



St Botolph's CE Academy
Academy Improvement Plan
2025/2026 (September)

PURPOSE AND PROCESS

The Academy Improvement Plan enables the school’s vision to be shared and understood by the whole school community. It gives all stakeholders an understanding of where the school is moving and what actions will be taken to further secure and sustain improvement. The Academy Improvement Plan is designed to give a sharp, clear focus to those aspects of the school’s work which are believed to be most in need of improvement and brings together, in one purposeful, practical and coherent plan, national, local and school priorities, reflecting the aims and values of the school. It links directly to the areas identified by the school’s self-evaluation and by any external evaluation such as Ofsted.

As part of this process, a range of information is gathered and evaluated, and key priorities are then identified. The information evaluated includes a review of the previous year’s actions and their impact, robust analysis of assessment data, information about pupils’ behaviour and attitudes, attendance, monitoring evidence, external reports and the views of stakeholders.

Once key priorities have been identified and agreed, senior leaders develop action plans. Clear objectives, actions, timescales and success criteria are agreed. Resources to support specific actions are also identified; this helps leaders plan and prioritise budget spending and guides staff training.

INFORMATION ABOUT OUR SCHOOL

Characteristics and Context of the School

- St Botolph’s CE Academy is a school with a strong Christian ethos and a deeply embedded vision, *“Find your Fantastic”*, which underpins all aspects of school life.
- The school joined the Enhance Academy Trust on 1st March 2018.
- It is a slightly larger-than-average primary school with 271 pupils on roll (September 2025) and a 39-place Nursery.
- The largest ethnic group is White British (91%), with 9% of pupils from ethnic minority backgrounds.
- From September 2025, the school reduced its PAN to 30, beginning with Reception, and will become a one-form entry school as this cohort progresses. Current Year 1–6 cohorts remain at 45 places per year group.
- The proportion of pupils who speak English as an additional language is low (5.2%).
- The proportion of pupils with SEND is above average at 28%, including 20 pupils with an EHCP (September 2025).
- The percentage of pupils eligible for Pupil Premium funding is above average at 24.6%.
- The school is ranked 89th out of 113 on the IDACI Wakefield index (113 being the most deprived). Deprivation indicators show the school is ‘more deprived’ than the national average, with 81% of pupils in the bottom 30% nationally.
- Cohorts vary in size, composition, and vulnerability. Boys slightly outnumber girls (51.3% boys, 48.7% girls).
- The Senior Leadership Team comprises of a Headteacher (appointed September 2025, previous Head of School), a Deputy Headteacher (Maths and Attendance Lead), and an Assistant Headteacher (English and Curriculum Lead).
- In September 2024, the school was graded ‘Good’ in all areas by Ofsted, with Early Years provision judged as ‘Outstanding’—a first in the school’s recent history.

WHOLE SCHOOL PRIORITY 1: Quality of Education	LED BY:
To further enhance the quality of education in all year groups, leading to improved outcomes.	Stephanie Golding, Amelia Newbegin , Jo Groves
CONTEXT STATEMENT – WE HAVE CHOSEN THIS BECAUSE:	
<p>Quality of Education</p> <ul style="list-style-type: none"> The quality of teaching, learning and assessment is judged to be at least Good, a view validated by Ofsted (September 2024), Trust engagement visits, and positive feedback from the local English Hub on phonics provision. Teaching has strengthened through robust monitoring (observations, drop-ins, work scrutiny, pupil voice) and targeted follow-up actions to address areas for development. 	
<p>OVERALL SUCCESS CRITERIA:</p> <p>Writing</p> <ul style="list-style-type: none"> The percentage of pupils achieving ARE in writing (EYFS–Year 6) is in line or above the national average (62% Ks1/ 72% KS1) and shows an increase on previous years The attainment gap in writing between disadvantaged and non-disadvantaged pupils closes. Presentation, handwriting, and overall quality of writing in pupils’ books shows sustained improvement across all year groups, in all subjects <p>The percentage of pupils in Reception on track for Reading/Writing ELGs increases from the 2025 baseline</p> <p>Mathematics</p> <ul style="list-style-type: none"> Year 4 MTC outcomes are in line with, or above, national averages by Summer 2026, demonstrating improved fluency in multiplication tables. <p>Curriculum Knowledge and Vocabulary</p> <ul style="list-style-type: none"> Curriculum planning in foundation subjects shows clear links to prior learning In lesson assessment questions identify misconceptions/ gaps in knowledge Pupil voice and work scrutiny demonstrate that pupils can recall and apply key knowledge and vocabulary from previous learning. Outcomes in foundations subjects show sustained improvement, with pupils confidently making connections across topics and concepts. 	

