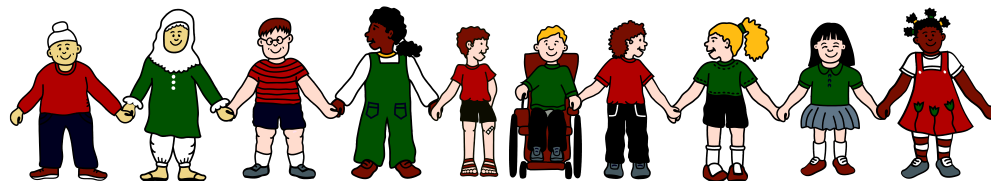


The Giles Nursery and Infants' School

School Improvement Plan 2025/2026

*Developed by staff and governors after consultation with a wide range
of stakeholders*



Our school is a place where we aim to develop:

- ▶ Positive attitudes to learning.
- ▶ Creativity and a sense of self-confidence and self-esteem.
- ▶ Equality of opportunity, independence, individuality, tolerance, sensitivity and cooperation.
- ▶ Good relations, respect for others and the environment.
- ▶ A broad and balanced creative curriculum.
- ▶ Pupil achievement by providing quality experiences.

Priority 1: To ensure every pupil receives a high-quality oracy education over the next two years focusing in the first year on the ability to articulate ideas, engage with others through spoken language and deepen listening skills.

Priority 2: Continue to ensure that the well-being needs of our pupils and staff are met to the highest degree by prioritising unconditional positive regard and good attendance throughout the school community.

Priority 3: Further enhance the strong provision for our pupils with SEND and disadvantaged pupils.

Priority 1

To ensure every pupil receives a high-quality oracy education over the next two years focusing in the first year on the ability to articulate ideas, engage with others through spoken language and deepen listening skills.

Context:

The quality of education provided at our school is exceptional and senior leaders ensure that the school's curriculum intent is embedded securely and consistently throughout the school. Our broad and balanced curriculum allows pupils to develop their skills, knowledge and understanding in all areas of the curriculum and builds their cultural capital to prepare them for their next steps in life. It is both vibrant and cross-curricular, enabling pupils to develop and apply skills learnt independently and to enjoy opportunities to be creative, to demonstrate curiosity, to problem-solve and to explore. The curriculum is planned within the context of the Early Years Foundation Stage (EYFS) framework and the national curriculum and has been carefully planned and sequenced, allowing coherent progression towards defined end points and equipping pupils well for their next stages in education.

Following our Ofsted Inspection in February 2023, curriculum leaders and teachers worked together to list the key vocabulary within each subject, making it clear the terminology that pupils should know by the end of a unit of work or topic. The lists were reviewed after a year to ensure key vocabulary is succinct and purposeful. Our pupils can use subject specific vocabulary, and their breadth of vocabulary has been increased.

Development:

Following our own observations, alongside the recommendations put forward in the 'Curriculum and Assessment Review: Building a world-class curriculum for all' (November 2025), it is our intention to further strengthen the teaching and learning of oracy to ensure every pupil receives a high-quality oracy education. [Research](#) from the University of Sheffield has shown that secondary school age pupils at risk of exclusion are more likely to have language difficulties, and according to the Royal College of Speech and Language Therapists, pupils with speech, language and communication needs (SLCN) are at [increased risk](#) of developing mental health problems.

Learning to agree and disagree improves conflict resolution, leading to fewer disputes in and out of school. Poor behaviour is often an expression of a need that a child does not have any other outlet for. Disruptive behaviour can stem from children who struggle to communicate their feelings and manage difficult situations on their own. Behaviour and culture in school transfers beyond school walls, impacting the communities that surround it. Through developing and nurturing a culture of talk, we want our pupils to gain the skills and experience of meaningful and effective communication that they can take forward in their education and adult life.

Teaching oracy skills explicitly is key to ensuring every child can articulate emotions, express how they feel and communicate effectively in different contexts. In the first year, we plan to focus on improving children's ability to articulate ideas, to engage with others through spoken language and to deepen listening skills.

