

Grendon Primary School

Improvement Plan

2026-2027



Approved by the Full Governing Board July 2026

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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...

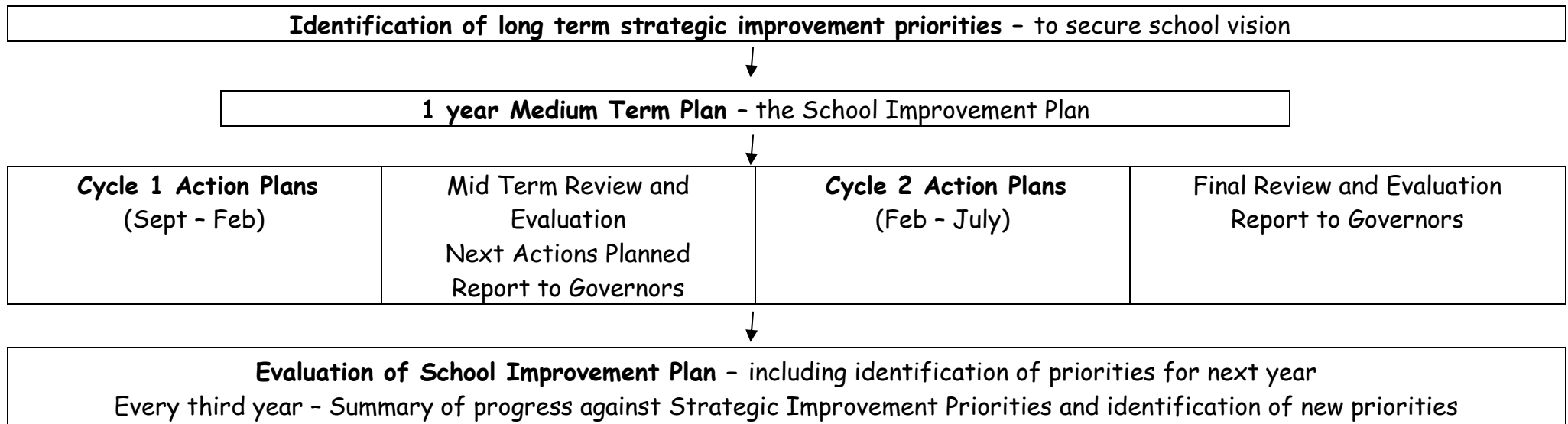
- ❖ Provide teaching that develops knowledge and skills so children learn and progress effectively.
- ❖ Offer enriching activities, events and experiences.
- ❖ Work together to remove barriers and ensure equality.
- ❖ Build independent and resilient learners who are able to communicate confidently.
- ❖ 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 2026- 2027, 2027 - 2028 and 2028 - 2029. 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.



Progress Towards Ofsted Key Issues from November 2024

Ensure that pupils who find early reading challenging, receive the support needed to prevent them falling behind and to become accomplished readers.	Ensure that teachers have the same high expectations of pupils' writing in all curriculum subjects.	Analyse participation rates of extra-curricular clubs to ensure that all pupils benefit from the school's valuable offer.
Despite a low baseline, standards in reading have risen during the last academic year. With 60% of children achieving the expected standard by the end of KS1 in July 2026 as compared to 57% in July 2025 and 49% in July 2024. This is a result of the implementation of the EEF's five-a-day approach for all children. As well as the implementation of the Strong Foundations approach at Grendon that ensures that we are prioritising the acquisition of foundational knowledge such as early reading and making sure that children keep up rather than catch up. Our strong foundations approach has also focused our SEND agenda and targeted withdrawn interventions, all of which now focus on foundational knowledge, for example precision teaching has improved knowledge of common exception words in turn leading to improved reading fluency. Our phonics teaching has also been strengthened through lesson visits and feedback on teaching, regular assessments and regrouping of children to ensure teaching is well matched to need, children being taught in small groups. The phonics leader effectively analyses data and shares key messages with all staff teaching phonics. Interventions are then planned to target children and specific groups. A Year 1 Phonic Workshop for parents also took place to ensure parents know the importance of support at home and how best to support. It is also an opportunity to signpost parents to the phonics resources on the school website.	A series of INSETs has ensured that teachers have the same high shared expectations of pupils writing in all curriculum areas. Ensuring that dates are spelt correctly, all key and core vocabulary is spelt correctly, that handwriting is in line with other lessons as is the children's use of spelling, punctuation and grammar. Teachers are now clearly modelling any written work so that expectations of structure, content, spelling, punctuation and grammar and presentation are explicit and shared with the children. Where there are instances of the children's work falling below what they are capable of in writing lesson teachers give clear and explicit feedback in the moment or in written feedback so that improvements can be made. Subject leaders now monitor the standard of writing in books as compared to core books and provide feedback to teachers to ensure that the high expectations of pupils writing continues.	The first step to ensuring that all pupils benefit from schools extra-curricular clubs has been to firstly improve our club offer. During the previous academic year the same 5 clubs ran each term. We have steadily increased this during the the year with 9 clubs on offer in Autumn term 25 and 13 clubs on offer in Spring and Summer 26. Which over the course of the year means that a total of 815 places were on offer. Representing a huge increase in the number of clubs and places available. The clubs on offer have been varied such as podcasting club, debate club, TTRS (homework) club, craft club, story club etc. as well as our regular clubs such as library, basketball and choir. Ensuring our children are able to access a wide variety of extra-curricular experiences. During the year the places were on average 74% filled. Work will continue to advertise and promote the clubs on offer through newsletters, the website and the schools social media account in order to increase the number of filled spaces. In addition, data for clubs in now rigorously collected and analysed. Data for summer term 26 has shown us that percentage of total places taken is: 39% boys 61% girls 47% Pupil Premium 21% SEND 33% EAL