KEY OBJECTIVE	ACTIONS	WHO	RESOURCES
<p>Writing To further improve outcomes in writing so that they are in line with or above national</p>	<ul style="list-style-type: none"> • Simplify the writing overview to align with the National Writing Framework • Provide training for teaching assistants on delivering writing and Kinetic Letters interventions. • Implement ongoing monitoring and coaching for TAs delivering interventions. • Identify pupils requiring additional support in writing and implement targeted interventions. • Embed core writing skills (handwriting, spelling and sentence construction) consistently across the wider curriculum. • Use AIR assessments to identify writing gaps and inform future planning. • Introduce English assessment books to track progress (spelling and handwriting) 	Amelia Newbegin	<p>English leader release time for coaching Cover time for SLT £2122</p> <p>Purchase of AIR</p> <p>Renewal of Kinetic letters</p> <p>CPD for all staff Coaching and training for Teaching Assistants</p>
<p>Spelling To develop a systematic spelling curriculum</p>	<ul style="list-style-type: none"> • Introduce whole school spelling programme (Spelling Shed) as a consistent whole-school approach. • Staff training to outline expectations and routines • Half-termly tracking of pupil progress, used to identify gaps and intervention groups • Adapt interventions for SEND pupils based on phonics knowledge and individual needs. • Monitor implementation through work scrutiny and pupil voice 	Amelia Newbegin	<p>Purchase of 30 new IPADS Ed Shed subscription</p>
<p>Times tables To embed rapid recall of times tables from Y2-Y6 so that MTC results are at least in line with national expectations.</p>	<ul style="list-style-type: none"> • Implement half-termly MTC-style assessments in Years 3–6 to track progress/ gaps • Provide further staff training on using TT Rock Stars effectively, including data analysis and setting personalised goals. (staff meeting September) • Include daily 5-minute fluency practice in all KS2 maths lessons, using quick-fire recall and oral rehearsal strategies. • Deliver targeted interventions in Year 3-6 for pupils • Re-launch a whole-school reward system (certificates, badges, displays) • Introduce class and year group "Times Tables Battles" 	Jo Groves	<p>Renewal of TT Rock Stars Licence. Purchase of 30 new Ipads</p>
<p>Curriculum To ensure foundation subjects build on prior knowledge and</p>	<ul style="list-style-type: none"> • Introduction of misconception envelopes for all subjects, linked to prior learning and embedded in core 4 • Introduction of in lesson assessment questions to identify any gaps in learning. • Staff training in using reading to embed subject knowledge (Autumn 2) • Subject monitoring evaluation forms to focus on assessing links to prior learning • Clear professional development mapping with linked to evidence based research 	Amelia Newbegin Stephanie Golding	<p>Subject leader release time Cover time for SLT £2122 HLTA = £2057 per Year (1x half day)</p>