Target	Input, activities and tasks	Timescale	Cost / resources	Monitoring	Success Criteria
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<p>Ensure staff receive a high level of training in oracy through the Voice 21 project.</p>	<p>Select three staff to lead the Voice 21 project. They will attend the project launch webinar and three development days.</p> <p>Plan regular staff meetings and twilight sessions that focus on oracy.</p> <p>Use the outcomes of the staff survey report to plan a bespoke training programme for staff.</p> <p>Project leads to share ideas for classroom-based practice following the Voice 21 development days.</p>	<p>Across the year</p>	<p>Project lead cover for three days</p> <p>Staff meeting and twilight session time</p> <p>Voice 21 cost £2,740</p>	<p>RM TD LH HW</p>	<p>Staff will share their opinions of oracy in the school at the start of the year.</p> <p>Each member of teaching and support staff will receive access to the Voice 21 Exchange online and an individualised learning programme, overseen by the project leads.</p> <p>Staff will also receive training to develop their classroom practice, delivered by the project leads.</p>
<p>Develop the school's vision for oracy, to ensure pupils are taught to talk in a productive way, to foster confidence and well-being and to support academic outcomes and social equity.</p>	<p>Involve all staff in the Voice 21 project using the online staff survey and self-evaluation tools for classroom practice and leadership.</p> <p>Use feedback from the staff survey and self-evaluation tools to identify areas for development and create a shared vision for oracy. Develop a 'child-friendly' vision that can be shared with pupils.</p> <p>Share our vision for oracy with pupils, parents/carers and governors.</p>	<p>Autumn</p>	<p>Staff meeting and twilight session time</p>	<p>RM TD LH HW</p>	<p>All staff members will have the opportunity to engage in self-evaluation of current classroom practice and leadership in oracy.</p> <p>Staff will have input into the school's vision for oracy and feel confident to articulate the aims of our oracy curriculum.</p> <p>Pupils will understand the importance of an oracy education and communicate the school's vision.</p>

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					All stakeholders will know and understand the school's vision for oracy.
Build a shared understanding of the expectations for speaking and listening across the four strands of the oracy framework (physical, linguistic, cognitive, social and emotional).	<p>Share the four strands of the oracy framework with staff. Reflect on how these strands are already supported across the school's curriculum. Plan opportunities to develop the strands through explicit teaching and learning opportunities, with consideration of the expectations in the Early Years Foundation Stage (EYFS) and Key Stage One (KS1).</p> <p>Display Voice 21 oracy framework strand posters around the school to develop a shared language and visual recognition of the individual oracy strands for pupils and staff.</p>	Autumn	<p>Staff meeting and twilight time</p> <p>Planning time</p> <p>Printing costs</p>	<p>RM</p> <p>TD</p> <p>LH</p> <p>HW</p> <p>Year group leaders</p>	<p>All members of staff will know and understand the four strands of the oracy framework, and the expectations for oracy in the EYFS and KS1.</p> <p>Teachers will work together, with support from the project leads, to plan opportunities to develop the strands in the classroom.</p> <p>Pupils will understand the individual oracy strands and know which strand they are focusing on in their learning.</p>
Promote the explicit teaching of oracy across all year groups, with consideration of the four strands of the oracy framework.	<p>Dedicate teaching and learning time to oracy through a planned Oracy Week, week beginning 9th March 2025.</p> <p>Voice 21 project leads (TD/HW) will trial activities from the Voice 21 Exchange in their classrooms early in the spring term. They will reflect on the different activities and share with teaching staff prior to Oracy Week.</p>	Spring	<p>Staff meeting time</p> <p>TA meeting time</p> <p>Planning time</p>	<p>RM</p> <p>TD</p> <p>LH</p> <p>HW</p> <p>Year group leaders</p>	<p>All members of teaching staff will have the opportunity to trial activities from the Voice 21 Exchange in a week dedicated to oracy. They will receive training and guidance from the project leads prior to Oracy Week.</p> <p>Following Oracy Week, staff will reflect on the different activities</p>

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	<p>Staff meeting time will be allocated for teaching staff to review activities on the Voice 21 Exchange and plan Oracy Week.</p> <p>Support staff will attend training with LH prior to Oracy Week, so they can confidently support teachers.</p> <p>Time will be allocated on the Friday 3rd July 2026 INSET day (9.00-11.00am) to allow teachers to work in year groups to review oracy across the curriculum and plan new units of work in KS1 for September 2026.</p>				<p>and share their thoughts with colleagues.</p> <p>Teaching staff will apply what they have learnt to review oracy across the curriculum, note where oracy techniques could be used effectively in lessons and plan new units of work for the 2026-27 academic year.</p>
<p>Develop and establish a classroom culture for talk.</p>	<p>Ensure pupils are given ownership of their voice alongside the skills to speak and listen effectively, at a level appropriate for their age and stage of development. Give pupils space to use their voice in a meaningful way.</p> <p>Develop discussion rules in collaboration with pupils, to afford them a sense of ownership over future discussions. Display discussion rules and visual aids for oracy around the classroom.</p> <p>Maintain high expectations around oracy in the classroom, through adult modelling and specific praise and encouragement.</p> <p>Develop a culture of talk, away from screens and digital communication methods.</p>	<p>Spring</p>	<p>Staff meeting time</p> <p>TA meeting time</p> <p>Planning time</p>	<p>RM TD LH HW Year group leaders</p>	<p>Pupils are taught the skills to enable them to speak and listen effectively. They know how to use their voice in a meaningful way, which develops their confidence and impacts their overall mental health, well-being and reinforces a positive behaviour for learning.</p> <p>Pupils know the rules of classroom discussion. They can regulate their conversations independently as their oracy skills improve. Adults model excellent oracy skills and use specific praise effectively.</p>