As a result of these actions the number of Year 1 children passing their Phonics Screening Test rose to 73%. The children who did not pass were already identified on the SEND register. High quality phonics teaching and well-planned interventions will continue for these children into Year Two. In Year Two, 60% of the children that were retaking the phonics screening test passed. The children that did not pass have significant learning needs and as recommended by outside agencies will now begin a Literacy Horner programme to further develop their early reading skills. The current Reception (2025-26 cohort) moving to Y1 show that 60% of children are at the expected standard using the phonics scheme assessment tools so this shows we are on track to sustain or improve results.		Based on the above data, moving forward into the next academic year we will explore ways to target particular groups to improve uptake of pupil premium and SEND children.
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Evaluation of School Improvement Plan 2025-2026

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 3 2025-26	1.1 Improve quality first teaching using research and guidance from 'Strong Foundations in the First Years of School' and further embedding practice from EEF '5-a-day' approach. 1.2 Further improve the intent, implementation and impact of writing, within English and across the wider curriculum.	2.1 Embed policy and practice to further improve overall attendance and reduce persistent and severe absence. 2.2 Further improve behaviour with a particular focus on: a) developing positive behaviour management strategies. b) empowering pupils to understand that their voice can result in positive change.																																
Evaluation Sept 2026	Monitoring and evaluation shows that quality first teaching continues to be effective in securing learning for all children. As a result, Progress continued to accelerate and gaps closed further during the academic year. Whole school data from July 2026 showed that the majority of children made good progress across the school: 62% for Maths, 62% in Reading and 53% in Writing. As a result of accelerated progress, more children across the school reached the greater depth standard than had done previously. * 19% greater depth in Reading * 14% greater depth in Writing * 16% greater depth in Maths Underachievement also continued to fall. In data gathered in July 2026, the percentage of underachievers in Writing is now 8% 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. Overall, the percentage for children working at the expected standard in writing has increased from 60% in July 25 to 63% July 26. This is a result of strong progress. 92% children had made at least expected progress in Writing and 53%	2025/2026 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' and good practice from webinars, we updated our policy further and continued to evaluate this throughout the year. Attendance overview for academic Year 2025-2026 <table><tr><td>Term</td><td>Attendance %</td><td>Absence %</td><td>Unauthorised absence %</td></tr><tr><td>Autumn 2025-2026</td><td>93.5%</td><td>6.5%</td><td>1.4%</td></tr><tr><td colspan="4">Trend</td></tr><tr><td>Spring 2025-2026</td><td>93.2%</td><td>6.8%</td><td>1.7%</td></tr><tr><td colspan="4">Trend</td></tr><tr><td>Summer 2025-2026</td><td>91.7%</td><td>8.3%</td><td>3.3%</td></tr><tr><td colspan="4">Trend</td></tr><tr><td>Overall 2025-2026</td><td>92.8%</td><td>7.2%</td><td>2.1%</td></tr></table> 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 up until the summer term 2026.	Term	Attendance %	Absence %	Unauthorised absence %	Autumn 2025-2026	93.5%	6.5%	1.4%	Trend				Spring 2025-2026	93.2%	6.8%	1.7%	Trend				Summer 2025-2026	91.7%	8.3%	3.3%	Trend				Overall 2025-2026	92.8%	7.2%	2.1%