<p>make links to prior learning</p>	<ul style="list-style-type: none"> Monitoring across all subjects focuses on handwriting, correct spelling, effective composition and accurate and fluent reading (new monitoring sheets shared) with a focus on SEND and disadvantaged 		<p>Cover Supervisor = £1712 per year (1 x half a day)</p>
<p style="text-align: center;">MILESTONES</p>			
<p style="text-align: center;">By the end of Autumn:</p>	<p style="text-align: center;">By the end of Spring:</p>	<p style="text-align: center;">By the end of Summer:</p>	
<p>Writing</p> <ul style="list-style-type: none"> Autumn data shows an increase in all year groups in comparison to previous data Spelling baselines show an increase from the start of Autumn 1 Initial assessment for Kinetic letters shows an improvement from Autumn 1 to Autumn 2 Air/ writing moderation is being used to inform moderation and inform planning, leading to increased outcomes for writing 	<p>Writing</p> <ul style="list-style-type: none"> Spring data shows an increase in all year groups in comparison to Autumn data Spelling baselines show an increase from the start of Autumn term. Mid-term assessment for Kinetic letters shows an improvement from Autumn term to Spring term. Air/ writing moderation is being used to inform moderation and inform planning, leading to increased outcomes for writing 	<p>Writing</p> <ul style="list-style-type: none"> The percentage of pupils achieving ARE in writing (EYFS–Year 6) increases year-on-year. The attainment gap in writing between disadvantaged and non-disadvantaged pupils closes. Presentation, handwriting, and overall quality of writing in pupils’ books shows sustained improvement across all year groups, in all subjects The percentage of pupils in Reception on track for Reading/Writing ELGs increases from the 2025 baseline 	
<p>Maths – times tables</p> <ul style="list-style-type: none"> The number of children scoring 25 on the MTC assessment in Y4 will show an increase from this time last year compared to the same point last year Year 5 MTC scores in line with national (39%) 	<p>Maths – times tables</p> <ul style="list-style-type: none"> The number of children scoring 25 on the MTC assessment in Y4 will show an increase from this time last year compared to the same point last year Year 4 MTC scores in line with national (39%) 	<p>Mathematics</p> <ul style="list-style-type: none"> Year 4 MTC outcomes are in line with, or above, national averages by Summer 2026, demonstrating improved fluency in multiplication tables. 	
<p>Wider curriculum</p> <ul style="list-style-type: none"> Misconceptions maps have been produced , identifying gaps in prior learning Assessment questions used in Science and History. Pupil voice shows that children are beginning to make links to prior learning Monitoring shows emphasis on foundational skills in wider subject 	<p>Wider curriculum</p> <ul style="list-style-type: none"> Misconceptions maps used , identifying gaps in prior learning and addressing misconceptions Assessment questions are used across Science, History, Geography. Pupil voice shows that children are making links to prior learning/ Monitoring shows emphasis on foundational skills in wider subject 	<p>Curriculum Knowledge and Vocabulary</p> <ul style="list-style-type: none"> Curriculum planning in foundation subjects shows clear links to prior learning In lesson assessment questions identify misconceptions/ gaps in knowledge Pupil voice and work scrutiny demonstrate that pupils can recall and apply key knowledge and vocabulary from previous learning. Outcomes in foundations subjects show sustained improvement, with pupils confidently making connections across topics and concepts. 	