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					More classroom time is given to talk and discussion, so pupils can develop their oracy skills and have the opportunity to be heard and listened to.
Develop a progression framework for oracy, to support the assessment and appraisal of oracy skills.	<p>Share the Voice 21 Oracy Framework Progression Tool, which exemplifies the four strands of The Oracy Framework.</p> <p>Staff will work together to produce a progression framework for oracy. The progression framework will be used to support expectations for oracy in the classroom, to inform curriculum planning and to ensure pupils are building upon prior learning.</p>	Summer – to be in place for 2026-27 academic year	<p>Project lead time</p> <p>Staff meeting time</p>	<p>RM</p> <p>TD</p> <p>LH</p> <p>HW</p> <p>Year group leaders</p>	<p>Teachers and support staff have access to a progression framework for oracy, to plan effectively and feel secure appraising pupils' oracy skills.</p> <p>Teachers will identify next steps for pupils in their oracy education, to enable them to set targets and monitor progress.</p>
Review					

Priority 2

Continue to ensure that the well-being needs of our pupils and staff are met to the highest degree by prioritising unconditional positive regard and good attendance throughout the school community.

Context:

As an infants' school and early years setting, we have a responsibility to ensure that well-being is a key focus for our pupils, so they start their educational careers with a secure understanding of the terminology associated with well-being, as well as an ability to identify the physiological and emotional impact of well-being and the responsibility of ourselves and those around us to safeguard our well-being. We recognise that pupils' well-being and behaviour is informed by physical factors, personal and emotional factors and life experiences.

We plan an annual Well-Being Week for pupils, during which we plan a range of activities designed to teach pupils about fundamental aspects of well-being, as well as opportunities for them to recognise and address their own well-being needs using therapeutically healthy approaches, such as mindfulness. In addition to this, all classes are equipped with quiet rooms and/or safe spaces that pupils can utilise if they need some time away from the main classroom. Therapeutic Thinking principles and approaches to behaviour and well-being management are embedded throughout the school, and all staff receive regular refresher training to ensure that they have a secure understanding of how to create a therapeutically healthy learning environment.

We are proud to be an inclusive school, with a culture of community and belonging for all pupils. We provide a positive and supportive environment for all pupils, underpinned by a shared language, routines and strategies throughout the school. Pupils forge strong positive relationships both with their peers and with staff, which creates an inclusive environment in which pupils feel seen, understood and safe. We teach learning behaviours, to support pupils to be aware of their own behaviour to enable them to self-regulate and deploy coping skills.

Development:

Therapeutic Thinking has informed our practice for many years. While the ethos, strategies and resources have proved invaluable in promoting a climate for positive behaviour, we recognise that pupil behaviour and well-being has changed since the Covid pandemic, alongside the rise in mobile phone use and access to social media. With this in mind, we want to adapt to the changing needs of our pupils and their families through the approach of unconditional positive regard.

Unconditional positive regard, introduced by the psychologist Carl Rogers, means accepting and valuing a person without any conditions or limitations. This practice creates a supportive environment where students feel safe to express themselves and explore their feelings. When pupils know they are accepted without condition, they are more inclined to show positive behaviours and build healthy relationships with their classmates and teachers. This environment also promotes open communication, aiding in conflict resolution and encouraging proactive behaviours. Overall, embracing unconditional positive regard helps shape a school environment that supports personal growth and collaborative learning.

Additionally, making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable pupils.

