

# Grendon Primary School

## Improvement Plan

### 2025-2026



Approved by the Full Governing Board July 2025

# Contents

School Ethos, Vision and Aims	Page 3
Strategic Improvement Process	Page 4
Evaluation of School Improvement Plan 2024-2025 (second year of three-year plan)	Page 5
Long Term Strategic Priorities 2023 - 2026	Page 9
Medium Term Key Areas for Improvement	Page 10
Key Area for Improvement 1 Medium Term Plan 2025 - 2026 (third year)	Page 11
Key Area for Improvement 2 Medium Term Plan 2025 - 2026 (third year)	Page 14
Key Area for Improvement 3 Medium Term Plan 2025 - 2026 (third year)	Page 18
Key Area for Improvement 4 Medium Term Plan 2025 - 2026 (third year)	Page 21
Appendix 1: Pupil Premium Plan	Page 25
Appendix 2: Whole School Wellbeing Strategy Action Plan	Page 28
Appendix 3: Abbreviations	Page 31

# Our School Ethos



... provide the knowledge and skills to embrace learning through: -

- ❖ a pastoral curriculum removing barriers and developing strength of character
- ❖ an academic curriculum providing effective structure and opportunity

In order that all of our children have the keys to unlock their futures and believe...



## And So We Can...

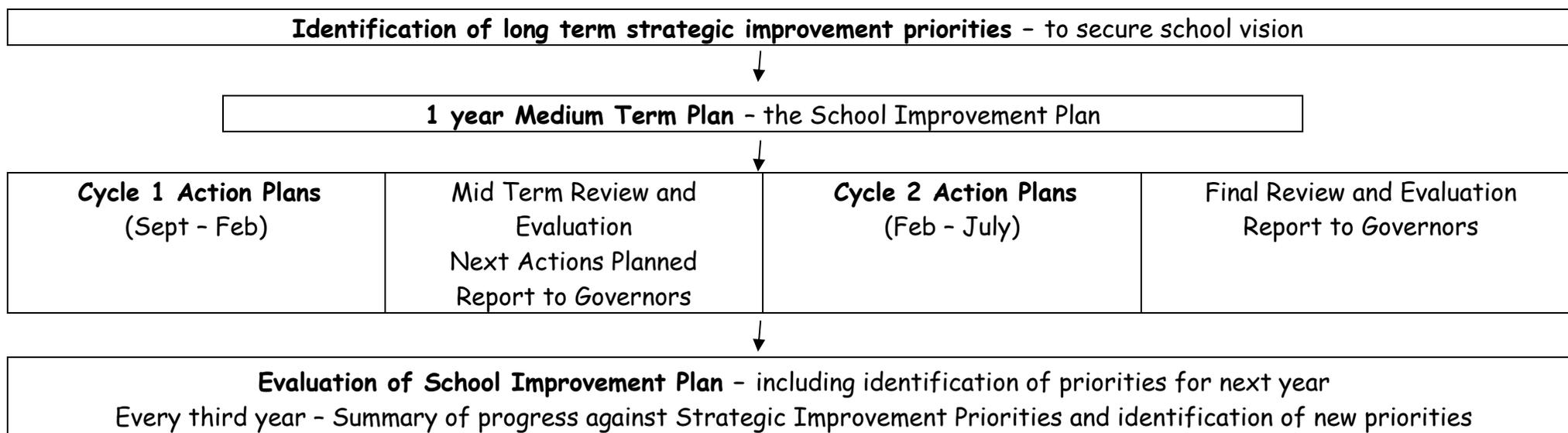
- ❖ Provide teaching that develops knowledge and skills so children learn and progress effectively.
- ❖ Offer enriching activities, events and experiences.
- ❖ Work together to remove barriers and ensure equality.
- ❖ Build independent and resilient learners who are able to communicate confidently.
- ❖ Listen to and treat each other and all members of the community with respect, tolerance and concern.
- ❖ Recognise ability, maximise potential and prepare children well for their future and life in modern Britain

# The Strategic Improvement Process at Grendon

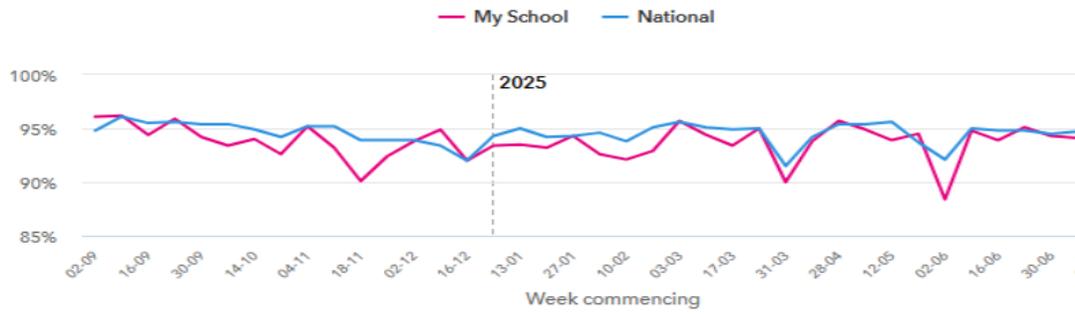
The Leadership Team, alongside our Governing Board, have identified through rigorous self-evaluation and external assessment, four long term strategic priorities for improvement. These will be the focus for school improvement over the next three years and ensure that we continue to drive the school forward to achieve our vision.

The function of our annual School Improvement Plan is to break down these long term strategic priorities into key areas for development for the academic years 2023- 2024, 2024 - 2025 and 2025 - 2026. Medium term plans for each key area detail actions, expected impacts and provide costings to illustrate how we will work towards our strategic priorities over the coming year. Medium term plans are evaluated at the end of the academic year and next actions identified for the following year.

To ensure the process is rigorous, robust and focussed, where actions need breaking down further, short term action plans are written for two cycles, fitting in with the school's monitoring and evaluation cycle. These detail the small, measurable steps for improvement. Progress and impact is monitored and evaluated by school leaders at all levels and reported back to the full governing board each term.



# Evaluation of School Improvement Plan 2024-2025

Long term Strategic Priority	Strategic Priority 1: Teaching and learning, (including the series of lessons planned and the work given), enables pupils, overtime and across school, to achieve the aims of the curriculum.	Strategic Priority 2: Pupils have highly positive attitudes and commitment to learning, are motivated and persist in the face of difficulties.
SIP Key Area for Improvement Year 2 2024-25	<p>1.1 Further improve quality first teaching by embedding the EEF 5-a-Day approach across the school.</p> <p>1.2 Ensure quality first teaching and effective intervention reduces the gap between disadvantaged children and their peers.</p> <p>1.3 Further improve quality of provision for pupils with SEND.</p>	<p>2.1 Embed policy and practice to further improve overall attendance and reduce persistent and severe absence.</p> <p>2.2 Further improve behaviour with a particular focus on:</p> <ul style="list-style-type: none"> <li>a) developing positive behaviour management strategies.</li> <li>b) reducing suspensions.</li> <li>c) further improving understanding of online behaviour and e-safety.</li> </ul>
Evaluation Sept 2025	<p>Monitoring and evaluation shows that quality first teaching is effective in securing learning for all children.</p> <p><i>The school has high expectations of all pupils - Ofsted 2024</i>  <i>The well-designed curriculum ensures that pupils build their knowledge and skills step by step in all subjects as they move through the school - Ofsted 2024</i>  <i>Teachers have secure subject knowledge and present content clearly - Ofsted 2024</i></p> <p>As a result, Progress continued to accelerate and gaps closed further during the academic year. Whole school data from July 2025 showed that:</p> <ul style="list-style-type: none"> <li>• the majority of children made strong progress across the school: 51% for Maths, 62% in Reading and 60% in Writing.</li> <li>• as a result of accelerated progress, more children across school reached the greater depth standard than had done previously.</li> <li>• underachievement continued to fall. Between July 2021 and July 2025, children who had fallen behind the standard that their prior attainment indicated they should be working at, reduced from 27% to 7% in Writing, 27% to 6% in Reading and 27% to 6% in Maths.</li> </ul> <p>External data from Summer 2025 showed that:</p> <ul style="list-style-type: none"> <li>• at the end of the EYFS school results showed significant improvement with 52% reaching a good level of development, increasing consistently from 34% in 2022.</li> <li>• although no longer statutory, KS1 percentages reaching the expected standard increased consistently from 47% in 2022 to 55% in Writing. Maths results improved to 62%. Reading results improved from 53% in 2022 to 57%. This reflects strong progress from EYFS scores, in which only 52% reached a good level of development.</li> </ul>	<p>2024/2025 began with a renewed effort to tackle attendance in line with our We Can ethos after significant improvement in the previous academic year. Using 'Working Together to Improve School Attendance' even before this guidance became statutory, and good practice from webinars, we updated our policy again and continued to evaluate this throughout the year.</p> <p>As a result of an effective policy and its consistent application by all stakeholders, we maintained the improvement in attendance that we had seen the previous year, for all groups of children.</p> <p>Although official data is not published yet, DfE attendance collection data shows 17.4% persistent absence for the school year and overall attendance at 93.7%. This is tracking just below the national trend but the difference is not expected to be significant.</p> <p><b>AVERAGE WEEKLY ATTENDANCE - 2024-25</b></p>  <p>The graph shows two lines: a pink line for 'My School' and a blue line for 'National'. The y-axis represents attendance percentage from 85% to 100%. The x-axis shows weeks commencing from 02-09 to 30-06. A vertical dashed line marks the start of 2025 on 13-01. My School's attendance starts at approximately 96% in 2024, fluctuates, and then shows a sharp dip to about 88% in early 2025 before recovering to around 94% by the end of the year. The national average remains relatively stable between 93% and 96%.</p> <p>We have proved both between the previous inspection and in onset of Covid, and after all of the challenges for school attendance that the pandemic brought, that we have the capacity to improve attendance.</p> <p><i>Actions taken by the school ensure that most pupils attend well - Ofsted 2024</i></p>

- as forecasted, results at KS2 showed the strong progress that children had made. 68% reached the expected standard in Read and 72% in Maths and Writing. This represents strong progress from prior attainment, although progress figures will not be available for this cohort. School data shows that for this cohort, 62% achieved a good level of development at EYFS. After Covid and at the end of Year 2 in 2021, percentages were only 13% at expected for Writing and 52% for Maths and 48% for Reading.
- gaps closed quickly over the last 4 years as a result of high quality first teaching, effective intervention and targeted spending.

