



West Boldon Primary School

SDP

2024-2025

School Improvement Priorities

Quality of Education:

- Improve outcomes for all children. End of phase data will show an improvement in knowledge and retention and a narrowing of the gap between targeted groups (SEND/Disadvantaged) through quality first teaching and learning

To do this we will:

Aim 1 – Embed strategies to improve children’s retention skills and enable them to know and remember more.

Aim 2 – Further develop subject leader skills in monitoring and evaluating their subject areas.

Aim 3 – Develop and embed oracy in the curriculum to support cross curricular learning, promote pupil engagement.

Aim 4 – Attendance – improve standards of attendance and persistent absenteeism

BLUE= National

2019 Data

End of KS2 (2019 data)	Reading		Writing		Maths		GPAS		Combined	
EXP	74	73	83	78	83	79	85	78	68	65
GDS	13	27	21	20	23	26	27	35	9	10
End of KS1 (2019 data)	Reading		Writing		Maths		Combined		Phonic check	
EXP	76	75	76	69	80	76	76	65	Y1 85% (NA 82%) Y2 67% (NA 56%)	
GDS	33	25	16	15	24	22	11	11	EY GLD 68%	

2023 Data

End of KS2 (2023 data)	Reading		Writing		Maths		GPAS		Combined	
EXP	60.5	74	73.7	69	84.2	73	71		55.3	59
GDS	15	29	13	13	18	24	24		3	8
End of KS1 (2023 data)	Reading		Writing		Maths		Combined		Phonic check	
EXP	72	68	68	60	72	70			Y1 77% (25/32) NA 75 Y2 73% (8/11)	
GDS	16	19	8	8	10	16			EY GLD 69%	

2024 Data

End of KS2 (2024 data)	Reading		Writing		Maths		GPAS		Combined	
EXP	73	74	69	72	60	73	49	72	57	61
GDS	27	28	12	13	10	24	17	32	3	8

Y4 MTC = 74% pupils scored 20 + 47% scored 25 (full marks) 22% average score

Y1 phonics check = 69% (27/39)

Y2 phonic resit = 0% pass (0/10)

EY = GLD 66%

School context			
Children on roll	254 Boys – 57% - 146 Girls – 43% - 108	Attendance (2023-24)	Average 93.25
Pupil Premium/ FSM	PP = 41% -103 FSM = 50% - 127 FSM6= 50% - 128	Persistent absence (2023-24)	Average 20.45
SEN	20% = 51 (SEND Support)		
EHCP	11% = 27		
EAL	10%= 26		
LAC	4% = 10		

Quality of education

- **Improve outcomes for all children. End of phase data will show an improvement in greater depth scores and a narrowing of the gap between targeted groups (SEND/Disadvantaged) through quality first teaching and learning**

1. Whole school focus – Embed strategies to improve children’s retention skills and enable them to know and remember more.