WHOLE SCHOOL PRIORITY 2: Behaviour and attitudes		LED BY:	
To further Improve pupils’ behaviour and attitudes through consistent expectations and strong SEMH provision, reducing suspensions further.		Stephanie Golding, Rebecca Rudderham (SENCO)	
CONTEXT STATEMENT – WE HAVE CHOSEN THIS BECAUSE:			
<ul style="list-style-type: none"> We have high expectations for behaviour throughout school and our behaviour curriculum and behaviour policy is well embedded. We self-evaluate as ‘good’ in this area, this view is supported by the Trust and external partners (Ofsted September 2024) 			
OVERALL SUCCESS CRITERIA:			
<ul style="list-style-type: none"> There is consistency in terms of the expectations of pupils at all times throughout the day. All members of staff follow the school’s behaviour expectations and, as a result, the behaviour of pupils is strong. They move through school exceptionally well and key transition times are managed effectively. Hub provision is having a positive impact on the behaviour of pupils that access it Suspensions show a further reduction from the previous academic year and the number of pupils with repeat suspensions reduce due to effective systems being in place and monitored carefully. 			
KEY OBJECTIVE	ACTIONS	WHO	RESOURCES
To further develop the SEND provision for high needs pupils with SEMH needs	<ul style="list-style-type: none"> Design a provision framework for the Hub, including vision, aims, curriculum offer, staffing structure, and integration with whole-school systems. Hub Staff training in Nurture Settings and Trauma Informed Practice Prepare the physical environment, ensuring calm, safe, and flexible spaces that support emotional regulation and learning. Develop personalised programmes for pupils, including targeted interventions, social skills groups, and wellbeing activities, linked to MSP/EHCP targets Establish monitoring and assessment systems, including tracking academic progress, SEMH development, and wellbeing indicators. Train staff in a whole-school approach to restorative practice to repair relationships after incidents (hot cross bun approach) Increase visible senior leadership presence at key times (transition, breaks, lunchtimes). Implement early identification systems for pupils at risk of suspension, including behaviour trackers and pastoral meetings. 	Stephanie Golding Rebecca Rudderham (support from Trust SENCO)	(£10,000 Amazon Bid to support with setting up of the Hub) New flooring for Hub Wall / door to separate Hub from Y1 shared area Furniture for the hub Laptop for staff to use the IWB ½ day release time for SENCO to monitor Hub and plan provision

To further reduce suspensions and repeat suspensions.	<ul style="list-style-type: none"> • Further refine the consistent behaviour curriculum across school, with clear routines, expectations, and positive reinforcement. • Establish nurture groups or SEMH interventions (e.g., ELSA, mentoring, social skills) • Implementation of PINs project across school • Ensure that Individual Behaviour Plans are consistently considered by all stakeholders after a suspension and that this is documented in reintegration paperwork. • Ensure that all staff reflect on their behaviours after a suspension and a ‘Lessons Learnt’ reflection sheet is completed and discussed by staff involved in the incident that leads to a suspension. • Provide parent workshops on supporting behaviour and emotional regulation at home. 	<p>R Rudderham Stephanie Golding</p>	<p>Release time for SENCO Cover time for SLT £2122 HLTA = £2057 per Year (1x half day) Cover Supervisor = £1712 per year (1 x half a day)</p>
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MILESTONES

By the end of Autumn:	By the end of Spring:	By the end of Summer:
<ul style="list-style-type: none"> • Needs analysis completed; pupils, SEMH profiles and barriers identified (incl. ELSA). • Hub framework drafted: vision, aims, curriculum and staffing model agreed. • Hub environment established: calm, safe, regulation-friendly spaces in place. • Baseline monitoring launched and initial assessments completed for Hub pupils. • All staff trained in Hot Cross Bun restorative approach by Oct INSET; reduction in C4–6 incidents evidenced 	<ul style="list-style-type: none"> • Hub is fully set up and pupils accessing it demonstrate a reduction in behavioural incidents. • The updated Behaviour Curriculum has been implemented and early impact can be seen in term of the consistency in expectations of staff. Key transition times are smoother and pupils can articulate the expectations at these times. • There is a reduction in suspensions when compared to Spring Term 2025 for both individual suspensions and repeat suspensions. 	<ul style="list-style-type: none"> • There is consistency in terms of the expectations of pupils at all times throughout the day. All members of staff follow the school’s behaviour expectations and, as a result, the behaviour of pupils is strong. They move through school exceptionally well and key transition times are managed effectively. • Hub provision is having a positive impact on the behaviour of pupils that access it • Suspensions show a further reduction from the previous academic year and the number of pupils with repeat suspensions reduce due to effective systems being in place and monitored carefully.

