SDP Priorities 2025- 2027

Priority	What the priority involves	Links to EEF, DFE, Ofsted
1	To improve progress and attainment in writing by introducing a new writing scheme Literacy Tree as part of an EEF trial. **(To have a positive impact on the numbers of children obtaining GD in RWM.)**	https://www.gov.uk/government/publications/the-writing-frameworkLinked to Ofsted EIF: Quality of Education – Intent, Implementation and Impact
2	**To improve progress in reading (becoming an English hub partner school) focussing on embedding phonics and reading improvements to increase fluency.**	Extensive research, including findings from the Education Endowment Foundation (EEF), confirms that systematic synthetic phonics is one of the most effective approaches to teaching early reading (EEF, 2021). DfE Reading Framework (2023) and launch of hubs Linked to Ofsted EIF: Quality of Education – Early Reading & Reading for Pleasure
3	**To deepen a culture where teachers continually develop their subject knowledge and pedagogical expertise over time, informed by Rosenshine's Principles of Instruction and adaptive teaching practices across the curriculum.**	Research shows that adaptive teaching improves learning efficiency and engagement by avoiding unnecessary repetition and providing appropriate challenge (EEF Guidance Report, Adaptive Teaching, 2021). Linked to Ofsted EIF: Quality of Education – Professional Development & Pedagogical Content Knowledge
4	**Implement the key outcomes and recommendations from the PINS (Promoting Inclusion in Schools) programme to enhance inclusive and adaptive practices across teaching, learning, and the wider school environment**	Education Endowment Foundation (EEF) – Special Educational Needs in Mainstream Schools Linked to Ofsted EIF: Behaviour and Attitudes, Personal Development, Leadership & Management – Inclusivity and High Expectations for All
5	**Attendance** **Continue to improve and stabilise attendance across the school.**	Working together to improve school attendance –DfE guidance for maintained schools, academies and local authorities on attendance, roles, responsibilities and strategies. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
6	**Narrow attainment gaps for disadvantaged pupils. Improve outcomes for disadvantaged pupils with additional needs.**	https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium?utm_source=chatgpt.com https://www.gov.uk/government/publications/education-inspection-framework?utm_source=chatgpt.com

1) To improve progress and attainment in writing by introducing a new writing scheme Literacy Tree as part of an EEF trial. (To have a positive impact on the numbers of children obtaining GD in RWM.)				
Year	**Actions**	**Success Criteria**	**Impact**	**Monitoring**
25/27	-**Conduct baseline writing Collect initial pupil writing samples and progress data.** **- Train all teaching staff on the Literacy Tree scheme and its pedagogy.** **- Begin phased implementation of Literacy Tree in all year groups 1-6.** **- Monitor and support teachers to embed adaptive teaching using the scheme.** **- Collaborate with EEF trial coordinators to ensure fidelity to the programme.** **-To work on reducing disadvantaged attainment gaps.**	**All staff trained and confident in Literacy Tree pedagogy.** **Baseline data collected and used to inform teaching.** **-Writing lessons demonstrate clear progression and adaptive teaching.** **-Positive staff and pupil engagement with the new scheme.** **-Initial writing samples show emerging improvements in pupil writing skills**	**The school will establish a strong foundation for the Literacy Tree writing scheme.** **Ensuring all staff are well-prepared and pupils begin to engage with a well-structured, evidence-based writing curriculum.** **Early identification and support for pupils will begin to close gaps** **Continue to work on reducing disadvantaged attainment gaps.** Positive impact on children obtaining GD in RWM	Baseline collected Training taken place All year groups 1-6 using LT Adaptive teaching and English learning walk Pupil books Pupil voice
26/27	All staff trained and confident in Literacy Tree pedagogy. - Baseline data collected and used to inform teaching. - Writing lessons demonstrate clear progression and adaptive teaching.	-Writing progress data shows measurable improvement from baseline. - Targeted interventions effectively support pupils below expectations. - Teachers demonstrate improved subject knowledge and adaptive	Implementation will be fully embedded Data demonstrating clear progress in writing outcomes. Teachers will have increased confidence and expertise Adaptive teaching will be evident	

	- Positive staff and pupil engagement with the new scheme. - Initial writing samples show emerging improvements in pupil writing skills.	teaching. - Writing curriculum sequencing reduces pupil cognitive overload. - Writing is embedded	The curriculum will be refined to meet pupils' needs effectively, reducing cognitive overload Improving retention and application of writing skills. Reduce disadvantaged attainment gaps	

2) To continue to ensure reading is a priority, (becoming an English hub partner school) focusing on embedding phonics and reading improvements to increase fluency.