Rationale	<p>Improving children's retention of knowledge in school is crucial for their long-term academic success. A well-rounded approach that addresses cognitive, emotional, and environmental factors can lead to better retention.</p> <ul style="list-style-type: none"> • Retention of knowledge allows children to build on previous knowledge, making connections between concepts, which leads to deeper learning. • When pupils can recall information, they feel more confident in their abilities and engage with new learning. • Retained knowledge is not just useful for end of term/year exams but also for real-world application and future learning.
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	<ul style="list-style-type: none"> • Frequent retrieval and application of information enhancing memory and cognitive development. • Retained knowledge reduces the need for constant review and re-teaching, allowing teachers to cover more advanced content and skills over time.
<p>Implementation activities</p> <p>These implementation activities are structured and linked to our Gold standard teaching and are to be consistently and seamlessly combined into lesson structure. These elements will be monitored through a range of robust monitoring activities such as learning walks and lesson observations, pupil voice etc</p>	<p>Use of Active Learning Strategies (GST4)</p> <ul style="list-style-type: none"> • Interactive Learning - Participation through group discussions, problem-solving activities, and debates. These activities help solidify understanding. <p>Frequent Retrieval Practice (GST3)</p> <ul style="list-style-type: none"> • Quizzes and Tests - Regular low-stakes quizzes (Plikrs, Kahoots) and cumulative tests (end of theme, term) to help pupils retrieve information from memory, reinforcing long-term retention. Implementation of assessments to be monitored and regulated by SLT to ensure consistency of approach • Spaced Repetition – Reviews of lessons at increasing intervals after initial learning. This method ensures that information is revisited just before it's forgotten, which strengthens retention. <p>Multimodal Learning Approaches (GST4)</p> <ul style="list-style-type: none"> • Visual Aids and Diagrams - Use charts, diagrams, and ICT resources to help pupils interpret complex information, making it easier to recall. (Reading plus, century, other interactive apps and programs used to support learning: SLT to monitor the progress of pupils using Reading Plus and Century to ensure they are effective) • Kinaesthetic Activities - Incorporate hands-on activities, like models, experiments, or role-playing, which cater to kinaesthetic learners and enhance memory through movement. (Reader’s Theatre, maths manipulatives) <p>Linking New Information to Prior Knowledge (GST3)</p> <ul style="list-style-type: none"> • Concept Mapping - Pupils to create mind maps or concept webs, linking new ideas to previously learned material. This helps in organizing information and forming long-term memory connections. • Schema Activation - At the start of lessons, review related previous content, helping pupils connect new information to what they already know. <p>Encourage Metacognitive Practices (GST6,7)</p> <ul style="list-style-type: none"> • Self-Assessment - Teach pupils to reflect on their own understanding and identify areas they need to improve. This helps them take ownership of their learning. • Teaching Others - Have pupils explain concepts to their peers, reinforcing their understanding through teaching <p>Incorporating Emotional and Motivational Support (GST2)</p>

- **Growth Mindset** - Reinforce the idea that intelligence and ability can improve with effort to encourage persistence in learning.
 - **Positive Reinforcement** - Celebrate small successes, which keeps pupils motivated, which is key in improving retention.
 - **Engaging Curriculum** - Provide relevant and relatable content that makes learning more engaging and meaningful, improving attention and recall.
- Personalized Learning Paths (GST4)**
- **Differentiation** - Tailor lessons to meet different learning styles and paces.
 - **Adaptive Technologies** - Use educational software that adapts to individual student needs, providing practice and feedback based on their retention gaps. **(Century, reading plus SLT to monitor the progress of pupils using Reading Plus and century to ensure they are effective)**
- Creating a productive Learning Environment (GST1,2)**
- **Minimize Distractions** - Ensure classrooms are free from unnecessary distractions, as attention is crucial for memory retention.
 - **Regular Breaks and Physical Movement** - Incorporate short breaks and physical activity into the school day to reduce mental fatigue and enhance focus when learning.
- Parental Involvement and Support**
- **Communication with Parents** - Keep parents informed about what their children are learning so they can help reinforce the material at home. **(Friday Fours, Class Dojo, Social media platforms)**
 - **Home-Based Learning Activities** - Provide simple activities or discussions that parents can facilitate at home, linking school learning to real-life applications. **(Use of digital platforms to set homework monitored by class teachers, after school clubs targeted for some specific areas of learning)**
- Monitoring and Evaluation (GST4,7,8)**
- **Regular Assessments** - Use formative assessments to track how well pupils are retaining knowledge and adjust strategies as needed. **(lesson, daily, weekly, half termly, end of theme as appropriate)**
 - **Feedback Loops** - Gather feedback from pupils about which methods help them remember best, and make necessary adaptations to the teaching approach.
 - **Teacher Collaboration** - Encourage teachers to share effective retention strategies with each other, creating a culture of continuous improvement. **(Staff meetings, subject leaders checks, VEO)**