Analysis of Pupil Premium Data shows that:

- for 10/11 classes for Reading, 11/11 for Writing and 9/11 classes for Maths, gaps between disadvantaged and non-disadvantaged have closed or remained the same between July 24 and July 25 as a result of effective pupil premium spending.
- almost all children made at least expected progress, with underachievement in line with figures for all pupils.
- percentages making at least expected progress were not significantly different from whole school performance in all subjects.
- although gaps do remain, this data shows that our pupil premium strategy is implemented effectively in order to reduce these gaps.

Evidence from our Monitoring and Evaluation Cycles show that quality first teaching and provision for pupils with SEND has continued to improve and that, alongside well-planned intervention has been effective in accelerating progress and closing gaps in learning.

*The school has high expectations of all pupils, including those with special educational needs and/or disabilities (SEND) - Ofsted 2024*

*The school is adept at identifying pupils with SEND early. Teachers make adaptations in lessons to ensure that all pupils can access the work set - Ofsted 2024*

Despite this, it remains challenging to provide and improve appropriate provision from all pupils with SEND across school. Despite effective partnership through the Special School Outreach Service and the Developing Local Provision project, we have children on role whose needs cannot be met through mainstream provision. Staff go above and beyond to support and parents remain supportive however, this means that both attendance and performance data across school is affected by this.

We understand that attendance will never be a job done and know that further work is necessary. Too many children are still missing too many lessons. To this end, improving attendance remains a central part of our school improvement plan for 2025/2026.

Evidence from both our Monitoring and Evaluation schedule and Ofsted shows that behaviour is good and is managed positively. The whole school review and implementation of our new Behaviour Policy has been effective.

*The school's logo, 'We Can', sets the tone for this positive and aspirational school. It underpins the school's values, known as 'Grendon's Goals'. These set out how pupils should behave - Ofsted 2024*

*They behave well, and disruption to learning is rare. Pupils understand the new behaviour policy, and this supports their behaviour. This includes pupils with SEND who sometimes need additional support to manage their behaviour - Ofsted 2024*

*Staff instil good behaviour from the outset. Children learn to share, take turns and work and play together happily. Pupils understand the importance of good behaviour. They know and follow the school rules. Staff manage the behaviour of pupils well, including those with complex needs. Effective systems and support are in place to ensure that pupils learn in a calm, purposeful environment where everyone is safe - Ofsted 2024*

Parents survey analysis shows that 92% feel that children behave well. This has increased significantly and consistently from 76% in 2020.

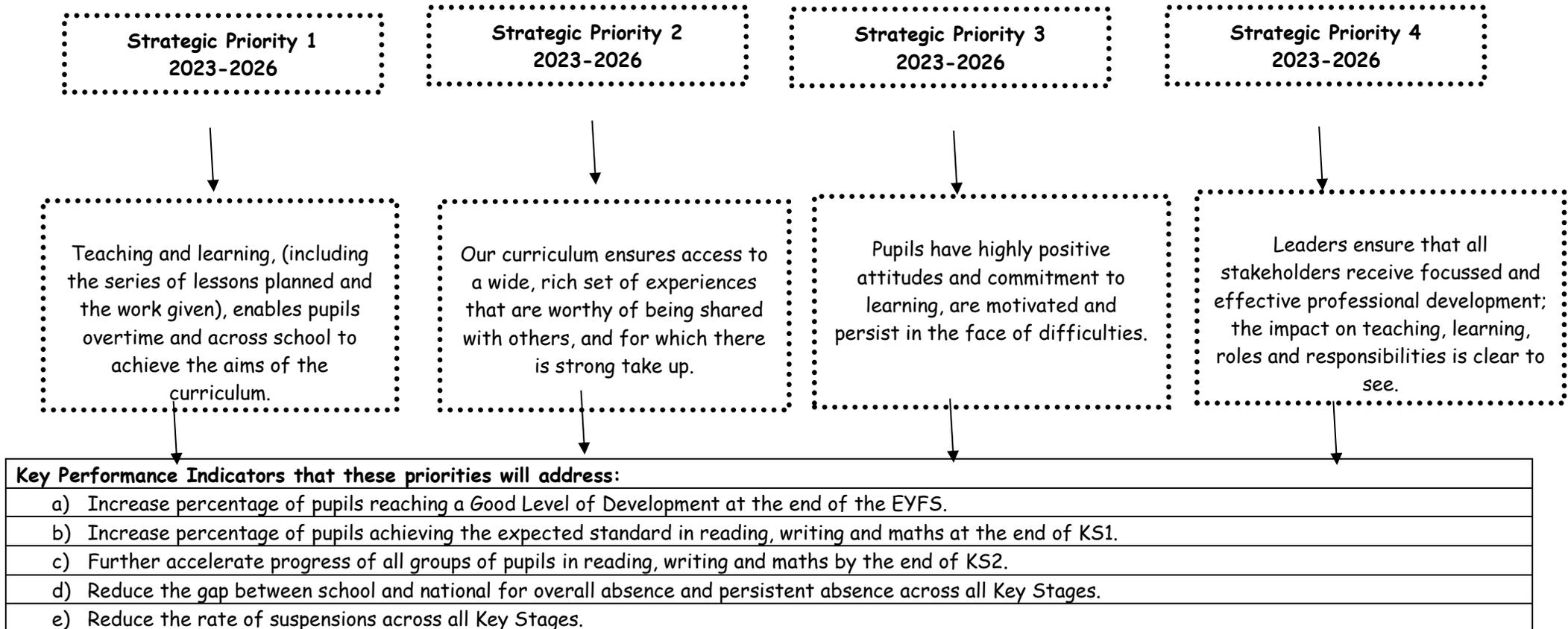
Although most children behave well, for a small number, and usually where there are complex and significant needs, this is a challenge. School responds in a rigorous and robust manner, Suspensions are used where behaviours shown are incompatible with the efficient education of others.

We have significantly reduced suspensions during the year. 3 children had a total of 8 periods of suspension, equating to 16 days of education missed. This compared with 6 children and a total of 20 periods of suspension with 39 school days lost in the previous year.