Year	Actions	Success Criteria	Impact	Monitoring
25/26	**Establish partnership with English Hub** **- Conduct baseline audit of phonics and reading fluency practices** **- Provide targeted training for all staff on phonics** **- Introduce consistent monitoring and coaching cycles focused on phonics and reading** **- Engage parents/carers with workshops and resources to support reading at home** **-Continue to work on reducing disadvantaged attainment gaps.**	Partnership with English Hub formalised and active - Clear baseline data on phonics and fluency established **- All staff trained and confident in phonics blending and adaptive teaching** **- Increased consistency in phonics delivery observed** **- Parent engagement in reading activities increased** **- Literacy Tree scheme fully launched**	**The school will have a robust foundation for phonics and reading fluency improvements** **Staff well-equipped and supported.** **Parental involvement will increase, creating a home-school partnership to reinforce reading.** **The Literacy Tree scheme's introduction will complement reading development.** **Continue to work on reducing disadvantaged attainment gaps.**	Baseline Half termly visits from English Hub Internal and external Training taken place Half termly assessments Ongoing monitoring Read and stay sessions for parent

	- Embed Literacy Tree writing scheme to complement reading improvements			
26/27	- Review and refine phonics and reading teaching based on data and English Hub feedback - Develop pupil reading fluency interventions for identified groups, - Continue staff professional development focused on adaptive teaching and phonics practice - Strengthen cross-phase collaboration for continuity in reading progression Monitor impact of Literacy Tree on writing and reading connections	- Improved reading fluency across all year groups, particularly for SEND and EAL pupils - Phonics blending errors reduced as evidenced in assessments - Staff demonstrate increased subject and pedagogical knowledge - Positive feedback from parents on reading support - Writing improvements linked to Literacy Tree evident in pupil work - Stronger curriculum continuity in reading progression	Reading fluency and phonics teaching will be embedded more consistently Targeted interventions supporting vulnerable groups, including SEND and EAL pupils. Collaboration will ensure smooth reading progression Reduce disadvantaged attainment gaps	

To deepen a culture where teachers continually develop their subject knowledge and pedagogical expertise over time, informed by Rosenshine's Principles of Instruction and adaptive teaching practices.				
Year	**Actions**	**Success Criteria**	**Impact**	**Monitoring**
25/26	- **Embed Rosenshine's Principles in lesson planning and curriculum design.** - **Review schemes of work to reflect Rosenshine's principles** - **Review and refine adaptive teaching approaches based on pupil outcomes.** - **Implement staff-led workshops to share best practice..** - **Strengthen SEND /adaptive teaching strategies.**	**Increased confidence and expertise in applying Rosenshine's Principles and adaptive teaching.** - **Consistent use of formative assessment to inform teaching.** - **Measurable improvements in pupil understanding and engagement.** - **Staff-led professional development embedded in school culture.** - **Enhanced collaboration between class teachers** - **Evidence of closing gaps in reading fluency and overall attainment.**	**Teachers will deepen their instructional expertise, using data and formative assessment to adapt teaching responsively. This will result in more consistent pupil progress, particularly in literacy, and stronger collaboration to meet diverse needs.** **Continue to work on reducing disadvantaged attainment gaps.**	Training Learning walks Observations Planning Staff meetings
26/2	- Sustain and refine culture of continual professional growth. - Introduce advanced pedagogical training focusing on metacognition and cognitive load management. - Use evidence from pupil outcomes and lesson observations to inform ongoing professional development. - Fully embed adaptive teaching as a core expectation.	Rosenshine-informed pedagogy and adaptive teaching are fully integrated into daily practice. - Sustained improvements in pupil outcomes across all groups, including SEND and EAL. - Staff demonstrate advanced pedagogical understanding and	The school will have a sustainable, embedded culture of expert teaching informed by robust pedagogy and adaptive practices. Reduce disadvantaged attainment gaps	

	- Celebrate and share impact stories across the school community. - Conduct external review of teaching quality and professional development impact. - Plan next phase of leadership development linked to instructional expertise.	leadership. - External review validates high quality of teaching and professional development. - Clear plan in place for continued instructional leadership development		

Implement the key outcomes and recommendations from the PINS (Promoting Inclusion in Schools) programme to enhance inclusive and adaptive practices across teaching, learning, and the wider school environment.				
Year	**Actions**	**Success Criteria**	**Impact**	**Monitoring**
25/26	-**Analyse PINS outcomes and staff feedback to refine inclusive and adaptive practices** - **Embed adaptive teaching approaches across all year groups with ongoing coaching and peer observations** - **Strengthen parental engagement around inclusion** - **Review curriculum sequencing to ensure manageable cognitive load and scaffolding for all pupils, especially those with SEND**	- **Adaptations show positive impact on pupil engagement and progress** - **Staff demonstrate increased confidence and skill in adaptive teaching** - **Increased parental involvement in inclusion initiatives** - **Curriculum adjustments ensure pupils can consolidate learning effectively** - Positive feedback from pupils and staff about inclusive learning environment	**Refining and expanding inclusive practices will lead to deeper embedding of adaptive teaching strategies across the school.** **Enhanced parental engagement will support better learning retention and progress for all pupils, particularly those with SEND** **Curriculum adjustments will support better learning retention and progress for all pupils, particularly those with SEND** **Staff confidence and collaboration will increase.** **Continue to work on reducing disadvantaged attainment gaps.**	Pins outcome Pins follow up Learning walk SEND parent sessions Reviewing schemes
26/27	-Fully integrate PINS inclusive and adaptive practices into school policies and teaching standards - Monitor impact on pupil outcomes, including SEND and disadvantaged pupils, through regular data review and pupil voice	- Inclusive and adaptive practices embedded in everyday teaching and school culture - SEND and disadvantaged pupils achieve outcomes at or above national averages - Evidence of sustained improvement	Full integration of PINS outcomes will result in a consistently inclusive school culture and teaching practice. This will improve pupil outcomes and wellbeing, ensuring that SEND and disadvantaged	