Short term

Medium term

Long term

Implementation outcomes	Short-term (0–3 months) <ul style="list-style-type: none"> • Increased engagement and interest in learning due to active engagement and interactive learning strategies. • Improved recall of recently taught information as children use mnemonics and visualization techniques. • Enhanced participation as children become more confident in their recall abilities. 	Medium-term (3–12 months) <ul style="list-style-type: none"> • Better retention of foundational concepts as spaced repetition and regular review reinforce memory pathways. • Greater cognitive organization as children become accustomed to chunking and memory techniques. • Positive impact on academic performance as children begin to apply memory skills across subjects. 	Long-term (1+ years)** <ul style="list-style-type: none"> • Stronger overall retention and recall capabilities, with children having developed effective, personalized memory strategies. • Lasting confidence in learning and memory retention, reducing cognitive load in learning new materials. • Improved academic and personal outcomes, as children become adept at applying memory and retention strategies independently.
Budget/costings	<ul style="list-style-type: none"> • Subscriptions: £5000 (Century and reading plus are 3 year subscriptions) • Teaching and learning resources -£2000 • Potential training costs £1000 • VEO- £800 		
Evaluation	<ul style="list-style-type: none"> • Weekly book scrutiny with specific focus linked to gold standard • Periodic review of feedback to ensure supportive measures are affecting change and improvement • Monitoring of lessons and books have evidenced where support is required and this has been swiftly put in to place and monitored by Subject lead/SLT (support has included planning support, increased lesson observations, coaching, increased monitoring, classroom management support, feedback and dialogue between colleagues • Strong focus on adaptive teaching - staff training on this to be delivered this term and this will be a focus for monitoring. • Revision of maths marking policy and further training on this as highlighted as an area of development in book scrutiny. • 		
Evidence of success	<ul style="list-style-type: none"> • 		

Next steps	•
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2. Further develop subject leader skills in monitoring and evaluating their subject areas.	
Rationale	<p>Developing subject leaders' skills in monitoring and evaluating their subject areas is vital for maintaining high standards of teaching, learning, and curriculum development within schools. Subject leaders play a key role in ensuring that their subject is delivered effectively, consistently, and in alignment with both national standards and the needs of the pupils. A structured plan to improve their skills in these areas will have a positive impact on pupil outcomes, teacher performance, and overall school success.</p> <ul style="list-style-type: none"> • Improving Teaching Quality- Effective monitoring ensures that teachers are delivering high-quality teaching, following the curriculum, and using best practices. Evaluating this helps to identify strengths and areas for improvement. • Curriculum Consistency - Strong leadership in monitoring ensures that the curriculum is taught consistently across different classes and year groups, creating a consistent learning experience for all pupils. • Informed Decision-Making - Evaluation provides subject leaders with data and insights that inform decisions on resource allocation, professional development, and curriculum adjustments. • Accountability - Subject leaders are responsible for the standards in their area, and developing skills in monitoring and evaluation strengthens accountability and ownership of subject outcomes. • Supporting Teacher Development - Regular monitoring allows subject leaders to provide constructive feedback to teachers, offering guidance and professional development opportunities to improve instruction. • Improving Pupil Outcomes - Monitoring teaching methods and curriculum delivery ensures that pupils are receiving the best possible instruction, which directly impacts their achievement and retention.
Implementation activities	<p>Professional Development in Monitoring and Evaluation Techniques (GST8)</p> <ul style="list-style-type: none"> • Training Programs - Provide targeted training in specific monitoring techniques, such as learning walks classroom observations, work scrutiny, and curriculum mapping. • Data Analysis Skills - SLT to help subject leaders develop skills in analysing pupil performance data, such as test results and formative assessments, to identify trends and areas for improvement. This will feed in to Termly Pupil progress meetings with HT • Peer Observation and Mentoring - Facilitate opportunities for subject leaders to observe experienced leaders or colleagues in other schools, sharing best practices through VEO and observing good teaching practice in class.