Long term Strategic Priority	Strategic Priority 3: Our curriculum ensures access to a wide, rich set of experiences that are worthy of being shared with others, and for which there is strong take up.	Strategic Priority 4: Leaders ensure that all stakeholders receive focused and effective professional development; the impact on teaching, learning, roles and responsibilities is clear to see.
SIP Key Area for Improvement Year 2 2024-25	<p>3.1 Further improve our provision of 'chocolate chips' in the academic curriculum.</p> <p>3.2 Continue to refine and embed enrichment opportunities beyond the curriculum.</p>	<p>4.1 Continue to develop pedagogical knowledge of teachers and teaching assistants.</p> <p>4.2 Subject leaders are increasingly able to monitor and evaluate intent, implementation and impact.</p> <p>4.3 Governors are clear about their roles and responsibilities and hold the school to account effectively.</p> <p>4.4 Leaders ensure responsibility and accountability at all levels.</p>
Evaluation September 25	<p>'Chocolate chips' are embedded across the curriculum and ensure children engage in the exciting opportunities that bring learning to life for them. As a result, progress is maximized.</p> <p>Enrichment activities are well planned and embedded across our curriculum. 3 Whole School Days are planned at the start of the year and address subjects or issues that enable learning beyond the curriculum to occur. 3 Junior Leaders Days are organized by the Junior Leaders themselves to match their agenda decided once appointed at the start of the year. After school clubs have increased in frequency during the year with clubs offered most mornings and evenings. Feedback about these has been very positive, with all clubs being oversubscribed. Following feedback from parents, we have improved with breadth of clubs on offer and the age range targeted. The impact of our planned approach to all of the above, and our 2 residential trips, competitive sporting activities and calendar events is clear to see. Feedback from our Unicef Gold Award assessment highlighted Children are more aware of and engaged in community, national and global issues. This approach has ensured high levels of pupil involvement and engagement - they are proud to talk about what they have achieved.</p> <p><i>The school considers pupils' personal development to be equally as important as their academic development. The school's curriculum is uniquely designed on a 'cupcake' model. The casing represents the strong pastoral care pupils receive and partnership with parents. The sponge is the broad academic curriculum all pupils access. The topping and sprinkles are the exciting enrichment opportunities that spark pupils' interest - Ofsted 2024</i></p> <p><i>There is a well-developed personal development programme at the school. Pupils enjoy the 'Fiver' challenge to generate funds. This initiative helps them to develop their financial and business skills. Pupils learn about healthy relationships and how to keep safe. Through the curriculum and assemblies, pupils deepen their knowledge of other world faiths and different cultures. This helps prepare pupils for life beyond the school. The school offers many opportunities to attend extra-curricular clubs, including drama, orchestra and sports. These help pupils develop their skills and interests beyond the classroom. All clubs offered are free of charge and oversubscribed - Ofsted 2024</i></p> <p>Ofsted have asked us to further improve data analysis of attendance at clubs in order to ensure our offer reaches all groups of children - see SIP 25/26.</p>	<p>Implementation of the EEF 5-a-day approach has been effective. It is common to hear staff discussing these ideas and evidence for out Monitoring and Evaluation Schedule reflects this. As a direct result, provision has improved.</p> <p>Subject Leaders have access to a range of support both from within school and, through a plan that prioritises development, outside CDP. Peer reviews conducted this year showed that Subject Leaders were increasingly confident in their roles and that self-evaluation was accurate. The quality of subject leadership has improved as a result.</p> <p>Leaders and all staff have worked together to implement a new Monitoring and Evaluation Cycle. Challenges identified from the previous system included:</p> <ul style="list-style-type: none"> <li>• workload over a short period of time for leaders.</li> <li>• length of time of monitoring process from first activities to feedback and writing of staff development plans, (staff wellbeing &amp; lack of immediate improvement).</li> <li>• a feeling that this was done to, and not with staff.</li> <li>• inequality between class based and PPA staff in terms of feedback.</li> <li>• foundation subjects had different monitoring options to core subjects.</li> <li>• monitoring in Oct &amp; Feb left Summer term largely unmonitored.</li> </ul> <p>Leaders have worked to develop a system that:</p> <ul style="list-style-type: none"> <li>• includes 10 foundation subject leaders, as well as the leadership team, efficiently.</li> <li>• engages staff further in this process.</li> <li>• increase staff roles and responsibilities - and do this efficiently with so many staff involved.</li> <li>• ensures all subject leaders and senior leaders continue to be able to make quality judgements for self-evaluation purposes, given any changes.</li> <li>• meets workload/wellbeing agenda.</li> <li>• ensures equality for all staff.</li> </ul> <p>Feedback is very positive and all staff are engaging well with the tick and fix approach and quality of feedback and support given.</p>

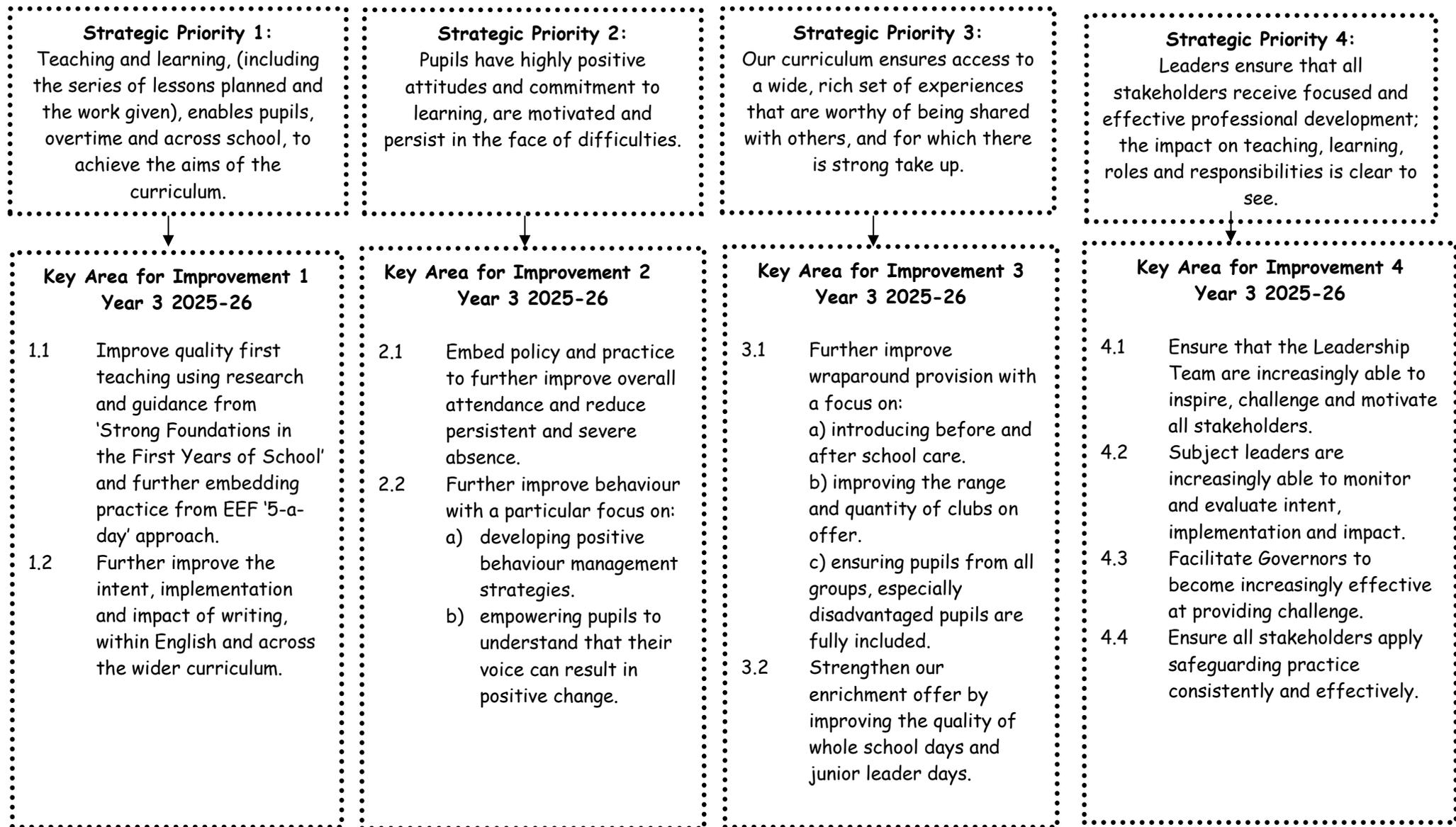
Key Performance Indicators that these priorities will address:	2024-2025 Second Year Evaluation
<p>a) <b>Increase percentage of pupils reaching a Good Level of Development at the end of the EYFS.</b></p>	<p>At the end of the EYFS school results showed significant improvement with 52% reaching a good level of development, increasing consistently from 34% in 2022. Too many children however, are not reaching the expected standard despite their strong progress. This needs to continue to be an area of improvement.</p>
<p>b) <b>Increase percentage of pupils achieving the expected standard in reading, writing and maths at the end of KS1.</b></p>	<p>Although no longer statutory, KS1 percentages reaching the expected standard increased consistently from 47% in 2022 to 55% in Writing. Maths results improved to 62%. Reading results improved from 53% in 2022 to 57%. This reflects strong progress from EYFS scores, in which only 52% reached a good level of development. Despite this, we need to redouble our efforts to further accelerate progress of children in order to increase percentages working at the expected standard.</p>
<p>c) <b>Further accelerate progress of all groups of pupils in reading, writing and maths by the end of KS2.</b></p>	<p>As forecasted, results at KS2 showed the strong progress that children had made. 68% reached the expected standard in Read and 72% in Maths and Writing. This represents strong progress from prior attainment, although progress figures will not be available for this cohort. School data shows that for this cohort, 62% achieved a good level of development at EYFS. After Covid and at the end of Year 2 in 2021, percentages were only 13% at expected for Writing and 52% for Maths and 48% for Reading.</p>
<p>d) <b>Reduce the gap between school and national for overall absence and persistent absence across all Key Stages.</b></p>	<p>Although official data is not published yet, DfE attendance collection data shows 17.4% persistent absence for the school year and overall attendance at 93.7%. This is tracking just below the national trend but the difference is not expected to be significant. Further work is needed in this area as too many children are still missing lessons.</p>
<p>e) <b>Reduce the rate of suspensions across all Key Stages.</b></p>	<p>We have significantly reduced suspensions during the year. 3 children had a total of 8 periods of suspension, equating to 16 days of education missed. This compared with 6 children and a total of 20 periods of suspension with 39 school days lost in the previous year.</p>

# Long Term Strategic Priorities for Improvement 2023-2026



Actions specific to the EYFS are threaded throughout our School Improvement Plan as it is essential that children in Reception are well prepared for the National Curriculum in KS1 and part of whole school cycles, plans and processes.