	- Share best practice across the school and with cluster schools - Continue to refine and personalise interventions based on ongoing assessment and feedback - Celebrate inclusive culture through whole-school events and pupil leadership opportunities	in pupil engagement, independence, and resilience - Pupils demonstrate strong understanding and embodiment of school values related to inclusiveness and respect	Further reduce disadvantaged attainment gaps	

Improve and stabilise attendance across the school.				
Year	**Actions**	**Success Criteria**	**Impact**	**Monitoring**
	• **Attendance recorded daily and monitored weekly** • **Headteacher and the attendance lead review data regularly** • **Pupils below 95% flagged for early support** • **Persistent absence tracked and escalated appropriate**	**Whole-School Attendance** • **Whole-school attendance is at or above 95% aiming for 96%** • Attendance shows a sustained upward trend across the academic year	• **Pupils attend school more regularly and on time** • **Improved continuity of learning leads to better progress and attainment** • **Pupils feel more settled, confident, and engaged in school life**	Weekly attendance meetings Weekly tracking Termly Cluster meetings Termly attendance officer visits

	• **Share attendance expectations through newsletters, website, and meetings** • **Provide clear guidance on when children should and should not attend school** • **Reinforce the link between attendance and learning outcomes** • **Celebrate improvements, not just perfect attendance** • **Class-based rewards (e.g. attendance trophies, extra playtime)** • **Weekly attendance celebration in assembly** • **Praise effort and improvement rather than perfection** • **Use child-friendly messaging about the importance of coming to school**	• The number of pupils with attendance below 90% is reduced • Identified persistently absent pupils show measurable improvement over time • Fewer pupils are identified as regularly late • **Improved communication and cooperation with families around attendance** • **Increased attendance at meetings related to attendance concerns** • Positive feedback from parents/carers regarding school support **School Culture** • Pupils demonstrate a positive attitude towards attending school • **Attendance is regularly celebrated and valued across the school** • Staff consistently promote the importance of good attendance	• **Reduced anxiety around attending school through early and effective support** • **Lessons build more effectively on prior learning due to improved attendance** • **Teachers spend less time supporting pupils to catch up on missed learning** • **Classroom routines are more consistent and productive**	

Narrow attainment gaps for disadvantaged pupils. **Improving outcomes for disadvantaged pupils with additional needs.**				
Year	**Actions**	**Success Criteria**	**Impact**	**Monitoring**
25-26	• Analyse assessment, attendance, behaviour, and safeguarding data to identify barriers affecting disadvantaged pupils, including those with SEND/additional needs. • Ensure high-quality adaptive teaching in all classrooms through CPD, coaching, and monitoring. Focus on questioning, scaffolding, vocabulary, and feedback. • Implement evidence-informed interventions for identified pupils. Monitor impact • Provide support for disadvantaged pupils with SEND or SEMH needs, including	• Clear profile of disadvantaged pupils established and interventions targeted effectively. • Lesson observations show consistently effective adaptive teaching; pupil progress improves. • Target pupils make accelerated progress and gaps narrow in assessments. • Improved engagement, attendance, and attainment for disadvantaged pupils with additional needs • Attendance gap between disadvantaged pupils and peers reduces.	• Data demonstrates that disadvantaged pupils are making stronger progress from their starting points • Pupils receiving targeted interventions have shown progress • Disadvantaged pupils with additional needs have benefited from support and improved pastoral provision, resulting in increased engagement in lessons, improved attendance, and better learning behaviours. • Attendance figures for disadvantaged pupils have improved overall, reducing the gap between them and their peers. • Parental engagement has strengthened through improved communication, workshops, and	

	access to specialist services where needed • Monitor attendance weekly and implement early intervention strategies, including parental engagement and mentoring for persistent absentees. • • Increase communication with families through workshops, progress meetings, and regular updates to support learning at home. • Ensure disadvantaged pupils have full access to trips, clubs, leadership opportunities, and enrichment activities through financial support where required.	• Increased parental participation and improved pupil engagement • Increased participation rates and pupil confidence/wellbeing • Lesson observations show consistently effective adaptive teaching; pupil	support meetings, leading to greater collaboration between home and school, • Participation in enrichment opportunities, clubs, and wider school activities has increased, contributing positively to pupil confidence, resilience, and wellbeing.	