WHOLE SCHOOL PRIORITY 3:	LED BY:
To further develop our personal development ‘curriculum offer’ for all pupils.	Vanessa Greedy
CONTEXT STATEMENT – WE HAVE CHOSEN THIS BECAUSE:	

- Rising numbers of pupils arrive not ready to learn due to home circumstances. Many safeguarding concerns fall below statutory thresholds, and Early Help engagement is inconsistent. Pupils need greater support to build resilience, regulate emotions, and maintain positive mental wellbeing.
- Current Personal Development offer is strong (validated by Ofsted and Trust), but we aim to raise it to outstanding for all pupils.

OVERALL SUCCESS CRITERIA:

One Life

- The One life Programme is fully embedded throughout school.
- Pupils are able to talk with confidence about their Mental, Physical and Social Fitness when compared to the baseline pupil voice. They can articulate about being present in the ‘Now’ and the power of being able to ‘bounce back’.
- All pupils are able to journal effectively and understand that they are not their thoughts. They can talk about how journaling has enabled them to be ready to learn. This had helped to have a demonstrable impact on the reduction in suspensions (linked to Behaviour and Attitudes priority)

Personal Development

- Economics is clearly mapped across subjects; pupils can demonstrate understanding of key concepts through work samples and pupil voice.
- Curriculum planning and work scrutiny show clear coverage of British Values; pupils can articulate and apply their understanding in lessons.
- Increased pupil participation in clubs, particularly for underrepresented groups; evidence of a broader and more inclusive range of clubs.
- Pupils in the SEMH Hub engage consistently with tailored Personal Development activities; wellbeing and engagement indicators show improvement.
- Comprehensive record of pupil interests and talents informs club allocation and enrichment planning; pupils report opportunities align with their interests.

KEY OBJECTIVE	ACTIONS	WHO	RESOURCES
To implement the One Life Programme throughout school.	<ul style="list-style-type: none"> • One Life Leader to attend half-termly One Life Leader meetings. • One Life Leader to facilitate half-termly meetings for Teachers so that they are well-prepared to deliver the lessons every half term. • Introduce new morning routines to ensure that pupils are ready to be present in the ‘Now’ and ready to learn. • Daily interventions/discussions occur as required for pupils who need support with the Pastoral Care Leader. 	Vanessa Greedy Rebecca Rudderham	Leadership Release Staff Meeting Time Purchase of “One Life” programme £1900
To further develop the Personal development offer for pupils	<ul style="list-style-type: none"> • Map “Economics” within the Personal Development overview • Embed British Values across curriculum subjects, starting with History and Geography • Update the Personal Development spreadsheet to reflect current provision • Actively identify and target pupils for participation in clubs, while expanding the range and variety of extracurricular opportunities. • Adapt the Personal Development offer to meet the specific needs of pupils in the Hub 	Vanessa Greedy	Subject Leader release time Cover time for SLT £2122 HLTA = £2057 per Year (1x half day) Cover Supervisor = £1712 per year (1 x half a day)

	<ul style="list-style-type: none"> Develop a strategic overview of pupils’ interests and talents to inform targeted enrichment and signposting opportunities. 		
MILESTONES			
By the end of Autumn:	By the end of Spring:	By the end of Summer:	
<ul style="list-style-type: none"> Autumn Term One Life units have been delivered effectively and pupils are able to talk about what they have learned. Pupil understand the terms Mental, Physical and Social Fitness. Most pupils are able to journal effectively. Economics has been mapped out through the PD offer. British Values mapped out across History and Geography Use pupil data to identify underrepresented groups and targeted pupils by half-term. Review current Hub provision and identify gaps in activities by half-term. 	<ul style="list-style-type: none"> Spring Term One Life units have been delivered effectively and pupils are able to talk about what they have learned. Pupil are beginning to talk about Mental, Physical and Social Fitness. They are beginning to talk about them not being their thoughts and how they can ‘bounce back’. Pupils are able to journal effectively and are beginning to understand that they are not their thoughts. Economics has been mapped out and pupils are able to talk about this British Values mapped out across History , Geography, RE and PSHE and pupils are beginning to make links 70% of targeted pupils are attending a club or enrichment activity 	<ul style="list-style-type: none"> The One life Programme is fully embedded throughout school. Pupils are able to talk with confidence about their Mental, Physical and Social Fitness. They can articulate about being present in the ‘Now’ and the power of being able to ‘bounce back’. All pupils are able to journal effectively and understand that they are not their thoughts. They can talk about how journaling has enabled them to be ready to learn. Pupil voice demonstrates that pupils have an understanding of economics Pupil voice demonstrates that pupils have an understanding of British Values and can make links to own learning 80% of targeted pupils are attending a club or enrichment 	