# Key Areas for Improvement 2025-2026



**Strategic Priority 1: Teaching and Learning, (including the series of lessons planned and work given), enables pupils, overtime and across the school, to achieve the aims of the curriculum.**

**Key Area for Improvement 1: Medium term Plan 2025 - 2026 (Year 3)**

<b>Action What?</b>	<b>Expected Impact What effect?</b>	<b>Resources With what?</b>	<b>Cost How much?</b>	<b>Time When?</b>	<b>Personnel Who?</b>	<b>Monitored by Who?</b>
<p>1.1.1 Improve the quality of explicit instruction by:</p> <p>a) researching, developing, trialling and evaluating appropriate strategies.</p> <p>b) making any necessary changes to school policy.</p> <p>c) considering the use of technology to maximise learning.</p> <p>d) planning and delivering high quality CPD.</p> <p>e) using Lead Practitioner in-reach support to develop and embed these strategies.</p> <p>f) using our Monitoring and Evaluation Cycle to evaluate and further improve practice.</p>	<p>Teaching and learning is good or better because pedagogy is consistent and effective across the school. Monitoring and evaluation identifies highly effective quality first teaching as a result of consistent implementation of strategies. As a result, progress is accelerated for all groups of children.</p>	<p>EEF materials, including research, posters and strategies</p> <p>Lead Practitioner (difference between UPS3 and LP5)</p> <p>Lead Practitioner Leadership Time (1/2 day weekly)</p> <p>Monitoring and Evaluation Cycle</p> <p>3 x INSET</p>	<p>N/A</p> <p>= <b>£6,125 (SBS)</b></p> <p>22 x 250 = <b>£5,500 (Pupil Premium Funded)</b></p> <p>N/A</p> <p>N/A</p>	<p>Autumn 25</p> <p>Aut 25 - Sum 26</p> <p>Aut 25 - Sum 26</p> <p>Aut 25 - Sum 26</p>	<p>AN</p>	<p><u>AN to produce and evaluate action plans for Cycles 1 and 2.</u></p>
<p>1.1.2 Further develop cognition and metacognition by:</p> <p>a) researching, developing, trialling and evaluating appropriate strategies.</p> <p>b) making any necessary changes to school policy.</p> <p>c) considering the use of technology to maximise learning.</p> <p>d) planning and delivering high quality CPD.</p> <p>e) using Lead Practitioner in-reach support to develop and embed these strategies.</p> <p>f) using our Monitoring and Evaluation Cycle to evaluate and further improve practice.</p>	<p>Teaching and learning is good or better because pedagogy is consistent and effective across the school. Monitoring and evaluation identifies highly effective quality first teaching as a result of consistent implementation of strategies. As a result, progress is accelerated for all groups of children.</p>	<p>EEF materials, including research, posters and strategies</p> <p>Lead Practitioner (difference between UPS3 and LP5)</p> <p>Lead Practitioner Leadership Time (1/2 day weekly)</p> <p>Monitoring and Evaluation Cycle</p>	<p>N/A</p> <p>= <b>£6,125 (SBS)</b></p> <p>22 x 250 = <b>£5,500 (Pupil Premium Funded)</b></p> <p>N/A</p>	<p>Autumn 25</p> <p>Aut 25 - Sum 26</p> <p>Aut 25 - Sum 26</p>	<p>LP</p>	<p><u>LP to produce and evaluate action plans for Cycles 1 and 2.</u></p>

		3 x INSET	N/A			
1.1.3 Implement key findings of the "Strong Foundations in the First Years of School" guidance using a tiered system applied to: a) provision for all Reception children. b) the lowest 20% of children in Year 1. c) children with SEND in Year 2. d) targeted children with SEND across KS2.	Our curriculum is appropriately focused on the foundational knowledge and skills that will equip all children to make strong progress from their starting points. They is a clear and shared understanding of this.	"Strong Foundations" guidance  0.25 x LP Leadership Time  1 x INSET	N/A  <b>£15,953.75 (SBS funded)</b>  N/A	Aut 25 - Spr 26	LC	<u>LC to produce and evaluate action plans for Cycle 1</u>
1.1.4 Use "Strong Foundations" to further develop teaching and learning of: a) early reading, including phonics. b) fine motor control and handwriting. c) dictation and spelling. d) communication skills, including embedding talking roles, use of stories, songs and rhymes and maximising planned interactions.	Our curriculum is appropriately focused on the foundational knowledge and skills that will equip all children to make strong progress from their starting points. As a result fewer children fall behind and standards rise.	"Strong Foundations" guidance  0.25 x LP Leadership Time  2 x INSET	N/A  Costed in 1.1.3 above  N/A	Aut 25 - Spr 26	LC	<u>LC to produce and evaluate action plans for Cycle 1</u>
1.1.5 Use "Strong Foundations" to further improve the intent, implementation and impact of interventions to close identified gaps in the EYFS, KS1 and KS2.	Children make accelerated progress and more reach expected standards because interventions are effectively delivered and close gaps in learning.	Early Years Talk Boost  Speech and Language EYFS/KS1  Project X Code KS2  First Class@Number Year 2  Strong Foundations interventions (Phonics and early reading, fine motor, interactions, dictation, spelling and handwriting)	0.3 x £33,568 = <b>£10,070.40 (Pupil Premium Funded)</b>  0.3 x £33,568 = <b>£10,070.40 (Pupil Premium Funded)</b>  0.3 x £33,568 = <b>£10,070.40 (Pupil Premium Funded)</b>  0.3 x £33,568 = <b>£10,070.40 (Pupil Premium Funded)</b>  7(0.3 x £33,568) = <b>£70,492.80 (Pupil Premium Funded)</b>	3 x afternoon weekly Aut 25 - Sum 26	1 x Teaching Assistant  1 x Teaching Assistant  1 x Teaching Assistant  1 x Teaching Assistant  7 x Teaching Assistant	<u>LC to produce and evaluate action plans for Cycle 1</u>

1.1.6 Use "Strong Foundations" to further improve SEND policy and practice by: a) restructuring SEND register. b) improving provision mapping. c) ensuring all pupils with SEND are receiving intervention at the correct level. d) provision in The Hive continues to improve.	Our curriculum is appropriately focused on the foundational knowledge and skills that will equip all children to make strong progress from their starting points. As a result fewer children fall behind and standards rise.	SEND Register, Provision Map  0.5 x LP Leadership Time  2 x INSET	N/A  <b>£31,907.50 (SBS)</b>  N/A	Aut 25 - Spr 26	LC	<b><u>LC to produce and evaluate action plans for Cycle 1</u></b>
1.1.7 Use Pupil Premium Plan to accelerate progress and close gaps for disadvantaged children in EYFS, KS1 and KS2.	Progress is strong for the majority of pupils and, as a result, gaps in learning close between disadvantaged children and their peers.	See Pupil Premium Medium Term Plan - Appendix 1  <b><u>HR to produce and evaluate action plans</u></b>				
1.2.1 Restructure writing units across school by: a) ensuring links to "Strong Foundations". b) ensuring balance of text types. c) ensuring progression through text types. d) maximising cross curricular links where these are strong. e) coverage of grammar is clearly planned.	Progress in writing improves because skills build progressively and sequentially across school.	0.25 x LP Leadership Time  3 x INSET	Costed in 1.1.3 above  N/A	Spr 26 - Sum 26	LC	<b><u>LC to produce and evaluate action plans for Cycle 2.</u></b>
1.2.2 Further improve implementation of writing by: a) using "Strong Foundations" and "5-a-day" to structure lessons and match needs of pupils. b) maximising use of 'colourful semantics'. c) improving staff subject knowledge in grammar, punctuation and spelling. d) ensuring audience and purpose is clear and shared. e) improving handwriting. f) ensuring communication skills are given high focus.	Progress in writing improves because implementation is of high quality and there is a clear and shared understanding by all staff.	0.25 x LP Leadership Time  3 x INSET	Costed in 1.1.3 above  N/A	Spr 26 - Sum 26	LC	<b><u>LC to produce and evaluate action plans for Cycle 2.</u></b>
1.2.3 Further improve intent of cross curricular writing by ensuring: a) opportunities are maximised and all links are strong. b) a balance of text type. c) links to learning in English are explicit and shared.	Progress in writing improves because skills build progressively and sequentially across school.	0.25 x LP Leadership Time  1 x INSET	Costed in 1.1.3 above  N/A	Spr 26 - Sum 26	LC	<b><u>LC to produce and evaluate action plans for Cycle 2.</u></b>
1.2.4 Further improve implementation of cross curricular writing by: a) ensuring expectations are high. b) using "Strong Foundations" to ensure task is well matched to need. c) audience and purpose is clear and shared. d) using 5-a-day explicit instruction strategies. e) ensuring grammar is accurate.	Progress in writing improves because implementation is of high quality and there is a clear and shared understanding by all staff.	0.25 x LP Leadership Time  1 x INSET	Costed in 1.1.3 above  N/A	Spr 26 - Sum 26	LC	<b><u>LC to produce and evaluate action plans for Cycle 2.</u></b>
<b>Total Cost</b>			<b>£181,885.95</b>			

**Strategic Priority 2: Pupils have highly positive attitudes and commitment to learning, are motivated and persist in the face of difficulties.**