Target	Input, activities and tasks	Timescale	Cost / resources	Monitoring	Success Criteria
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<p>Ensure staff receive a high level of training in the principles of unconditional positive regard.</p>	<p>In the summer term of the last academic year, the headteacher, deputy headteacher, assistant headteacher and INCO team attended training on the principles of unconditional positive regard and how to build a culture of positive regard within school.</p> <p>All school staff will attend a full day of training on unconditional positive regard on the September INSET day. Learning objectives will focus on:</p> <ul style="list-style-type: none"> • Understanding the importance of culture to enable relational practice to flourish with a school. • Understanding the impact of stress on the brain. • An overview of the neurosequential model developed by Dr Bruce Parry. • Understanding how to use a variety of practical strategies to help a pupil return to a regulated state. • Understanding how language can impact the outcome of a challenging situation. • Understanding how to repair relationships using restorative practice. 	<p>Autumn 1</p>	<p>Cost of training (INSET shared with Junior School)</p>	<p>RM LH</p>	<p>All members of school staff, including office staff and site management staff, will have a shared understanding of the principles of unconditional positive regard.</p> <p>Staff will have an understanding of how stress impacts the brain and the behaviours that may be demonstrated during dysregulation.</p> <p>Staff will know some practical strategies to help a dysregulated pupil return to a regulated state.</p> <p>Staff will know how to use assertive language to support pupil behaviour, affective statements that can be used and the importance of empathy.</p> <p>Staff will know the importance of active listening and restorative questions to repair relationships.</p>
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<p>Build and embed a shared understanding of unconditional positive regard in school.</p>	<p>Dedicate staff meeting and twilight session time to revisiting the training on unconditional positive regard. Focus on practical strategies to support the neurosequential model developed by Dr Bruce Parry – regulate, relate, reason/repair.</p> <p>SENCo to deliver training in school on the trauma and attachment aware toolkit.</p> <p>New behaviour lead (deputy headteacher) out of class full time supporting pupils when needed, modelling unconditional positive regard in all interactions, following up with class teachers and suggesting strategies to support pupils moving forward.</p> <p>Set up ‘drop-in’ sessions for staff members to seek targeted advice from the new behaviour lead to support them in the classroom; for example, strategies to support an individual pupil, activities/resources to help a dysregulated pupil or ‘perspective-keeping’ conversations to help stay on track with unconditional positive regard.</p>	<p>Spring</p>	<p>DHT time</p> <p>SENCo time</p> <p>Staff meeting and twilight session time</p>	<p>RM</p> <p>LH</p> <p>SENCO</p> <p>Year group leaders</p>	<p>Staff have access to ongoing training to support their understanding of unconditional positive regard.</p> <p>Staff have an excellent understanding of trauma and attachment and the impact this can have on a child and thus their behaviour.</p> <p>Staff have a bank of strategies to support pupils when they are dysregulated and know how to use language and restorative questions to repair relationships following incidents of anti-social behaviour.</p> <p>Staff are well supported by the behaviour lead and have opportunities to seek advice and guidance. They can share their feelings, particularly if they have been hurt by a pupil. Their feelings are recognised, and they are supported to rebuild relationships with the pupil</p>
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<p>Maintain the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles that promote security through consistent routines and clear boundaries.</p>	<p>Ensure new members of teaching and support staff receive training on the school's classroom practice, set up and routines.</p> <p>Provide time for staff to share best practice on setting routines and clear boundaries.</p> <p>Be proactive in responding to pupils who dysregulate frequently and often display antisocial behaviours. Consider setting up a Nurture Group to give pupils time out of the classroom environment, allowing them space to regulate and develop positive attitudes to school. Ensure class teachers have time to maintain/restore relationships with these pupils and are trained to help them understand their feelings and reactions, with a view to reducing stress in the classroom environment.</p>	<p>Autumn</p>	<p>Training time</p> <p>Staff meeting time</p> <p>TA meeting time</p> <p>Resource cost</p>	<p>RM LH INCO team Class teachers</p>	<p>Our school provides a calm, familiar and secure environment for all pupils and staff.</p> <p>Routines, rules and expectations are consistent throughout the school. Pupils know what is expected of them at all times.</p> <p>Staff are proactive and think creatively to support all pupils to access school.</p> <p>Stress is reduced for pupils who find the classroom environment challenging.</p>
<p>Support an unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.</p>	<p>Promote a staff culture whereby unconditional positive regard is a stance that communicates this message to pupils:</p> <p><i>'I care about you. You have value. You don't have to do anything to prove it to me and nothing's going to change my mind.'</i></p> <p>Staff take deliberate steps to get to know the children in their class, their likes and dislikes outside of the classroom, to build positive relationships and a respect for the whole child.</p>	<p>Ongoing</p>	<p>None</p>	<p>RM LH</p>	<p>Staff demonstrate unconditional positive regard through their everyday interactions with pupils.</p> <p>They create a welcoming atmosphere, offering praise and encouragement regardless of a pupil's behaviour or academic achievements.</p> <p>This approach helps pupils feel valued, boosting their self-</p>