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	had made good progress within their writing. Whilst standards in Year Six are lower than previous years, however it does represent strong progress for that group of children across KS2.	Despite keeping the school open throughout the extreme heatwave in June 2026, the attendance reduced as a result of absence due to the heat. Other schools closed or reduced the time that children could attend, Grendon Primary School did not. It remained fully open throughout the heatwave. The school's Attendance Baseline Improvement Expectation (ABIE) Summer Census 2026 (Spring term data) shows 94.39% compared with 93.65% from Summer census 2025 A further improvement has been made to the number of persistently absent children in the school when comparing data from 2025 to 2026. For example: Summer Census data (from Spring 26) shows PA to be 15.9% compared with 20.45% in Summer Census last year. 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 2026/2027. However, with the previous work completed and the plans in place moving forward we continue to show that as a school we have the capacity to improve attendance and will do so in the coming years. Behaviour 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.
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		The Parent Survey completed in the Summer of 2026 found 100% of responses agreed that children felt safe at school. 100% of responses felt that school do all we can to ensure good attendance and punctuality and in a big increase from last year. 100% said their children had the option to participate in our clubs and activities offer. This is good news and shows that we are making strong progress against one of the Key Issues that Ofsted left us with when they visited at the end of 2024. We are also pleased that 94% said that pupils behaved well and nobody disagreed that if there were any cases of bullying, they were dealt with quickly and effectively. 94% also agreed that communication between home and school was good and that any concerns raised are dealt with efficiently and effectively. 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 (2024-25). This compared with 6 children and a total of 20 periods of suspension with 39 school days lost in the previous year (2023-2024). In 2025 to 2026 the number of suspensions significantly reduced further to 4 children being suspended with 9.5 days being lost.
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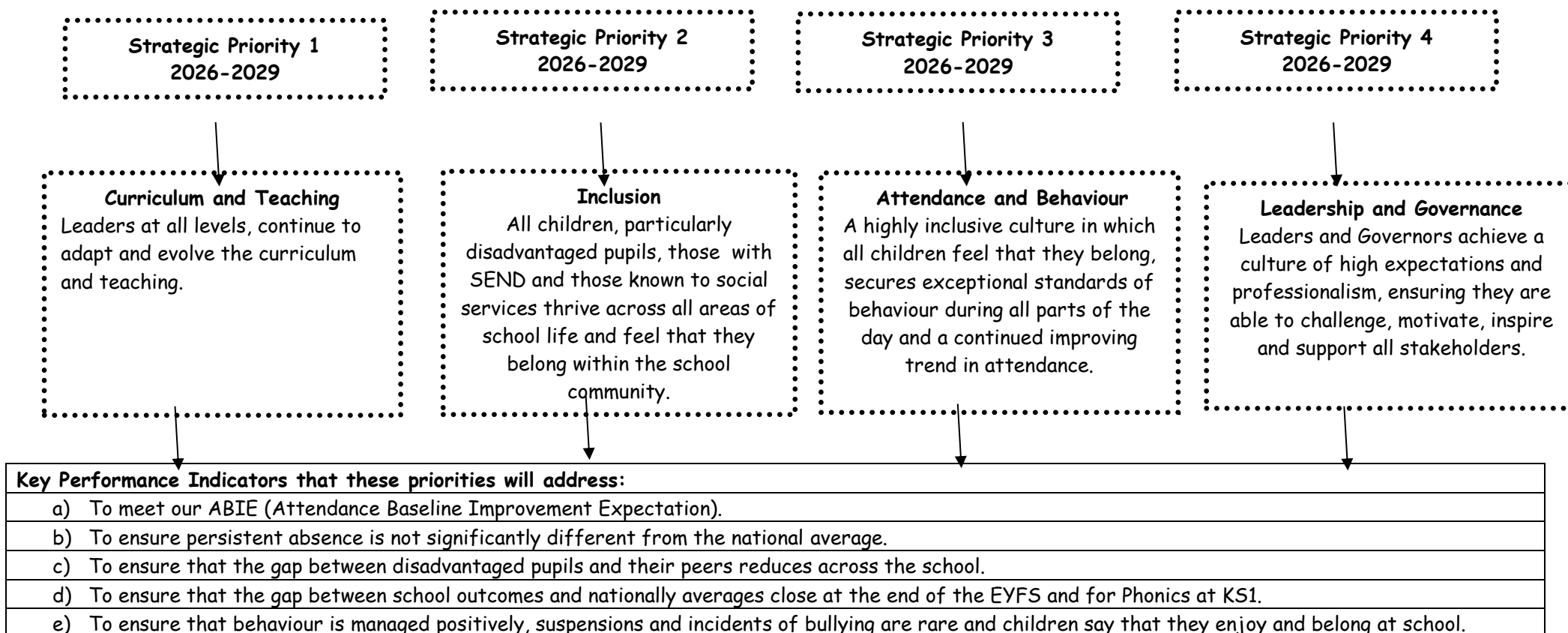
Long term Strategic Priority	Strategic Priority 3: Our curriculum ensures access to a wide, rich set of experiences that are worthy of being shared with others, and for which there is strong take up.	Strategic Priority 4: Leaders ensure that all stakeholders receive focused and effective professional development; the impact on teaching, learning, roles and responsibilities is clear to see.