Implement Structured Monitoring Systems (GST8)

- **Classroom Observations using VEO** - Establish a regular schedule for subject leaders to observe lessons across different year groups. Provide a clear framework for observations, focusing on specific aspects like engagement, differentiation, and subject-specific pedagogy. Teachers to reflect on their lesson through VEO and this is used as a tool for discussion in feedback, lesson observations will also take place in person and be recorded on VEO system
- **Work Sampling and Scrutiny** – Continue subject leader checks where subject leaders periodically review pupils' work to ensure consistency and quality in assessment and feedback. Work sampling should cover different ability levels and year groups. LA to support with Literacy and Maths where required
- **Curriculum Coverage Audits** -Subject leaders should monitor the curriculum to ensure full coverage of key concepts, ensuring alignment with national standards and progression from year to year.

Develop Reflective Evaluation Processes (GST8)

- **Self-Evaluation** - Subject leaders will regularly reflect on the effectiveness of teaching and learning, curriculum delivery, and student outcomes and report evaluations to SLT and other stakeholders.
- **Action Research** - Encourage subject leaders to engage in small-scale action research within their subject area. This could involve trialling new teaching strategies or interventions and evaluating their impact on student learning and will feed in to performance management process.
- **Regular Data Reviews** - Scheduled data review meetings where subject leaders analyse student performance data, identify gaps, and set action points to address these gaps. This feeds into SLT meetings and Pupil progress meetings with HT.

Establish Clear Lines of Accountability and Communication (GST8)

- **Regular Meetings** – Continue regular subject leadership meetings where leaders report on their monitoring findings, share challenges, and propose solutions. This creates accountability and a platform for collaborative problem-solving. These meetings will be monitored by the curriculum lead and take place weekly on rotation.
- **Reporting to Senior Leadership Team (SLT)** - Ensure after each subject leader check (weekly on rotation) that subject leaders are presenting regular updates to the SLT, including reports on strengths, areas for improvement, and actions taken to enhance teaching and learning.
- **Feedback Loops** – Create more robust mechanisms for subject leaders to provide feedback to teachers on their observations and evaluations, ensuring the feedback is actionable, constructive, and linked to professional development. Weekly book scrutiny/ learning walks will be in place with specific weekly focus based on gold standards with clear and instant feedback along with the opportunity for discussion if required - two-way process.

	<p>Enhance Subject-Specific Knowledge and Curriculum Leadership (GST8)</p> <ul style="list-style-type: none"> • Curriculum Development Training -Provide subject leaders with training in curriculum design and implementation, led by curriculum lead, ensuring they understand how to map curriculum progressions and differentiate for different abilities. Training through staff meetings and Inset days and email updates etc • External Subject Networks - Subject leaders are to participate in subject-specific networks or professional groups to stay up-to-date with the latest research, resources, and pedagogy within their subject area. • Resource Evaluation - Teach subject leaders to critically evaluate teaching resources, ensuring they align with curriculum goals and meet the needs of ALL learners. Resource audits are to be done termly. <p>Encourage a Culture of Continuous Improvement (GST 1 & 8)</p> <ul style="list-style-type: none"> • Reflective Practice - Continue to promote a culture where subject leaders are encouraged to reflect on their practice and seek out opportunities for personal development. VEO to support open discussion • Collaboration and Sharing of Best Practices - Create opportunities for subject leaders to collaborate with other subject leaders both within and across schools to share best practices and learn from one another. (VEO and classroom observations, visits to other schools) • Celebrate Successes - Recognise and celebrate improvements and successes within subjects, fostering a positive and supportive environment for continuous professional development. Shared through weekly feedback and subject leader checks <p>Monitoring and Review of the Action Plan (GST8)</p> <ul style="list-style-type: none"> • Performance Reviews - Conduct regular performance reviews with subject leaders to discuss their progress in developing monitoring and evaluation skills. Use these reviews to set targets and identify further support needs. Subject leader checks monitored by curriculum lead will support this and in turn feed in to performance reviews with HT • Subject Leader Feedback - Gather feedback from subject leaders to evaluate the effectiveness of the action plan and make adjustments as needed. Monitored termly by Curriculum lead • Impact Assessment – SLT to assess the impact of enhanced monitoring and evaluation on teaching quality and pupil outcomes over time. Adjust strategies based on what is working effectively. 		
Implementation outcomes	Short term	Medium term	Long term
	Short-term (0–3 months) <ul style="list-style-type: none"> • Increased confidence and clarity among subject leaders in 	Medium-term (3–12 months) <ul style="list-style-type: none"> • Enhanced data literacy, with leaders increasingly adept at 	Long-term (1+ years) <ul style="list-style-type: none"> • Sustained improvements in student outcomes as a result of