WHOLE SCHOOL PRIORITY 4: Leadership		LED BY:	
To further develop the effectiveness of leadership at all levels.		Stephanie Golding	
CONTEXT STATEMENT – WE HAVE CHOSEN THIS BECAUSE:			
<ul style="list-style-type: none"> From September 2025, a new leadership team is in place: Headteacher (Stephanie Golding), Deputy Head (Jo Groves) and Assistant Head (Amelia Newbegin). Despite disruption in 2024/25, the SLT work effectively together with a clear, shared vision. Leadership impact is evident in phonics, behaviour, curriculum, and Year 6. A full curriculum is established and continues to be monitored and refined. Outcomes are improving, particularly in phonics and by the end of KS2. Several leaders are new to year groups or subject leadership roles this year. 			
OVERALL SUCCESS CRITERIA:			
<ul style="list-style-type: none"> External Review and Core Engagement Day reports show the effectiveness and impact of leadership and management at all levels and demonstrates that phase and subject leaders know their area of responsibility well and are making a positive impact. The new leadership team will have clearly defined roles and can evidence impact across school Teaching across school continues to lead to improving outcomes at the end of all key phases Staff are increasingly more confident within their specific roles, due to high quality CPD. The percentage of pupils reaching ARE for EYFS, PSC, MTC and RWM will be at least in line with national results and show an improvement from 2025. 			
KEY OBJECTIVE	ACTIONS	WHO	RESOURCES
To ensure clarity of roles across the new leadership team ensuring effective leadership	<ul style="list-style-type: none"> Define and share new leadership roles with all staff. Headteacher to monitor and coach staff to assure quality. Implement monitoring schedule aligned to leadership roles. Provide mentoring and professional development for new leaders. Review impact of leadership roles termly and adjust as needed. 	Stephanie Golding	Cover time for SLT £2122 HLTA = £2057 per Year (1x half day) Cover Supervisor = £1712 per year (1 x half a day) Staff meeting time
To develop the skills of staff who are new to subject or year group leadership.	<ul style="list-style-type: none"> Subject Leaders to attend training Trust training organised by the Director of Education. New subject Leaders to work with the Headteacher/ curriculum leader to create an action plan to identify the areas to develop in their subject. 	Stephanie Golding Amelia Newbegin	Cover time for SLT £2122 HLTA = £2057 per Year (1x half day)