SIP Key Area for Improvement Year 3 2025-26	3.1 Further improve wraparound provision with a focus on: a) introducing before and after school care. b) improving the range and quantity of clubs on offer. c) ensuring pupils from all groups, especially disadvantaged pupils are fully included. 3.2 Strengthen our enrichment offer by improving the quality of whole school days and junior leader days.	4.1 Ensure that the Leadership Team are increasingly able to inspire, challenge and motivate all stakeholders. 4.2 Subject leaders are increasingly able to monitor and evaluate intent, implementation and impact. 4.3 Facilitate Governors to become increasingly effective at providing challenge. 4.4 Ensure all stakeholders apply safeguarding practice consistently and effectively.
Evaluation September 26	Wraparound provision Working closely with the Council, Governors, Staff and parents, Grendon Primary School will be in the position to offer full wraparound provision for before and after school, which will commence from Spring Term 2027. After a thorough and extensive vetting process with Senior Leaders and Governors visiting many providers during the academic year 2025-2026, the wrap around provider called 'Kidz come First' was selected due to its strong achievements and nurturing environments provided for the children who they are caring for. We are extremely pleased to secure the 'Kidz come First' provider who will work closely with Grendon Primary School families and the local community in the coming months and years. Clubs on offer Steps have been taken to ensure all groups of children are included within the clubs on offer. We continue to ensure that clubs are free to all which is a strength of Grendon Primary School and enables all children the opportunity to participate should they wish to do so. Enrichment Days Enrichment activities are well planned and embedded across our curriculum. Three Whole School Days are planned at the start of the year and address subjects or issues that enable learning beyond the curriculum to occur. Three Junior Leaders Days are organised by the Junior Leaders themselves to match their agenda decided once appointed at the start of the year. After school	Leaders have received leadership coaching to further improve skills in inspiring, challenging and motivating stakeholders. This has ran alongside 'Radical Candor' training to support leaders to challenge directly whilst caring personally - the first phase of this has been in order to challenge each other and it has created an more open culture. The next phase will be to introduce all staff to Radical Candor training with leaders modelling and setting a good example of how to use this approach in order to create a climate of constructive challenge. The new Headteacher is in the final stage of completing his NPQH which will help inspire, challenge and motivate all stakeholders and prepare for the next phases of the school's development. 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 over the last two years 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. Leaders and all staff have worked together to implement and embed the Monitoring and Evaluation Cycle. Challenges identified from the previous system included: • workload over a short period of time for leaders. • length of time of monitoring process from first activities to feedback and writing of staff development plans, (staff wellbeing & lack of immediate improvement). • a feeling that this was done to, and not with staff. • inequality between class based and PPA staff in terms of feedback. • foundation subjects had different monitoring options to core subjects. • monitoring in Oct & Feb left Summer term largely unmonitored.