	<p>understanding monitoring and evaluation processes.</p> <ul style="list-style-type: none"> Initial implementation of structured evaluation criteria and data analysis, encouraging a systematic approach. Early improvements in feedback quality as leaders begin applying new observation skills. 	<p>analysing trends, identifying areas for improvement, and tailoring interventions.</p> <ul style="list-style-type: none"> Consistent, high-quality feedback for teachers, leading to targeted professional development within the subject area. Improved curriculum alignment and instructional consistency as leaders regularly monitor and refine teaching practices. 	<p>data-informed decisions and curriculum adjustments.</p> <ul style="list-style-type: none"> Stronger accountability and a culture of excellence in the subject area, with leaders modelling continuous improvement. Development of a reflective, data-driven approach to subject leadership, positioning leaders as effective mentors and role models.
Budget/costings	<ul style="list-style-type: none"> VEO subscription £800 Potential Training SLT - £1000 (all SLT have completed or are in process of completing NPQSL, this was funded by DFE) 		
Evaluation	<ul style="list-style-type: none"> Release time for subject leaders to form progression documents to enhance their depth of understanding and detailed insight across their given subject. (This will begin in May when KW returns from maternity) RSw to design document and how this looks for conformity of approach RSw to support subject leads with this process RSw and SLT to look at the quality of evidence gathering and assessment in foundation subjects and the wider curriculum. Jl to evaluate success of OPAL Creating bespoke links to local history - support of Peter Sagar (North east historian) Local graffiti artist to provide artwork for bus (Boldon landmarks/history) Each class teacher to have ipad to enable to effective use of VEO to enhance assessment and teaching and learning within their subject area. 		
Evidence of success	<ul style="list-style-type: none"> 		
Next steps	<ul style="list-style-type: none"> 		

3. Develop and embed oracy in the curriculum to support cross curricular learning, promote pupil engagement.

Rationale

The ability to express oneself clearly and effectively in spoken language, is a fundamental skill that supports cognitive, social, and emotional development. It plays a key role in helping children succeed both in school and beyond. The benefits of developing oracy skills in primary school children include:

Enhancing Cognitive Development

- Deepens learning as verbal expression helps children organise their thoughts and creates better engagement with the curriculum.
- Improves critical thinking through speaking and listening to promote reasoning, problem-solving, and the ability to analyse and evaluate information.
- Strengthens memory and comprehension as discussion and explaining concepts verbally enhances memory retention and understanding.

Boosting Literacy and Academic Achievement

- Improves vocabulary and grammar as frequent speaking practice builds a strong vocabulary and develops complex sentence structures, directly enhancing literacy skills.
- Enhances Writing Skills Talking through ideas helps children structure their thoughts, which supports their writing abilities.
- Promotes active listening as oracy involves listening, which is essential for understanding lessons and participating in discussions.