	<ul style="list-style-type: none"> • Subject Leaders to work on the areas to develop with support from the Senior Leadership Team. • New subject leaders to receive support and guidance from curriculum leader / Headteacher to lead their subjects effectively, supporting with book and planning scrutinies, pupil interviews and supporting with staff meetings. 		<p>Cover Supervisor = £1712 per year (1 x half a day)</p> <p>Staff meeting time</p>
MILESTONES			
By the end of Autumn:	By the end of Spring:	By the end of Summer:	
<ul style="list-style-type: none"> • Leadership roles defined and shared with all staff by end of September. • Monitoring schedule created and launched by week 2 . • Headteacher begins coaching sessions with staff (at least 3 sessions logged by December). • New leaders allocated mentors and initial professional development sessions completed • Subject leaders create subject action plans with Headteacher support by October. • Initial mentoring and guidance sessions with Curriculum Leader (AN) and Headteacher established. • First round of monitoring activities (e.g. book/planning scrutiny, pupil interviews) completed with SLT support. 	<ul style="list-style-type: none"> • Mid-year review of leadership roles and responsibilities completed; adjustments made as needed. • Monitoring evidence (e.g. learning walks, book looks, data) shows consistent follow-up by all leaders. • Professional development for new leaders evaluated; next steps identified. • Subject leaders implement at least one priority from their action plan and provide mid-year progress update. • Evidence of joint monitoring with Curriculum Leader/Headteacher (minimum 2 activities per subject). • Subject leaders co-deliver staff meeting or training session with SLT guidance. 	<ul style="list-style-type: none"> • External Review and Core Engagement Day reports show the effectiveness and impact of leadership and management at all levels and demonstrates that phase and subject leaders know their area of responsibility well and are making a positive impact. • The new leadership team will have clearly defined roles and can evidence impact across school • Teaching across school continues to lead to improving outcomes at the end of all key phases • Staff are increasingly more confident within their specific roles, due to high quality CPD. • The percentage of pupils reaching ARE for EYFS, PSC, MTC and RWM will be at least in line with national results and show an improvement from 2025. 	

WHOLE SCHOOL PRIORITY 5:		LED BY:	
To further develop Early Years provision ensuring that pupils make accelerated progress in both Nursery and Reception when compared to baselines.		Amanda Howarth / Stephanie Golding	
CONTEXT STATEMENT – WE HAVE CHOSEN THIS BECAUSE:			
<ul style="list-style-type: none"> In 2025, 62% of pupils achieved GLD, with reading and writing identified as key areas for improvement. The school is transitioning from a teacher-led Nursery to a Nursery managed by an appointed Nursery Manager. While experienced in EYFS, they will receive guidance and support from the Early Years Leader. 			
OVERALL SUCCESS CRITERIA:			
<ul style="list-style-type: none"> By summer 2026, GLD will be in line or above national. There has been increase in the percentage of children achieving reading and writing ELG's The number of children on track for GLD at the end of nursery increases 			
KEY OBJECTIVE	ACTIONS	WHO	RESOURCES
To ensure that both Nursery and Reception provision reflects the needs of the cohort and is progressive.	<ul style="list-style-type: none"> Baselines to be completed by both Nursery Manager and Reception staff (Nursery focus on Prime Areas, Reception add in Literacy and Maths). Use assessment information in more detail to precisely identify the skills/knowledge/vocabulary gaps for children. Linked to this: Create overview of areas of curriculum that require enhancements/interventions for pupils in order to be ready for Year 1/Reception Review the assessment information on Insight contained in the evaluation section above showing % of children on track for GLD Baseline observations of children to be recorded on Tapestry within the first 2 full weeks in school. Weekly meetings with Nursery Manager and EYFS Leader to ensure provision is appropriate to meet the needs of each cohort. Informal EYFS meetings with staff to discuss children/needs/strengths/provision needed. Continuous Provision Planning to be completed weekly by Nursery Manager and EYFS Leader – key question 'Why this? Why now?' EYFS Leader to monitor provision weekly 	Amanda Howarth	<p>Release time for EYFS leader and nursery manager to plan together</p> <p>Cover time for SLT £2122</p> <p>Weekly release time for EYFS leader to monitor nursery provision and provide support</p>