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	<p>Staff are curious to find the reason behind unwanted behaviour, so they can respond positively and provide support to a child. They seek to understand behaviour and the trauma that informs it, and know that antisocial behaviour often isn't a choice.</p> <p>Staff celebrate pupil's individual efforts through Special Awards and Values Certificates, which are shared in the weekly Celebration Assembly and the school newsletter. Staff give personal rewards in the classroom to celebrate pupils, being mindful to 'look for the good' in everybody.</p>				esteem and fostering a sense of belonging within the school community.
Develop strategies to acknowledge and address any inappropriate behaviours through the application of unconditional positive regard.	<p>Provide staff with a range of tools to address inappropriate behaviours, including:</p> <ul style="list-style-type: none"> • Time to explore and trial physical resources that can be used to help regulate pupils. • A bank of activities that can be used to support dysregulated pupils. • Posters around school to remind staff of affective statements and assertive language. • Posters in each classroom to remind staff of how to show unconditional positive regard. • Modelling by senior leaders and the INCO team. 	Ongoing	<p>Cost of resources</p> <p>Cost of printing</p>	RM LH INCO team	<p>Staff have a range of tools, approaches and strategies that they can use in their practice.</p> <p>They can use a range of methods to help regulate pupils and know how to restore relationships following an incident.</p> <p>A culture of unconditional positive regard is embedded across the school.</p>
Monitor the provision of an appropriate curriculum with carefully planned learning opportunities including	Introduce Jigsaw RE and dedicate time for teachers and year group leaders to become familiar with the resources and lesson plans. Update the RE curriculum map, journey and vocabulary to reflect changes.	Autumn	Jigsaw RE subscription cost	RM LH LD	Our social and emotional curriculum is up-to-date and follows a clear path of progression across the school.

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<p>the development of social and emotional aspects of learning.</p>	<p>Review the Jigsaw PSHCE curriculum to ensure teachers are using the most recent planning and resources. Consider ways to enhance the PSHCE curriculum with lessons focusing on learning behaviours, unconditional positive regard and basic neuroscience.</p> <p><i>Also refer to Priority 1 – oracy.</i></p>		<p>RE curriculum lead time</p> <p>Staff meeting time</p>		<p>Pupils are supported to foster an ethos of unconditional positive regard. They have an understanding of how the brain works and can recognise when they are becoming dysregulated. They are increasingly able to monitor and control their responses.</p>
<p>Improve attendance to at least meet the indicative Attendance Baseline Improvement Expectation (ABIE) set by the DfE.</p> <p><i>Our school's indicative ABIE means that our attendance needs to be 0.5 percentage points higher for 2025-26 than for 2024-25. Our overall attendance for 2025-26 needs to be at least 94.8% to achieve this.</i></p>	<p>Appoint a new attendance lead. Ensure the new attendance lead receives a full handover from the outgoing lead.</p> <p>New attendance lead to attend training as required.</p> <p>Share relevant training with the lead governor for attendance and meet regularly to discuss attendance. Report on attendance to the Full Governing Body (FGB).</p> <p>Improve parent/carer engagement with attendance by running an attendance workshop in the spring term, attending the half-termly INCO coffee mornings and ensuring these are advertised, reviewing and improving the attendance pages on the school website.</p> <p>Continue to promote good attendance through the weekly Attendance Award Trophy. Introduce a new trophy in Reception. Set up weekly class rewards to encourage good attendance. Continue to celebrate</p>	<p>Ongoing</p>	<p>Attendance lead time</p> <p>Supply cost for two days handover</p>	<p>LH AD and KL VS Class teachers</p>	<p>Good attendance is given priority by everyone in our school. School staff, pupils, parents/carers and other stakeholders know the importance of good attendance and understand the positive effect it has on pupil outcomes, mental health and well-being.</p> <p>School procedures, policy and forms are HCC compliant. Staff and parents/carers know the school procedures for tackling poor attendance.</p> <p>Class teachers take responsibility for monitoring attendance in the first instance and provide early intervention</p>