Supporting Social and Emotional Development

- Builds confidence as children who can express themselves clearly in spoken language develop greater self-esteem and are more confident in engaging with others.
- Enhances social skills as oracy fosters collaboration, active listening, and empathy, which are key for building relationships.
- Helps manage emotions through being able to verbalizing emotions and ideas helps children regulate their feelings and resolve conflicts.

	<p>Preparing for Future Success</p> <ul style="list-style-type: none"> • Develops communication skills as oracy is a key skill in later life for employment. • Supports lifelong learning as clear communication is essential for questioning, critical thinking, and understanding new concepts, which are skills that are needed throughout life. <p>Promoting Inclusion and Equity</p> <ul style="list-style-type: none"> • Supporting Disadvantaged Pupils as developing oracy can help bridge the gap for children from disadvantaged backgrounds who may have fewer opportunities to develop language skills outside school. • Fostering Cultural Inclusion by encouraging verbal expression, oracy supports children from different linguistic and cultural backgrounds in becoming more confident communicators.
<p>Implementation activities</p>	<p>Integrate Oracy Across the Curriculum</p> <ul style="list-style-type: none"> • Oracy-Focused Lessons - lessons across subjects will emphasize speaking and listening as part of learning. For example, use verbal reasoning in math, debates in literacy/PSHE, and oral storytelling in literacy. • Discussion and Dialogue - Incorporate structured group discussions, debates, and partner activities to encourage children to articulate their ideas and respond to others' viewpoints. • Enhance Teaching – making lessons more dynamic to encourage participation <p>Teach Explicit Oracy Skills</p> <ul style="list-style-type: none"> • Oracy Framework - Use framework based on voice 21 oracy framework that focuses on key skills like clarity of speech, reasoning, appropriate language use, body language, and active listening. Teach these skills explicitly through activities that focus on: Physical - (voice projection, pace, gestures), Linguistic - (vocabulary, sentence structure), Cognitive - (clarity of reasoning, structure of ideas), and Social and Emotional - (confidence, empathy, turn-taking). • Model Effective Oracy -Teachers and staff should model clear and effective communication during lessons, assemblies, and interactions with pupils. Use oracy 21 teacher benchmarks to support teaching of oracy skills

Encourage a Variety of Speaking Opportunities

- **Classroom Discussions and Presentations** - regular opportunities for pupils to engage in small group and whole class discussions, where they are encouraged to present their ideas clearly.
- **Role-Playing and Drama** - use role-playing, storytelling and drama to create opportunities for children to practice expressive language in different contexts.
- **Use of Talk Roles and games** – explore various types of talk and integrate into planned lessons. Develop oracy skills through games

Foster Listening Skills

- **Active Listening Exercises** - Incorporate activities that focus on developing active listening, such as listening games, story comprehension tasks, and peer feedback sessions.
- **Paired Talk** - Create paired speaking activities where children practice both speaking and attentive listening by taking turns to express their thoughts on a given topic.

Use Formative Assessment to Guide Oracy Development

- **Oracy Assessment Tools** - Develop assessment tools that measure progress in key oracy skills, such as clarity of speech, coherence of ideas, and ability to engage in discussion Use progression document effectively to ensure high expectations for year group skills are met
- **Self and Peer Assessment** - Encourage pupils to assess their own and their peers' oracy skills through structured feedback sessions, helping them become more reflective communicators.

Promote an Inclusive and Supportive Environment

- **Safe Spaces for Speaking** - Create a classroom environment where children feel safe to express their thoughts without fear of judgment, encouraging participation from all learners.
- **Support for EAL (English as an Additional Language) Pupils** - Provide additional support and practice opportunities for pupils with English as an additional language, including sentence stems, visual prompts, and talk activities
- **Encouraging Shy or Reluctant Speakers** - Use small-group settings or pair reluctant speakers with supportive peers to help build their confidence.