<p>To increase the number of children achieving the ELG in writing and reading by the end of reception</p>	<ul style="list-style-type: none"> • Fine/gross motor development targeted both inside and outside. Weekly areas planned explicitly on weekly continuous provision plan, planning taken from Kinetic Letters and considering the needs of cohorts. • Outdoor provision to be carefully considered as it will remain a shared space. Ensure all staff to be clear which ‘activities’ are planned for Nursery and which are aimed at Reception. • Embed daily mark-making opportunities indoors and outdoors. • Include daily fine and gross motor activities to build strength and stamina. • Model writing daily across contexts (labels, captions, stories). • Daily kinetic letters sessions in nursery and reception • Termly tracking of children • Key person for one to one tutoring to work on target children from Autumn 1 	<p>Amanda Howarth</p>	<p>Release time for EYFS leader and nursery manager to plan together</p> <p>Weekly release time for EYFS leader to monitor nursery provision and provide support Cover time for SLT £2122</p>
<p>To ensure Reception children are well-prepared for transition into Year 1.</p>	<ul style="list-style-type: none"> • Define and implement a clear approach to gradually increasing formality in Reception (Summer Term 1 & 2), supporting transition from Nursery → Reception → Year 1. • Hold half-termly monitoring and transition meetings to review progress and adapt provision. • Ensure curriculum planning builds progressively towards Year 1 expectations, with a focus on functional skills • Provide joint moderation and planning sessions between Reception and Year 1 staff. • Offer parent workshops on how to support transition at home. • Share transition profiles with Year 1 staff to inform September planning. 	<p>Amanda Howarth</p>	<p>Cover for EYFS and Y1 teachers to meet and moderate</p> <p>Cover time for SLT £2122 HLTA = £2057 per Year (1x half day) Cover Supervisor = £1712 per year (1 x half a day)</p>

MILESTONES		
By the end of Autumn:	By the end of Spring:	By the end of Summer:
<ul style="list-style-type: none"> • Baseline assessments completed in first two weeks (Nursery: Prime Areas; Reception: incl. Literacy & Maths). • Curriculum overview created to identify gaps and plan interventions. • Weekly EYFS leader–Nursery manager meetings with actions logged. • Continuous Provision planning cycle established and monitored weekly (“Why this? Why now?”). • Fine/gross motor activities (linked to Kinetic Letters) planned weekly and monitored. • Daily mark-making opportunities indoors and outdoors by end of September. • Daily writing modelling observed across contexts. • 1:1 reading tutoring for target pupils begins Autumn 1. • Baseline/Autumn tracking completed; target pupils identified. 	<ul style="list-style-type: none"> • Monitoring confirms continuous provision planning meets cohort needs. • Ongoing (weekly): EYFS meetings held; actions implemented and reviewed. • Termly tracking shows progress in target pupils’ reading/writing. • Ongoing (daily): Writing modelled across contexts; evident in planning and practice. • Mid-year evaluation shows improved engagement in mark-making and early writing and increase in % of pupils on track to meet GLD by the end of the year • joint planning, moderation, and transition readiness review completed. 	<ul style="list-style-type: none"> • By summer 2026, GLD will be in line or above national. • There has been increase in the percentage of children achieving reading and writing ELG’s • The number of children on track for GLD at the end of nursery increases

IMPACT	
WHOLE SCHOOL PRIORITY 1	AUTUMN TERM IMPACT
SPRING TERM IMPACT	SUMMER TERM IMPACT
<ul style="list-style-type: none">	<ul style="list-style-type: none">
<ul style="list-style-type: none">	<ul style="list-style-type: none">

WHOLE SCHOOL PRIORITY 2	AUTUMN TERM IMPACT
	<ul style="list-style-type: none">•
SPRING TERM IMPACT	SUMMER TERM IMPACT
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

WHOLE SCHOOL PRIORITY 3	AUTUMN TERM IMPACT
-	•
SPRING TERM IMPACT	SUMMER TERM IMPACT
•	•

WHOLE SCHOOL PRIORITY 4	AUTUMN TERM IMPACT
SPRING TERM IMPACT	SUMMER TERM IMPACT
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WHOLE SCHOOL PRIORITY 5	AUTUMN TERM IMPACT
	<ul style="list-style-type: none">•
SPRING TERM IMPACT	SUMMER TERM IMPACT
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