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	<p>individual attendance with termly rewards. Ensure attendance rewards are acknowledged in the weekly newsletter.</p> <p>Review the current attendance policy to ensure it is in line with the HCC policy guidance.</p> <p>Review and amend the Application for Leave of Absence form to ensure it meets HCC requirements and provides clear information to parents regarding the DfE's statutory guidance.</p> <p>Produce a school procedures flowchart for monitoring attendance. Share with staff. Add to attendance policy and school website.</p> <p>Lead regular meetings with teachers and office staff focusing on attendance. Share strategies to improve attendance, updated guidance, register coding, and other information as required.</p> <p>Monitor attendance on a weekly basis, with particular focus on persistent absentees (PA) and severe absentees (SA).</p> <p>Set up an unauthorised absence tracker to monitor attendance over the last ten school weeks, to ensure compliance with Hertfordshire County Council (HCC) requirements regarding penalty notice fines and notices to improve.</p>			<p>through contact with parents/carers.</p> <p>Office staff are highly trained in attendance procedures and work with the attendance lead to monitor attendance and support parents/carers on a day-to-day basis.</p> <p>Parents/carers of pupils with high levels of absence are supported to improve attendance, including action plans and targets when appropriate.</p> <p>Parents/carers of pupils with high levels of absence who do not engage with or support the school are held to account, following statutory DfE and HCC guidance.</p> <p>Safeguarding procedures related to attendance and absence are followed and recorded.</p> <p><i>NB: If we meet or exceed our indicative ABIE, pupils will</i></p>
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	<p>Attendance lead to work with family support worker to monitor and support attendance for the most vulnerable pupils or where there are safeguarding concerns.</p> <p>Produce a report for the Statutory Attendance Support Team each term and meet with our attendance local authority attendance officer to monitor attendance, discuss strategies and ensure compliance.</p>				<p><i>gain at least 171 extra school days, compared to last year.</i></p>
<p>Review</p>					

Priority 3

Further enhance the strong provision for our pupils with SEND and disadvantaged pupils.

Context:

Provision for pupils with special educational needs and disabilities (SEND) at our school is excellent. Quality First teaching is evident in all classrooms and all members of staff receive regular training to support a diverse range of SEND needs. Our school benefits from a SENCo working out of class, who provides advice and guidance to staff members. All classrooms have access to a separate quiet room and there are a range of flexible spaces around the school, including a dedicated outdoor learning space in Year 1. Classrooms are well equipped with physical resources to support the needs of pupils with SEND, including equipment to support sensory needs, printed communication prompts and surround sound systems. Staff know ways to support pupils with ASD and ADHD, including now and next boards, visual timetables and regular brain breaks. Thorough handovers between teachers when pupils transition to their next year group ensure smooth transitions for all pupils, particularly those with SEND. Staff show ingenuity when setting up furniture in their classrooms, to ensure there is space for individual workstations when needed.

As a direct result of the lack of places available in special schools across Hertfordshire, we have pupils with severe and complex learning difficulties, including toileting issues and non-verbal communication, being placed at our school. The extremely complex needs of these pupils means that our provision must continually evolve to meet the changing need of our pupils. Our school has a well-established specialist provision classroom, Orca Class, which meets the needs of our pupils with complex difficulties from Reception, Year 1 and Year 2. In addition, we have a Prime Areas group in Nursery.

We have a higher than average number of pupils with SEND in our school. In 2024-25, 29.5% of our pupils received SEN support compared to the national average for primary schools of 14.8%. 5.4% of our pupils had an Education, Health and Care (EHC) plan compared to the national average for primary schools of 3.5%.

In 2024-25, 11.8% of our pupils were eligible for pupil premium, 31 pupils were eligible for the Pupil Premium (PP) grant and six pupils were eligible for the the Early Years Pupil Premium (EYPP) grant. This is below the national average of pupil premium children in schools of which the most recent data is 25.7%.

SEND and disadvantaged outcomes 2024-25:

Outcomes at the end of 2024-25 showed the percentage of pupils achieving the Good Level of Development (GLD) at the end of the EYFS continues to increase each year, with the majority of pupils achieving GLD. The percentage of pupils with SEND achieving GLD continues to be above the national average. The percentage of disadvantaged pupils achieving GLD was below the national average (44% school, 51% national).

Most Year 1 pupils met the threshold mark in the phonics screening check. The percentage of disadvantaged pupils and pupils with SEND achieving the threshold mark is maintained above national average, with the majority of pupils achieving the expected standard. Year 1 pupils made excellent progress in phonics when compared with their end of EYFS attainment – 82% met the threshold mark in the phonics screening check, compared with 59.6% achieving GLD at the end of the EYFS. 69.2% of disadvantaged pupils met the threshold mark, compared with 52.5% achieving the GLD at the end of the EYFS.

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74.2% of pupils with SEND met the threshold mark, compared with 30.3% achieving GLD at the end of the EYFS. Nearly all pupils achieve the threshold mark in the phonics screening check by the end of Year 2, including nearly all disadvantaged pupils and most pupils with SEND.

Attainment at the end of key stage one (KS1) is maintained in reading and continues to increase in writing and mathematics. The majority of pupils achieved expected or above in reading, writing or mathematics. Additionally, the percentage of pupils achieving expected or above is above national average in all three subjects. Outcomes for disadvantaged pupils are above the national average. Outcomes for pupils with SEND are significantly above the national average. Year 2 pupils made excellent progress from their end of EYFS attainment.