Engage Parents and Caregivers

	<ul style="list-style-type: none"> • Parent Workshops - Offer workshops/information for parents to emphasise the importance of oracy and provide strategies they can use at home, such as reading aloud, storytelling, and asking open-ended questions. • Home Oracy Challenges - Create take-home activities that involve children practicing speaking and listening skills with their families, such as interviewing a family member or presenting a topic of interest. <p>Build a Whole-School Oracy Culture</p> <ul style="list-style-type: none"> • Oracy-Infused School Activities - Embed oracy into school-wide activities like assemblies, school council meetings, and performances to ensure that speaking and listening are valued across the school. • Oracy Champions - Appoint student oracy ambassadors who lead discussions, help organise oracy events, and promote a culture of speaking and listening in school. <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Progress Tracking - Develop assessment tools, both formative and summative to track the development of oracy skills over time. Monitor their progress through structured feedback and use of assessment materials • Feedback from Teachers and Pupils - Gather feedback from teachers and pupils about the effectiveness of oracy-focused activities. Adjust teaching methods based on what is working well. • Celebrating Success - Recognize and celebrate improvements in oracy skills through awards, certificates, whole school and class based recognition programs, motivating pupils to continue developing these skills. 		
Implementation outcomes	Short term	Medium term	Long term
	<p>Short-term (0–3 months)</p> <ul style="list-style-type: none"> • Improved pupil engagement as students participate in structured speaking activities, feeling more included and heard. • Initial enhancement in communication skills, as students are exposed to basic oracy techniques across subjects. 	<p>Medium-term (3–12 months)</p> <ul style="list-style-type: none"> • Noticeable development of vocabulary and speaking skills, with students better able to articulate their thoughts and respond thoughtfully. • Enhanced cross-curricular learning, as students draw connections across subjects by discussing and analysing topics in-depth. 	<p>Long-term (1+ years)</p> <ul style="list-style-type: none"> • Strong oracy culture across the school, with students demonstrating sustained confidence and competence in public speaking and group discussions. • Lasting improvements in academic performance as oracy skills support comprehension,

	<ul style="list-style-type: none"> Increased confidence among students in expressing their ideas in a supportive environment. 	<ul style="list-style-type: none"> Positive impact on collaboration skills, with students demonstrating stronger listening and teamwork abilities. 	<ul style="list-style-type: none"> retention, and engagement across subjects. Development of a reflective learning community, where students actively listen, respect different viewpoints, and communicate ideas effectively.
Budget/costings	<ul style="list-style-type: none"> Resources £1000 Hospitality - parent events £300 Potential training costs - £500 		
Evaluation	<ul style="list-style-type: none"> Readers theatre embedded in school Smart school council allows whole school voice to be heard - school communication team facilitate lead by RSw Modelling of oracy - evidenced in teaching observations Opportunities for oracy built in to lesson as appropriate – evidenced in teaching observations School have been accepted on to voice 21 programme to begin in September - to be led by CS 		
Evidence of success	<ul style="list-style-type: none"> 		
Next steps	<ul style="list-style-type: none"> 		

Aim 4 – Attendance – improve standards of attendance and persistent absenteeism.

- Reduce percentage of persistent absentees and improve attendance through effective strategies to support our hard to reach families