**Key Area for Improvement 2: Medium term Plan 2025 - 2026 (Year 3)**

<b>Action What?</b>	<b>Expected Impact What effect?</b>	<b>Resources With what?</b>	<b>Cost How much?</b>	<b>Time When?</b>	<b>Personnel Who?</b>	<b>Monitored by Who?</b>
2.1.1 Continue to use Working Together to Improve School Attendance to ensure: a) all staff have a clear and shared understanding about roles and responsibilities. b) policy is compliant and roles are clear. c) any further strategies implemented are based on most up to date guidance.	Policy is compliant and all stakeholders have a clear and shared understanding of policy and practice.	Working Together To Improve School Attendance Guidance 3 x teacher day updates	N/A	Sept 25 Jan 26 Apr 26	HR	HR to plan, deliver, monitor and evaluate impact.
2.1.2 Embed policy to further improve attendance, punctuality and reduce persistent absence by establishing a clear and tiered approach involving all stakeholders.	Persistent absence is reduced and the gap between school and national data closes because processes are effective. Barriers to learning are removed, allowing children to access the academic curriculum and make the progress expected of them.	Pastoral Manager DSL Training and supervision meeting 1 x half termly	N/A	Aut 25 - Sum 26 1 x half termly meeting.	DSLs	HR to plan meetings and monitor and evaluate impact.
2.1.3 Improve the use of data analysis: a) as an evidence base for judgements and evaluation of attendance procedures. b) to identify specific interventions, strategies and challenges targeted for individual, class and Key Stages.	Appropriate actions are planned as they are based on accurate self-evaluation.	ASP data, census data and planned meetings.	N/A	Aut 25 - Sum 26 1 x half termly meeting.	DSLs	HR to plan meetings and monitor and evaluate impact.
2.1.4 Ensure school ethos and curricula motivates, excites and engages pupils and school becomes a place where pupils want to be.	Attendance improves further because school is a place where pupils want to be.	Whole School Days, clubs and workshops Curriculum 3 x teacher day updates	£1000 (Pupil Premium Funded) N/A	Aut 25 - Sum 26  Sept 25,	All Staff	HR to plan meetings and monitor and evaluate impact.
2.1.5 Use Pupil Premium funding to continue to fund attendance priorities.	Planned spending of funding is clear, shared and its impact can be measured and shared with stakeholders.	Notification of funding and conditions of grant.	See 1.1.7	Aut 25 - Sum 26	HR	<b><u>HR to produce and evaluate action plans</u></b>

2.1.6 Offer early help, including multi-agency working where necessary.	Attendance improves for identified children because barriers are removed as a result of effective support being put in place.	School Nurse Sweet Project Behaviour Support Psychologist Pupil School Support CAT Team ELSA	£12,456 N/A £2000 £4559 £2483 N/A £2492.86 (All Pupil Premium Funded)	Aut 25 - Sum 26	Lou Proudlock Sweet Steve Brown Isobel Gregson Ann Crocker Kathryn Beccy Suthers	HR to plan meetings and monitor and evaluate impact.
2.1.7 Ensure compliance with all Reduced Timetable arrangements, including: a) reporting to BCC. b) risk assessing before decisions are made. c) providing appropriate access to learning, for example with laptop loans for online learning or resource packages. d) keeping in touch with children and families.	School is compliant with all statutory processes and children are safe.	DfE and BCC policy School laptops and loan forms.	N/A	Aut 25 - Sum 26	AD	AD to implement processes and monitor and evaluate outcomes.
2.1.8 Research, discuss and plan further strategies to: a) reduce requests for Leave During Term Time. b) reduce lateness.	Requests for Leave during term time reduce, leading to an improvement in overall attendance.	DfE and BCC policy and toolkits	N/A	Aut 25 - Spr 26	AD	<b><u>AD to produce and evaluate action plans for Cycle 1</u></b>
2.1.9 Review use of rewards and celebrations in order to: a) include child and parent voice. b) ensure balance between high attendance and improved attendance. c) ensure equality for all groups of children.	Children see aspirational success which increases motivation.	Assemblies Bronze, Silver and Gold awards Newsletters Awards assemblies Attendance Challenges 1 x half termly meeting	£2500 (Pupil Premium Funded)	Aut 25 - Sum 26	HR	HR to plan meetings and monitor and evaluate impact.
2.1.10 Further develop Governors understanding and accountability in line with expectations in Working Together to Improve School Attendance.	Governors are increasingly able to hold the school to account because knowledge and understanding of expectations is clear and shared.	Working Together to Improve School Attendance Guidance. Agenda item at all FGB meetings.	N/A	Aut 25 - Sum 26	HR	HR to plan meetings and monitor and evaluate impact.
2.2.1 Embed our Behaviour for Learning Policy including: a) embedding 'Grendon's Goals'. b) developing a related set of class rules. c) rewarding and celebrating excellent behaviour. d) communicating this to all stakeholders. e) ensuring consistency of language for all stakeholders.	Behaviour remains good or better, and children are increasingly involved and engaged in taking ownership of their behaviour.	Website Behaviour Booklet Class rules Rewards	N/A	Aut 25 - Sum 26	AD	AD to monitor and evaluate impact.

2.2.2 Further improve the 'House System' across school, including: a) communicating this with all stakeholders. b) planning and holding whole school days. c) increasing opportunities for children to meet and work together as a House. d) celebrating success.	Children become further excited by and engaged in learning and accountable for their behaviours and decisions.	Whole school days Assemblies	See 2.1.4 above	Aut 25 - Sum 26	HR	HR to monitor and evaluate impact.
2.2.3 Ensure all stakeholders have access to highly effective CPD including: a) Steve Brown behaviour training for teachers and assistants (+ve behaviour management, including emotion coaching and the regulate, relate, reason approach. b) Steve Groves to support improvements to playtime games and related behaviours.' c) In house positive behaviour management strategies.	All behaviour, in lessons, around school and in the playground is managed effectively because children are involved in and excited by their activities and staff have the skills to do so.	Steve Brown Behaviour Consultant 3 x INSET  Steve Groves Lunchtime support including CPD 1 x INSET	See 2.1.6  1 x session weekly <b>£2160</b> <b>£199 CPD</b> <b>(Sports Premium Funded)</b>	Aut 25 - Sum 26	HR	HR to plan and monitor and evaluate impact.
2.2.4 Further develop 'Embrace our health and wellbeing' behaviour goal by continuing with the implementation of the Wellbeing Strategy including a focus on: a) improving the use of wellbeing targets and well being check ins. b) embedding changes to Feel Good Friday Policy and Practice. c) securing training for staff and support for children for SEMH.	Wellbeing of all remains a priority, and the link between this and positive behaviour for learning is clear for all to see.	Wellbeing Strategy  Curriculum guidance  Courses and Training Budget	N/A  N/A  <b>£1500 (SBS)</b>	Aut 25 - Sum 26  Teacher Day Sept 24	HR	<u>HR to write and evaluate Action Plan.</u>
2.2.5 Increase use of interventions to support children with their behaviour including: a) ELSA b) Circle of friends c) Professional support in school d) referral to other services.	Behaviour improves further because targeted children make good progress against targets for intervention.	Professional support (see 2.1.6 and 2.2.3 above)	See 2.1.6 and 2.2.3	Aut 25 - Sum 26	HR	HR to plan and monitor and evaluate impact.
2.2.6 Use "Strong Foundations" guidance to review current practice and plan for further improvement.	Recommendation are identified and implemented and behaviour improves further as a result.	Strong Foundations guidance	N/A	Spr 26 - Sum 26	AD	<u>AD to produce and evaluate action plans for Cycle 2</u>
2.2.7 Establish and improve children's view of behaviour in school.	Children have a clear and shared understanding of expectations, but also of the needs of individual children.	Children's survey Behaviour Display Conversations	N/A	Aut 25	HR	HR to plan and monitor and evaluate impact.

<p>2.2.8 Increase use of pupil voice as a driver for change, including:</p> <p>a) using children's rights as drivers for whole school days.</p> <p>b) implement identified actions from Poverty Proofing the School Day report.</p> <p>c) improving the lunch time experience, including eating and playing.</p>	<p>Children are increasingly engaged in school life and involved in decisions made. As a result, attitudes continue to improve and because children want to be at school, attendance improves.</p>	<p>Whole school days</p> <p>Poverty Proofing Grant</p> <p>Lunchtime project</p>	<p>See 2.1.4 above</p> <p><b>£2000</b> <b>(grant provided to school)</b></p> <p>See 2.1.4 above</p>	<p>Aut 25 - Spr 26</p>	<p>AD</p>	<p><b><u>AD to produce and monitor and evaluate action plans for Cycle 1.</u></b></p>
<p>2.2.9 Communicate explicitly the impact of pupil voice on change through:</p> <p>a) continuing to implement the 'you said, we did' approach.</p> <p>b) using child's voice increasingly in marketing school.</p>	<p>Children are increasingly engaged in school life and involved in decisions made. As a result, attitudes continue to improve and because children want to be at school, attendance improves.</p>	<p>School display board</p> <p>Facebook, prospectus, website</p>	<p>N/A</p>	<p>Aut 25 - Sum 26</p>	<p>HR</p>	<p>HR to plan and monitor and evaluate impact.</p>
<b>Total Cost</b>			<b>£33,349.86</b>			

**Strategic Priority 3: Our curriculum ensures access to a wide, rich set of experiences that are worthy of being shared with others, and for which there is strong take up.**