Development:

- Maintain outstanding provision for pupils with SEND and disadvantaged pupils.
- Monitor the progress of disadvantaged pupils in Year 1 to ensure they make accelerated progress from their EYFS baselines.
- Continue to improve reading fluency for pupils with SEND and disadvantaged pupils.
- Improve outcomes for pupils re-taking the phonics screening check at the end of Year 2.
- Monitor attendance of target groups of pupils (PPG, SEND and EHCP) to ensure they do not fall into the persistent absence (PA) category.

Target	Input, activities and tasks	Timescale	Cost / resources	Monitoring	Success Criteria
Improve reading fluency for pupils with SEND and disadvantaged pupils.	<p>English curriculum leads to attend the Herts for Learning (HfL) Reading Fluency Showcase in the autumn term. Workshops delivered by leading academics and expert practitioners will focus on:</p> <ul style="list-style-type: none"> • Reading fluency instruction in Year 1. • Building inclusive classrooms through oracy and reading fluency. • Reading fluency across the curriculum. • Effective teaching of reading fluency. <p>English curriculum leads to share training highlights and ideas for practical application in the classroom during staff meeting / TA meeting time.</p>	Autumn / spring	<p>Showcase cost £95</p> <p>English curriculum lead time</p> <p>Staff meeting / TA meeting time</p>	LH HW	All staff are confident to teach / support the teaching of reading fluency. Pupils will develop their pace and prosody. This will enable them to access longer texts and support them to read with greater understanding and stamina. Pupils will be better prepared to learn across the curriculum and to access numerous aspects of daily life, influencing the opportunities that they have

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					available to them in the future.
<p>Improve outcomes for pupils re-taking the phonics screening check at the end of Year 2.</p>	<p>English curriculum leads to complete the Year 1 Phonics Screening Check: Next Steps eLearning course delivered by HfL.</p> <p>English curriculum leads to complete a thorough analysis of pupils' individual scores in the phonics screening check. Results to be shared with Year 2 teachers to support planning to reduce gaps.</p> <p>Training will support how to target the needs of the lowest 30% of readers, moving from initially passing the phonics screening check towards reading with fluency, stamina and comprehension.</p> <p>Year 2 support staff to attend Forward with Phonics training run by the Cognition and Learning Specialist Advisory Service and deliver the intervention programme to pupils who scored below ten in the phonics screening check.</p>	<p>Autumn / spring</p>	<p>eLearning cost</p> <p>Forward with Phonics training cost - £120</p> <p>English curriculum lead time</p> <p>Staff meeting / TA meeting time</p>	<p>LH HW Year 2 class teachers</p>	<p>English curriculum leaders will continue to develop the knowledge and skills needed to help them to evaluate and review the quality of phonics provision at our school, to inform next steps for this and future cohorts.</p> <p>Year 2 class teachers will know cohort gaps from Year 1 and plan to close these gaps.</p> <p>Year 2 support staff will be confident to deliver phonics intervention programmes.</p> <p>The percentage of pupils achieving the expected standard in the phonics screening check by the end of Year 2 is increased.</p>
<p>Support pupils at risk of not meeting the expected standard in the Year 1 phonics screening</p>	<p>English curriculum leads to complete the Year 1 Phonics Screening Check: Next Steps eLearning course delivered by HfL.</p>	<p>Autumn / spring</p>	<p>eLearning cost £104</p> <p>Whizzy's Words</p>	<p>LH HW Year 1 class teachers</p>	<p>English curriculum leaders will continue to develop the knowledge and skills needed to help them to evaluate and review the quality of phonics</p>