Rationale	<p>Good attendance supports learning, the development of social skills and friendships, as well as building good habits that are essential for adult life.</p> <p>Statistics show a direct link between under-achievement and absence below 95%. Regular attenders make better progress, both socially and academically. Regular attenders find school routines, school work and friendships easier to cope with. The routines children develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.</p>
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	<p>Good attendance is important because:</p> <ul style="list-style-type: none"> • Statistics show a direct link between under-achievement and absence below 95% • Regular attenders make better progress, both socially and academically • Regular attenders find school routines, school work and friendships easier to cope with • Regular attenders find learning more satisfying • Regular attenders are more successful in transferring between primary school, secondary school, and higher education, employment or training.
<p>Implementation activities</p>	<p>Reporting and monitoring</p> <ul style="list-style-type: none"> • Daily reports - from attendance officer regarding children absent from school emailed to HT/DHT allow immediate action <p>Parental Support</p> <ul style="list-style-type: none"> • Parental visits - Follow up calls/visits are done same day for children of concern. Supportive strategies in place to support families struggling with attendance for example; picking children up to bring them to school • Safeguarding - Attendance is linked to Cpoms so we can monitor any potential safeguarding issues • Family support - Increased support for the individual child and family at home and in school • Early help - used to support families struggling with attendance <p>Positive whole school ethos</p> <ul style="list-style-type: none"> • Rewards - Positive rewards will continue to encourage good overall attendance. This includes weekly Strive for 5 and end of term /year event for 100% attendance or most improved attendance rewards. (certificates/badges and event). Target positively those whose attendance has improved and make it personalised • Classroom environment - Attendance display in every class will promote good attendance <p>Monitoring lateness</p> <ul style="list-style-type: none"> • Lateness - Office manager to be front of house each morning to monitor those who are late so persistent lateness can be investigated and school can offer timely support. <p>LA support</p> <ul style="list-style-type: none"> • Fines and referrals to social services made when other strategies have failed as per policy and LA guidance

	Short term	Medium term	Long term
Implementation outcomes	<p>Short-term (0–3 months)</p> <ul style="list-style-type: none"> Increased engagement with families, with improved communication and trust as a foundation for future attendance improvements. More consistent monitoring and early identification of attendance issues, leading to timely interventions. Initial improvements in attendance for some students as individualized support and small incentives begin to take effect. <p>Children will be aware of the importance of good attendance through weekly assemblies and this will support increased attendance. (September –ongoing) Information will be communicated to parents via leaflets, new starter packs and website etc (Autumn 2) CPD for attendance lead is attended (Autumn 1) Displays in classrooms at start of year are visible and referred to reinforce</p>	<p>Medium-term (3–12 months)</p> <ul style="list-style-type: none"> Reduction in the percentage of persistent absentees as a result of consistent support and relationship-building with families. Enhanced awareness among families and students of the importance of regular attendance and its impact on achievement. Better collaboration with external services, helping to address complex barriers to attendance for hard-to-reach families <p>Effective strategies mean attendance trends show improvement over time Good and improving attendance will be celebrated through rewards systems in place to consistently reinforce good attendance Lateness improves through consistent monitoring and communication with parents Policy and procedure is followed to address attendance issues</p>	<p>Long-term (1+ years)</p> <ul style="list-style-type: none"> Sustained improvement in attendance rates as families and students recognize school as a supportive, engaging place. Increased student achievement and well-being as consistent attendance improves learning outcomes and social connections. Stronger school-community ties, with lasting partnerships and resources available to continually support attendance and address challenges facing at-risk families. <p>Persistent absentee figures reduce and remain consistent Overall school attendance improves and remain consistent Parental understanding surrounding importance of attendance has impacted on improving attendance</p>

	<p>the importance of good attendance (September)</p> <p>Daily reports sent to HT/DHT improve attendance through to ensure immediate action to get children into school - home visits (September)</p>	<p>Attendance of persistent absentees improves through systematic monitoring and intervention</p>																						
Budget/costings	<ul style="list-style-type: none"> Attendance awards and certificates (£1000) Additional charges from LA meetings at town hall for Persistent absentee families (£30 per meeting) 																							
Evaluation																								
Evidence of success	<table border="1"> <thead> <tr> <th>Persistent absence group</th> <th>September - Dec</th> <th>Jan - March</th> <th>March to June</th> </tr> </thead> <tbody> <tr> <td>Whole school PA</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SEN (EHCP)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>FSM</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SEND</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Persistent absence group	September - Dec	Jan - March	March to June	Whole school PA				SEN (EHCP)				FSM				SEND			
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Strategic Summary	
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