**Key Area for Improvement 3: Medium term Plan 2025 - 2026 (Year 3)**

<b>Action What?</b>	<b>Expected Impact What effect?</b>	<b>Resources With what?</b>	<b>Cost How much?</b>	<b>Time When?</b>	<b>Personnel Who?</b>	<b>Monitored by Who?</b>
3.1.1 Work with BCC to ensure compliance with regard to: a) tendering and procurement for PVI provider for wraparound care. b) documentation in place for this process. c) assessment procedures. d) rental valuation. e) lease agreement.	School is compliant with all procedures.	BCC support Leadership Meetings	N/A	Aut 25	HR (Leadership Team)	HR monitors and evaluates impact.
3.1.2 Implement process above to secure PVI provider.	School secures a provider and is confident that due diligence has been done and safeguards are in place.	BCC support Leadership Meetings	N/A	Aut 25	HR (Leadership Team)	HR monitors and evaluates impact.
3.1.3 Ensure all statutory procedures are followed by PVI, including a) Ofsted registration b) insurance and public liability.	School secures a provider and is confident that due diligence has been done and safeguards are in place.	BCC support Leadership Meetings	N/A	Aut 25	HR (Leadership Team)	HR monitors and evaluates impact.
3.1.4 Work with PVI provider to secure any funding through BCC for changes needed for premises.	Premises is fit for purpose at no cost to school.	BCC support Leadership Meetings	<b>£10,000 (Grant to school)</b>	Aut 25	HR (Leadership Team)	HR monitors and evaluates impact.
3.1.5 Communicate updates for opening of wraparound care with all stakeholders in a timely manner.	All stakeholders have a clear and shared understanding of processes in place.	Letters, website, Facebook, questionnaires Leadership Meetings	N/A	Aut 25	HR (Leadership Team)	HR monitors and evaluates impact.
3.1.6 Update any school policies in light of the above, including: a) Health and Safety b) First Aid c) Fire d) Lettings e) Safeguarding	The impact of this change in provision has been well thought out and all school policy and practice can be implemented effectively and efficiently.	School policies	N/A	Aut 25	HR (Leadership Team)	HR monitors and evaluates impact.
3.1.7 Increase rigour and robustness around decisions about clubs offered by: a) introducing a provision map for clubs and activities.	There is a clear, accurate and shared understanding of provision on which future decisions can be based.	Timetable Provision map Leadership Meetings	N/A	Aut 25	Leadership Team	AD monitors and evaluates impact.

b) ensuring breadth and balance across subjects and age ranges.						
3.1.8 Further improve communication around clubs and activities offered by: a) standardising letters b) ensure timescales for communication are in place and adhered to. c) ensuring clarify of messaging and responsibilities.	Processes are consistent across school and there is a clear and shared understanding of our offer.	Model letters Leadership Meetings	N/A	Aut 25	Leadership Team	AD monitors and evaluates impact.
3.1.9 Research and implement strategies to increase quantity of clubs on offer including: a) exploring links with professionals/organisations currently working in school. b) incentives for staff to deliver clubs. c) grants available for funding.	School is able to offer an increasing number of clubs and activities before and after school.	Research List of current organisations that we work with Leadership Meetings	N/A	Aut 25	Leadership Team	AD monitors and evaluates impact.
3.1.10 Develop a policy to prioritise places for those most in need by: a) using Pupil Premium status as a priority for allocation in any oversubscribed clubs. b) identifying and targeting individual attendance for particular clubs.	School ensures equality of access and, as such, more disadvantaged children access this support.	Leadership Meetings	N/A	Aut 25	Leadership Team	AD monitors and evaluates impact.
3.1.11 Improve data analysis of attendance to identify gaps and prioritise future actions.	School ensures equality of access and, as such, more disadvantaged children access this support.	Attendance lists and registers Leadership Meetings	N/A	Aut 25	Leadership Team	AD monitors and evaluates impact.
3.1.12 Communicate all decisions and changes of process to: a) staff b) Governors c) parents d) children	There is a clear and shared understanding of policy and practice.	Letters, Facebook, Website Leadership Meetings 1 x INSET	N/A	Aut 25	Leadership Team	AD monitors and evaluates impact.
3.2.1 Further improve whole school days by establishing a framework and template for each that: a) highlights and develops Grendon's Goals. b) is driven by children's rights. c) further develops pupil leadership. d) ensures breadth and balance in subjects prioritised. e) improves parental engagement in whole school days. f) ensures there is a clear purpose (and question or campaign) for each day. g) includes a focus on online safety. h) maximising input from visitors or experts. i) is well linked to nationally recognised days.	School aims are met and the vision is clear. They are translated into the school curriculum with children being offered an increasing range of opportunities beyond the curriculum. The enrichment programme improves because changes and plans are based on accurate information from stakeholders.	Timetable of events Pupil Premium Funding Leadership Meetings 1 x INSET	<b>£500 (Pupil Premium Funded)</b>	Aut 25	Leadership Team	AD monitors and evaluates impact.

<p>3.2.2 Plan and deliver staff training to:</p> <p>a) ensure expectations and purpose of whole school days are clear and shared.</p> <p>b) create and share criteria for effective, engaging and enjoyable whole school days.</p>	<p>School aims are met and the vision is clear. They are translated into the school curriculum with children being offered an increasing range of opportunities beyond the curriculum. The enrichment programme improves because changes and plans are based on accurate information from stakeholders.</p>	<p>1 x INSET (see above) Leadership Meetings</p>	<p>N/A</p>	<p>Aut 25</p>	<p>Leadership Team</p>	<p>AD monitors and evaluates impact.</p>
<p>3.2.3 Standardise communication around whole school days by:</p> <p>a) introducing a standard template.</p> <p>b) introducing a timeline for communication.</p> <p>c) making decisions around requests for donations or funding from parents.</p>	<p>School aims are met and the vision is clear. They are translated into the school curriculum with children being offered an increasing range of opportunities beyond the curriculum. The enrichment programme improves because changes and plans are based on accurate information from stakeholders.</p>	<p>1 x INSET (see above) Leadership Meetings</p>	<p>N/A</p>	<p>Aut 25</p>	<p>Leadership Team</p>	<p>AD monitors and evaluates impact.</p>
<b>Total Cost</b>			<b>£10,500</b>			

**Strategic Priority 4: Leaders ensure that all stakeholders receive focussed and effective professional development; the impact on teaching and learning, roles and responsibilities is clear to see.**

<b>Key Area for Improvement 4: Medium term Plan 2025 - 2026 (Year 3)</b>						
<b>Action What?</b>	<b>Expected Impact What effect?</b>	<b>Resources With what?</b>	<b>Cost How</b>	<b>Time When?</b>	<b>Personnel Who?</b>	<b>Monitored by Who?</b>
4.1.1 Continue to improve Senior Leadership by further exploring Radical Candor.	Leadership improves as a result of offering and accepting feedback and guidance. As a result Leaders are even more able to motivate, challenge and inspire all stakeholders	Radical Candor Resources Leadership Meetings	N/A	Aut 25 - Sum 26	HR	<u>HR to produce, monitor and evaluate action plans for Cycles 1 and 2.</u>
4.1.2 Review and evaluate the current structure for staff development in school and make necessary changes to current practice.	Practice improves because CPD is well planned and delivered in a timely manner to relevant stakeholders.	Leadership Meetings Research	N/A	Sum 26	Leadership Team	HR monitors and evaluates impact.
4.1.3 Review and evaluate the current structure for performance management in school and make necessary changes to current practice.	Staff feel valued and heard and not 'done to'. As a result, they are increasingly motivated by and engaged in the improvement process.	Leadership Meetings Research Cover for meetings	N/A 3 x 250 = <b>£1000 (SBS)</b>	Sum 26	Leadership Team	HR monitors and evaluates impact.
4.2.1 Evaluate and continue to develop the process of the BEP Peer Review process for Art and Science.	The outcomes from peer review feed into the school improvement plan cycle in order for teaching and learning to further improve.	Peer review training Cover for staff (4 days per subject)	<b>£500</b> 4(4 x £200) <b>=£3200 (SBS)</b>	Aut 25 - Sum 26	Subject Leads	SC monitors and evaluates impact.
4.2.2 Further develop Pupil Book Study as a vehicle for quality assuring the curriculum.	Subject leaders are increasingly able to discuss intent, implementation and impact of their subject.	Alex Bedford Pupil Book Study Resources Training 3x INSET Curriculum Manager Leadership Time	<b>£1000</b>  22 x 250 = <b>£5,500 (Pupil Premium Funded)</b>	Aut 25 - Sum 26	SC	<u>SC to produce, monitor and evaluate action plans for Cycles 1 and 2.</u>

