at using these within teaching ● Professional learning to focus on: ○ Curriculum development - in particular foundational skills ○ Research and best available practice - link to other local schools / Hubs / EEF research - how can we use this in our practice? ○ Vision, values and ethos ○ Adaptations to the curriculum offer	SLT	£0 Training budget £6,120	Lesson observations / learning walks when necessary as a follow up to a book scrutiny	
Leaders to support staff's well-being and ensure that their workload is manageable ● Well being sessions for staff - value dedicated time ● ID priorities and provide sufficient time for completion ● Awareness of demands of role - encourage management of time, ensure adequate time for non work related time / set boundaries for when is a working time ● Lead by example ● Share resources to support well being - EAP ● Recognise effort ● Consider other ways of working / systems which could enhance productivity	KD / SLT	£1,000		

Governance: understanding of the vision and strategic direction of school is secure ● SLT to share headline information with GB ● Governor back to school days ● Governor links to curriculum areas ● Reports by SLT to GB ● Updated SDP in GB meetings Understand their respective roles and their performance in these roles, so that this enhances the school's effectiveness ● CPD training (Edsential / Schoot …) Take into account the workload and well-being of leaders ● Dedicated headship time for HT ● SLT to have dedicated time for leadership role ● Agenda item on GB meetings ● Be present - actively involved and contributing - 2 way relationship with school	SLT / GB GB GB	£1,500	Feedback in GB meetings GB agenda documents GB minutes	Autumn review: Ofsted: expected standard. So far greater engagement and appetite for training linked to their Governance role.

Outcomes & Progress: More children ready to learn by age 5: ● GLD increase and narrow gap to National - EYFS lead: ○ to prioritise key factors which will drive improvement / outcomes ○ Consistent team - clear roles ○ Early intervention - ID needs quickly and match to most appropriate resource / adaptation / programme More able to read by age 7: ● Phonics outcome to increase and narrow gap to national - Reading lead: ○ Ensure fidelity to RWInc ○ Provide coaching and support to maintain high standards of delivery ○ Engagement in RWInc development days ○ Replenish resources and create pathways for parents to use with children in home learning ○ Phonics workshops for parents - support at home is consistent ○ Identify children for whom phonics is not appropriate and ID which route will help them become readers by 7 Moving children's experience from "narrow to broad": ● SLT to ensure curriculum offer remains broad and balanced ○ Regular monitoring of medium term and weekly planning ○ Book scrutinies ○ Analysis of tapestry and Earwig - is coverage evident in all areas of the curriculum? ○ Facebook - is there representation of all children / areas of curriculum evident? Ensuring those who have been "sidelined" are included: ● Inclusive practice - adaptations to ensure all children can access offer ● ID resources to support engagement / ability to connect and interact with learning Taking children and communities from "withdrawn to engaging" with schools: ● SLT visible and approachable ● Staff know children and families - invested in providing the best ● Parent workshops / share information - upskill parents ● Utilise methods of communication preferred by parents - text / facebook / google forms			Monitor and analyse data each term. Review / amend provision. Formative assessment ongoing - feedback policy Team meetings Identify any training needs for team	Autumn review: Reception baseline completed in September / October. Phonics first review point completed and updated groupings shared with staff with clear focus areas. Focus on improving staff confidence in assessment procedures for CPD. This is to also include identification of barriers and providing appropriate interventions. New timetable for interventions linked to SEND support plans now in place - clear links to barriers to learning / evidence from work books.

Costs for 2026/27: Gemma McCann update with new figures

Aspect of budget	Provider	Cost	Review (annual …)
Subscriptions £17,151	Literacy Curriculum Power maths Read, Write Inc. Oxford University Press (RWI Spelling online) Jigsaw Tapestry CPOMS Earwig Numbots/ TTRockstars School Spider (website) Arbor Perspective insight Tracking Makaton schoot Sign In App (Entry sign in system) PLN (Primary LAnguages Network) NGA Wellcomm Misco Microsoft licence The Literacy Tree PLanBee Numberstacks Team Teach Geographical Association Unicef (Paddington subscription) Developing Experts (Science) Comic Book subscription Widgit Online Clicker Complete PE Chat GPT Teach Active (Maths subscription)	 2550.00 (£850 per term for new text books) (Pearson 1312.50) + Ruth Miskin 1463.00 166.00 952.75 305.00 1180.00 2400.00 121.82 1090.00 4900.00 925.00 1092.00 91.67 1696.80 525.00 192.00 315.00 2153.64 1426.50 716.00 83.00 72.00 150.00 115.00 96.00 180.00 224.00 120.83 3270.00 £750.00 1st year - years 2 and 3 (Oct 27+28) is £175.00 £360.00 375.00	New science scheme subscription- From Jan 25
Professional Services £16,303 + 18,554 = 34,857 Sports grant £18,462	Paper Tiger (SALT sessions) S&L - Rachael Cohen Beanstalk readers Vara Sports (after school club) ELSA supervision SENCO Network Storyhouse Hi-Impact (IT services) Cheshire Cricket	500.00 1000.00 1050 850.00 380 (190 per ELSA) 60 1890.00 6145.00 960.00	

Premises R&M building planned £30,000 Grounds maintenance £4,011 Waste Management £8,160	MJ Spence RAW EP&N security Asset register Grounds maintenance Veolia waste ROSPA Annual inspection Sports safe annual inspection water logic annual inspection Chubb fire extinguisher maintenance DEC certificate (annual charge) Barlows (intruder alarm maintenance) Concept Hygiene	960.00 2400.00 (lighting / fire alarm) + 1400 (CCTV + Access) 640.00 (Barrier) 2200 499 4500 annual charge monthly charge of 375 4620.00 114.00 99.00 2064.37 332.26 191.67 650 2569.69	
Leases Equipment lease £11,205	Photocopier (Siemens)	4320 (Quarterly charge of £1080)	