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<p>check, with a focus on disadvantage pupils.</p>	<p>English curriculum leads to complete a thorough analysis of pupils' individual scores in the phonics screening check. Results to be shared with Year 1 teachers to support planning to reduce gaps.</p> <p>Training will support how to target the needs of the lowest 30% of readers, moving from initially passing the phonics screening check towards reading with fluency, stamina and comprehension.</p> <p>Year 1 support staff to attend Whizzy's Words training run by the Cognition and Learning Specialist Advisory Service and deliver the intervention programme to pupils at risk of not achieving the threshold mark in the phonics screening check at the end of Year 1.</p>		<p>training cost £60</p> <p>English curriculum lead time</p> <p>Staff meeting / TA meeting time</p>		<p>provision at our school, to inform next steps for this and future cohorts.</p> <p>Year 1 class teachers will know gaps in teaching and plan to close these gaps.</p> <p>Year 1 support staff will be confident to deliver phonics intervention programmes.</p> <p>Disadvantaged pupils make accelerated progress from their EYFS baselines. The percentage of disadvantaged pupils achieving the expected standard in the phonics screening check by the end of Year 1 is at least in line with the national average.</p>
<p>Review provision for our most vulnerable pupils.</p>	<p>Part-time teacher to be in place for Orca class supported by three highly skilled members of support staff.</p> <p>Orca class teacher to review the class timetable and adapt to ensure pupils receive dedicated time and support to achieve their EHCP targets, as well as opportunities to access the curriculum for their year group.</p>	<p>Autumn / ongoing</p>	<p>Training costs</p>	<p>RM LH CB VS</p>	<p>Orca class pupils will make greater progress by accessing a range of play and learning experiences that are specifically designed to meet their needs.</p> <p>Pupils will follow a well-structured daily routine, that supports the reduction of</p>

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	<p>Orca class teacher to review routines and structure to ensure pupils have a clear, straightforward daily routine that removes unnecessary stress or demand.</p> <p>Weekly Orca class staff meetings to be covered by the INCo team to provide dedicated time for staff to discuss individual pupils, strategies and planning.</p> <p>Orca class environment to be remodelled to create a continuous provision with defined practical learning and play areas.</p> <p>Orca class teacher to work with year group leaders to ensure pupils have access to extra-curricular opportunities offered in their year group, including off-site visits, workshops and concerts.</p> <p>Further training on specific interventions to be provided to Orca class staff, including:</p> <ul style="list-style-type: none"> • SCERTS • Autism attention bucket • Intensive interaction • Social stories • Blanks questioning • Phonological awareness 				<p>cognitive overload and anxiety.</p> <p>Behaviour in Orca class will improve as a result of pupils' increased engagement in learning.</p> <p>Orca class pupils will have learning targets that are achievable, personalised and secure progression. Learning is adapted to individual needs and next steps.</p> <p>Orca class pupils will access all of the extra-curricular opportunities available to their peers.</p> <p>Staff in Orca class feel supported to implement a rich and high-quality learning environment. Staff are provided with relevant training to support the pupils for whom they are responsible.</p>
<p>Improve attendance for target groups of</p>	<p>Attendance lead to attend Emotional Based School Avoidance (EBSA) workshop for parents offered by</p>	<p>Ongoing</p>	<p>INSET time</p>	<p>LH Class teachers</p>	<p>Attendance of target groups of pupils (PPG, SEND and EHCP) does not fall into the</p>

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<p>pupils (PPG, EHCP, SEN).</p>	<p>Supporting Links. Session recording to be shared with all school staff during INSET time.</p> <p>Attendance lead to read HCC guidance on EBSA and summarise for school staff.</p> <p>Attendance lead to run an attendance workshop, offering support and advice for parents/carers of children who may show early signs of EBSA through school avoidance or anxiety. Specific parents/carers to be identified and personally invited.</p> <p>Attendance lead to attend the half-termly INCO coffee mornings and ensure these are advertised to parents/carers.</p> <p>Attendance to be discussed at termly pupil progress meetings and targets put in place.</p>		<p>Attendance lead time</p>		<p>persistent absence (PA) category. If it does, actions are taken to improve attendance.</p> <p>Staff are knowledgeable on EBSA and the reasonable adjustments school can offer to support parents.</p> <p>Parents/carers of pupils at risk of high levels of absence because of EBSA are supported to improve attendance, including action plans and targets when appropriate.</p> <p>Good attendance is given priority by everyone in our school. School staff, pupils, parents/carers and other stakeholders know the importance of good attendance and understand the positive effect it has on pupil outcomes, mental health and well-being.</p>
<p>Ensure pupils with the highest level of need receive the</p>	<p>Recruit, induct and train two additional staff members to support pupils with SEND.</p>	<p>Ongoing</p>	<p>Staff costs</p>	<p>RM LH</p>	<p>The school has a full complement of staff and is well-prepared in case of</p>

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<p>most effective support to enable them to make progress.</p>	<p>Senior leadership team and year group leaders to take a flexible approach to provision for pupils with SEND to ensure their needs are met; for example, accommodating pupils in a previous year group or providing time and an adapted timetable for pupils to regulate in a Nurture Group.</p>			<p>Year group leads</p>	<p>absence or employee turnover.</p> <p>The senior leadership team can plan effective distribution of staff to provide vulnerable pupils with a learning environment that suits their needs, while maintaining Quality First teaching and support in all classes.</p>
<p>Review</p>					