4.2.3 Continue to improve monitoring and evaluation of foundation subjects by: a) ensuring appropriate time is allocated to these activities. b) Pupil Book Study is carried out as above. b) evaluation and impact statements are increasingly clear and focused. c) judgements are agreed and moderated. d) ensuring a clear process for the 'so what's' that result in improved practice.	Subject leaders are increasingly able to discuss intent, implementation and impact of their subject.	M&E schedule Cover for staff 3x INSET Leadership Time	£200 x 13 = £2600 (SBS) See 4.2.2	Aut 25 - Sum 26	SC	SC monitors and evaluates impact.
4.2.4 Use outcomes from monitoring and evaluation, including Pupil Book Study to review and make necessary changes to our curriculum in terms of balance and breadth, hours allocated and blocked and regular subjects.	The curriculum continues to improve because it is responsive to findings from a rigorous and robust monitoring and evaluation cycle.	M&E schedule Leadership Meetings	N/A	Spr 26	Leadership Team	SC monitors and evaluates impact.
4.2.5 Review subject leadership to ensure: a) all staff have a subject responsibility where this is appropriate. b) ECTs are given the opportunity to shadow a subject lead. c) new or less experienced subject leaders are well supported. d) sustainable succession planning is put in place as school roll reduces.	Subject leaders have clear responsibilities and are well supported in order to monitor and evaluate teaching and learning in their subject.	Leadership Time	See 4.2.2	Aut 25	SC	SC monitors and evaluates impact.
4.3.1 Recruit to ensure all Governor places are filled.	The Governing Board can effectively and efficiently hold the school to account because all roles are filled and there is a clear understanding of roles and division of duties.	Governing Board Meetings School communications Recruitment Agency Support	£1000 (SBS)	Aut 25 - Sum 26	HR	HR monitors and evaluates impact.
4.3.2 Ensure all new Governors have completed induction programme.	Governors have a clear understanding of roles and responsibilities and are increasingly able to hold the school to account.	Governor Induction Programme	£400 (SBS)	Aut 25 - Sum 26	HR	HR monitors and evaluates impact.
4.3.3 Ensure roles and responsibilities are clear and Link Governors have a good understanding of their role.	Governors have a clear understanding of roles and responsibilities and are increasingly able to hold the school to account.	Self-Evaluation document Link Governor Reports Headteacher's report to Governors	N/A	Aut 25 - Sum 26	HR	HR monitors and evaluates impact.

4.3.4 Increase level of challenge between leaders and the Governing Board.	Systems and processes are adapted to ensure that school leaders communicate effectively and that link governors have the opportunity to questions and challenge before reporting back to their committee, hence governors are more able to hold the school to account.	Senior leader and link governor meeting schedule and report template Governing Board Minutes	N/A	Aut 25 - Sum 26	HR	HR monitors and evaluates impact.
4.3.5 Continue to improve the Link Governor process by ensuring: a) Leaders reports to Link Governors are evaluative, clear and concise. b) the challenges and risk mitigation section of reports become the focus for discussion at meetings. c) they participate in school visits.	School Leaders are increasingly accountable because expectations are high, roles are clear and opportunities for external conversations are maximised.	Self-Evaluation document Link Governor Reports Headteacher's report to Governors	N/A	Aut 25 - Sum 26	HR	HR monitors and evaluates impact.
4.4.1 Further improve the process for managing medical needs in school by: a) developing a flow chart to ensure procedure is clear and shared. b) ensuring clear division in duties that are clear and shared. c) making better use of Arbor as a record of medical condiditons. d) ensuring Care Plan folder is up to date and matches records on Arbor. e) ensuring all allergy and asthma plans are reviewed at least annually. f) planning and delivering CPD for staff. g) ensuring medical needs training for all staff is delivered annually. h) ensuring all transition processes allow this information to be shared as appropriate.	Safeguarding practice is compliant and information is accurate and shared. This ensures that individual needs can be met appropriately and barriers to learning removed.	Arbor Flow Chart 1xINSET	N/A	Aut 25 - Sum 26	AD	AD monitors and evaluates impact.
4.4.2 Further develop use of cpoms to record safeguarding concerns.	Incidents are recorded accurately and analysis becomes more efficient because labels are well matched to incidents.	Cpoms 1 x INSET	N/A	Spr 26 - Sum 26	AD	<u>AD to produce, monitor and evaluate action plans for Cycle 2.</u>
4.4.3 Further improve process for Risk Assessment in school, including for: a) whole school events. b) statutory risk assessments. c) trips and workshops.	Risk assessment improves because it is rightly focussed on identifying and reducing risk appropriately.	1 x INSET Models of risk assessments	N/A	Aut 25 - Spr 26	AD	<u>AD to produce, monitor and evaluate action plans for Cycle 1.</u>

4.4.4 Review and make improvements to system for collecting permissions from parents including moving to an online form.	School systems are efficient and fit for purpose.	Microsoft forms questionnaire	N/A	Aut 25	HR	HR monitors and evaluates impact.
4.4.5 Plan a whole school strategy for safe use of AI for teachers and pupils.		AI guidance for DfE Model policy and best practice guidance	N/A	Spr 26	HR	<u>HR to produce, monitor and evaluate action plans for Cycle 2.</u>
<b>Total Cost</b>			<b>£15,200</b>			

**Appendix 1: Pupil Premium Medium Term Plan April 2025 – April 2026 (Academic Year 2025-2026)**  
**£283,305 from 187 children (October 2024 Census)**

Barrier	Action	Personnel	Time	Resources	Cost	Monitored by	Expected Impact
<b>Strand 1: Improving Teaching and Learning for all Pupils</b>							
<b>A,B,C,D</b>	1.1 Lead practitioner in reach work to focus on making further improvements to the quality of teaching and learning (EEF 5-a-day focus)	AN, LP	Aut 25 - Sum 26	0.5 day weekly cover to release LPs for in- reach work	2(20 x 250) = <b>£10,000</b>	LP report to Leadership Team	Standards in teaching and learning improve throughout the year because all targets for improvement are met as a result of effective support.
<b>D</b>	1.2 Improve the curriculum by ensuring enrichment is planned and embedded including <ul style="list-style-type: none"> <li>planning and running junior leadership days and whole school days.</li> <li>increasing after school clubs and activities.</li> <li>part funding in school workshops.</li> </ul>	Leadership Team and Subject Leaders	Aut 25 - Sum 26	Whole School Days Junior Leadership Team Days  External Providers for before and after school clubs  Planned workshops	<b>£250</b>  <b>£500</b>  <b>£250</b>	SC reports to Leadership team	Conversations with children reveal that they are excited by and engaged in their learning and playing an active role in school life.  The curriculum is exciting and engaging and offers real life, first hand opportunities and experiences.
<b>A,B</b>	1.4 Improve standards in English and Maths by <ul style="list-style-type: none"> <li>Read, Write Inc Phonics reading books in EYFS &amp; KS1.</li> <li>renewal Read, Write, Inc Spelling.</li> <li>providing quality texts and resources linked to curriculum subjects.</li> <li>Subscribing to online learning - first news, TT Rock Stars, spag.com</li> </ul>	LC   LC/LP	Aut 25   Aut 25	Subscriptions, including Spelling Scheme Phonics Scheme Resources  Curriculum Resources	<b>£1690.40</b>   <b>£1000</b>	LP/LC/SC evaluate short term plans	More children are on track to reach the expected level by the end of the year.

**TOTAL = £13,690.40**

**Strand 2: Targeted Academic Support**

<b>A,B</b>	2.1 Small group interventions for targeted children with EAL in KS1 and KS2.	AWW	Aut 25 - Sum 26	AWW salary 1.5 days a week	<b>£15,000</b>	AWW report progress to HR	Children make good progress against TSP targets.
<b>A,B,C</b>	2.2 Improve communication skills through a whole school tiered approach: a) Implement Talk boost Intervention in EYFS and KS1. b) Implement Speech and Language small group intervention in EYFS and KS1. c) Employ specialist speech and language therapist to support identified individuals.	TA  TA  Speech Therapist	Aut 25 - Sum 26	0.3 x TA Salary  0.3 x TA Salary  Speech Therapist	0.3 x £33,568= <b>£10,070.40</b>  0.3 x £33,568= <b>£10,070.40</b>  <b>£9972</b>	PP reports evaluation for short term plans   Speech Therapist reports to PP	Data from intervention tests show that children make good progress   Assessments made by WMISLT shows that most children meet their targets for intervention
<b>A,B</b>	2.3 Plan and carry out • Project X Code intervention to improve standards in reading. • Success at Arithmetic (KS1 Maths)	1 x TA	Aut 25 - Sum 26	0.3 x TA salary  0.3 x TA salary	0.3 x 33,568 = <b>£10,070.40</b>  0.3 x 33,568 = <b>£10,070.40</b>	TA report data to HR	Data from the intervention shows that children are making good progress
<b>A,B</b>	2.4 Additional teacher to ensure Non class based SENCo	1 x class teacher	Aut 25 - Sum 26	Teacher Salary	<b>£50,267</b>	PP reports evaluation for short term plans	The majority of children with SEND make at least expected progress as a result of the effectiveness of provision provided

**TOTAL = £115,520.60**

### Strand 3: Wider Pastoral Support

<b>D,E</b>	3.1 To improve attendance through: a) Support First early help offer. b) incentives including trips, visits and prizes are planned and implemented termly to reward good attendance for individuals.	TC	Aut 25 - Sum 26	Heroes prizes, rewards, removing barriers	<b>£2,500</b>	TC reports to Leadership Team	Early Help is effective in removing barriers and improving overall attendance.  Fast Track is run effectively and persistent absence is reduced  Numbers of children achieving reward trips increase and therefore attendance improves.
<b>A,B,E</b>	3.3 Employ school nurse to remove specific barriers to learning for identified children.	School nurse	Aut 25 - Sum 26	School nurse	<b>£12,456</b>	School Nurse reports to TC	The school nurse is effective in accessing support and removing barriers to learning for targeted children.
<b>A,B</b>	3.4 Increase support staff in identified year groups in order to provide 1-1 support for identified children.	4 x TA	Aut 25 - Sum 26	4 x TA salary	<b>£137,138</b>	TC reports to HR	Support is effective in improving behaviour of and access to the curriculum for targeted children.
<b>A,B,E</b>	3.5 External care and control guidance for staff and 1-1 support for targeted children.	Steve Brown	Aut 25 - Sum 26	Steve Brown	<b>£2000</b>	TC report to HR	Behaviour and children's access to learning improves as a result of effective support.

**TOTAL = £154,094**

**PUPIL PREMIUM TOTAL = £283,305**

**Allocation =£283,305**

**To be allocated:**

## Appendix 2: Whole School Wellbeing Strategy Action Plan

Action What?	Expected Impact What effect?	Resources With what?	Time When?	Personnel Who?	Monitored by Who?
<b>Leadership and management supports and champions efforts to promote mental health and wellbeing across all areas.</b>					
<b>1. Ethos and Environment</b>					
Empower staff to take ownership of their own wellbeing and look out for the wellbeing of others.	Staff can make decisions about their own mental health and wellbeing and that of others.	Actions outlined in this plan. Display board in staffroom.	From Aut 25	All staff	SML evaluate this action plan.
Use workload reduction kit, including 23 barred task list, to continue to drive down workload.	Staff workload reduces but the quality of education remains good or better.	Workload reduction kit, Leadership meetings, INSET.	From Aut 25	HR leads	SML evaluate this action plan.
Further improve behaviour and attendance across the school, (see SIP).	Behaviour in lessons and around school is good or better. Attendance improves and persistent absence reduces.	Creating a Culture document. Updated behaviour policy. Behaviour training	Aut 25	Leadership Team	SML evaluate this action plan.
Develop use of space, inside and out, to promote wellbeing, (Classrooms, The Hive, The Quiet Area, blue bench, spinney, pergola, library).	There are many areas around school that can be used by all stakeholders for quiet and reflection time.	Development plans Pupil Voice Premise budget. Classroom display guidance. Teaching and learning policy update.	From Aut 25	HR and all staff	SML evaluate this action plan.
Repurpose spaces that are available for staff working.	Staff PPA space improves and is fit for purpose.	Spaces in school.	Aut 25	Leadership Team	SML evaluate this action plan.
Use Marketing Strategy to further improve positive communication.	The school community is more aware of the good news stories.	Social media, website, newsletters.	From Aut 25	HR, RG, all staff	SML evaluate this action plan.
Further improve guidance and purpose of classroom displays.	Workload is reduced and displays best support learning.	Research article, guidance, printed materials, posters etc	Aut 25	Leadership Team	SML evaluate this action plan.
Ensure agendas of Governing Board allow identification of items for the future.	Governors feel prepared and have an improved understanding of where/what next.	Governor Board agendas.	From Aut 25	HR/SL/Clerk	Governors to review.
Implement Poverty Proofing Action Plan.	Barriers to learning and attendance are identified and removed.	Poverty Proofing project, training and audit.	Aut 25	HR	SML evaluate this action plan.
<b>2. Curriculum, Teaching and Learning</b>					
Further improve Feel Good Fridays by: a) further improving wellbeing targets. b) Linking to Grendon's Goals themes. c) Celebrating outside achievements.	Choices of activities are better matched to children's requests, enabling engagement to increase. The profile of mental health and wellbeing is high and can be transferred across the curriculum.	Half termly Feel Good Friday plan to focus on Grendon's Goals.	From Aut 25	All staff	SML evaluate this action plan.

d) improving children's ability to talk about their feelings.					
Maximise opportunities to share learning with other children, classes, or year groups.	Children's excitement and engagement in learning continues to develop.	Unit plans, chocolate chips, share sessions.	From Aut 25	All staff	SML evaluate this action plan.
Further improve teaching and learning of PSHE through the explicit teaching of: a) self esteem b) friendships	Areas of weakness arising from pupil surveys are high profile and addressed through high quality teaching.	PSHE unit plans.	From Aut 25	All staff	SML evaluate this action plan.
<b>3. Pupil Voice</b>					
Raise profile of mental health and wellbeing as one of our Grendon Goals.	The profile of mental health and wellbeing is high and can be transferred across the curriculum.	Target on the wall. Feel Good Friday sessions. Emotional check ins.	From Aut 25	All staff	SML evaluate this action plan.
Introduce "You said....We did..." approach.	It is explicit to all stakeholders the action taken and impact that children have had on change.	Whole school display.	Aut 25	HR/AD	SML evaluate this action plan.
Develop role of Wellbeing Leaders/Prefects.	Children have an increasing awareness of how they can impact on the wellbeing of themselves and others.	Job descriptions, training for. Children. House system.	Spr 26	AD	SML evaluate this action plan.
<b>4. Staff and Governor Development</b>					
Highlight benefits to staff offered by BCC My Birmingham Rewards, for example BHSF, cycle to work scheme. Childcare vouchers, flu vaccinations.	Increasing numbers of staff take the opportunities that are available because awareness improves.	Process noted in action column. Staff wellbeing board in ethos section.	From Aut 25	All staff	SML evaluate this action plan.
Provide support for Governor mental health and wellbeing through external support, e.g. staff care, and identified members of the board.	Professional help and advice ensures challenges are overcome effectively and appropriate action is taken to support.	Staff care Named Governor	From Aut 25	All Governors	Governing Board to review.
Consult on and make changes to design of the staffroom, and PPA space including clear signposting to support.	The staffroom becomes a place that is comfortable and conducive to good mental health and wellbeing.	Resources and decoration	From Aut 25	All staff	SML evaluate this action plan.
Introduce email footer making clear work life balance principles.	There is a clear and shared understanding about expectations for work life balance.	Email footer	From Aut 25	AD	SML evaluate this action plan.
Continue to use tick and fix continuous monitoring to provide feedback on effectiveness of classroom environment.	Practice improves as a result of feedback given.	All leaders. M&E schedule.	From Aut 25	All staff	HR evaluates this action.
Provide access to reports from Spring Term for subjects/units already completed and research alternative options for rewards.	Workload is spread over a longer time period and therefore more manageable.	Report Box, edit	From Aut 25	HR/All staff	HR evaluates this action.
<b>5. Intervention - identifying need and monitoring impact</b>					
Ensure all children on reduced timetables are included in whole school or class events.	School is inclusive and equality statement is met.	Class plans, meetings with parents, risk assessments.	From Aut 25	All staff	SML evaluate this action plan.

		Class staff to communicate in a timely manner.			
Refer to Stick where required/Forward Thinking Birmingham/Pause	Children can access professional support in a timely manner.	Referral process.	From Aut 25	AD	SML evaluate this action plan.
<b>6. Parents, Carers and Families</b>					
Maximise opportunities for parental involvement in whole school days.	Parents are better able to support their children's learning as a result of their increased understanding.	Plans for whole school events	From Aut 25	All staff	SML evaluate this action plan.
Use Facebook to share good news and celebrate.	Feel good stories are publicised and celebrated.	Facebook	From Aut 25	Leaders	SML evaluate this action plan.
Introduce wraparound care before and after school.	Childcare options for parents improve, are on site and are of high quality.	Transfer of control agreement	From Aut 25	HR	SML evaluate this action plan.
Offer specific support to families, for example, budget management, debt, SEMH.	Families are supported to make changes that will support children.	Selly Oak Family Hub Living Well DLP family support	From Aut 25	AD	SML evaluate this action plan.
Implement a buddy system for parents new to school.	Families settle quickly and know who and how to get further support.		From Spr 26	AD	SML evaluate this action plan.
Provide signposting and access to professionals for parents of pupils with SEND	Parents are best able to support their children.	Outside professionals	From Aut 25	LC	SML evaluate this action plan.
<b>7. Further Support and Referral</b>					
<b>No Further Action Taken</b>					

### Appendix 3: Abbreviations

SATs	Standardised Assessment Tasks	INSET	In-service Training	DHT	Deputy Head Teacher
CPD	Continued Professional Development	SIP	School Improvement Plan	NC	National Curriculum
EYFS	Early Years Foundation Stage	MTP	Medium Term Plan	STP	Short Term Plan
TA	Teaching Assistant	TSP	Targeted Support Plan	LA	Local Authority
DfE	Department for Education	ECT	Early Career Teacher	LP	Lead Practitioner
SEF	Self-evaluation form	KPI	Key performance indicator	SBS	School Budget Share
AfL	Assessment for Learning	M&E	Monitoring and Evaluation	HT	Head Teacher
EAL	English as an additional Language	STSP	Targeted Support Plan (SEND)	ELG	Early Learning Goal
PSED	Personal, social & emotional development	AHT	Assistant Head Teacher	DLP	Developing Local Provision
RSE	Relationships and Sex Education	DSL	Designated Safeguarding Lead	EHCP	Education Health Care Plan
PSHE	Personal, social, health education	BEP	Birmingham Education Partnership	SSPP	SEND support provision plan
ELIT	Education Legal Intervention Team	SEND	Special Educational Needs and disabilities		
WMSLT	West Midlands Speech and Language Therapy	GBNFC	Grendon & Billesley Nursery and Family Centre		
SENAR	Special Educational Needs Assessment and Review Service				
PPA	Planning, preparation and assessment time	BCC	Birmingham City Council		