	clubs have increased in frequency during the year with clubs offered most mornings and evenings. Following feedback from parents, we have improved with breadth of clubs on offer and the age range targeted. Parents are now provided with a full overview of the clubs on offer for the term and can select the clubs that they wish their child to attend. The impact of our planned approach to all of the above, and our two residential trips, competitive sporting activities and calendar events is clear to see. Children have extensive opportunities to engage in extra-curricular activities throughout their time within the school. 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.	Leaders have worked to develop a system that: • includes 10 foundation subject leaders, as well as the leadership team, efficiently. • engages staff further in this process. • increase staff roles and responsibilities - and do this efficiently with so many staff involved. • ensures all subject leaders and senior leaders continue to be able to make quality judgements for self-evaluation purposes, given any changes. • meets workload/wellbeing agenda. • ensures equality for all staff. Feedback is very positive and all staff are engaging well with the tick and fix approach and quality of feedback and support given. The Governors are clear about their roles and responsibilities and hold the school to account effectively. During each academic year, regular opportunities are set for Leaders to meet with their Link Governor and share their reports. This happens during the Autumn, Spring and Summer terms. From those meetings Governors then share their findings back to the full Governing Board which helps provide a full overview and account of the school. Safeguarding at Grendon Primary School is efficient, effective, proactive, and deeply embedded into our daily culture. Leadership has established a robust reporting culture where all stakeholders, including teaching staff, Governors, and external contractors fully understand that safeguarding is everybody's responsibility. High-quality, continuous professional development ensures that statutory guidance is not merely complied with, but actively driven through daily operational practice. Within the school there are three DSLs who are trained to take the lead in responsibility for safeguarding and child protection across the school. This will continue to be the case in the academic year 2026-2027.
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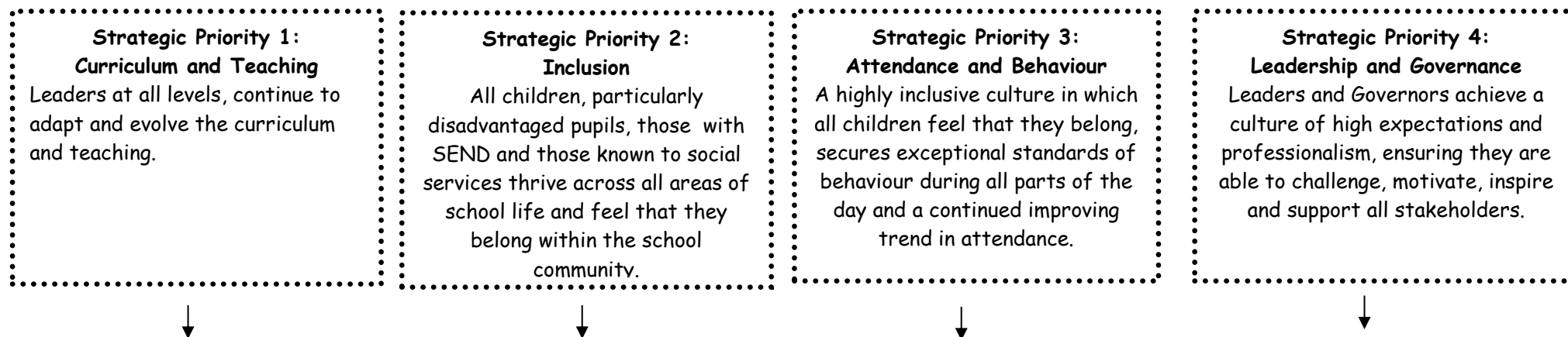
Key Performance Indicators that these priorities will address:		2025-2026 Third Year Evaluation																												
a)	Increase percentage of pupils reaching a Good Level of Development at the end of the EYFS.	From a cohort of 30 pupils within the school being assessed using the early years foundation stage profile, 50.0% are achieving a good level of development (GLD), a total of 15 pupils. This is a 1.7% decrease from the previous year (2024/2025). However, there are 4 children in this cohort with complex needs that are not yet able to access the EYFS curriculum. EYFSP: Good Level of Development Relative Change <table><tr><th></th><th>2023/24 Value</th><th>→ Trend</th><th>2024/25 Value</th><th>→ Trend</th><th>2025/26 Value</th></tr><tr><td>School</td><td>53.3%</td><td>-1.6%</td><td>51.7%</td><td>-1.7%</td><td>50.0%</td></tr><tr><td>National</td><td>67.7%</td><td>+0.6%</td><td>68.3%</td><td>+4.0%</td><td>72.3%</td></tr><tr><td>Relative Change</td><td>n/a</td><td>-2.2%</td><td>n/a</td><td>-5.7%</td><td>n/a</td></tr></table> The average total points score, for Grendon Primary School, in all GLD goals is 19.8 out of a possible 24. 90% of Reception children made at least expected progress in Reading during the 2025-2026 academic year. 90% of Reception children made at least expected progress in Writing during the 2025-2026 academic year. 90% of Reception children made at least expected progress in Maths during the 2025-2026 academic year.						2023/24 Value	→ Trend	2024/25 Value	→ Trend	2025/26 Value	School	53.3%	-1.6%	51.7%	-1.7%	50.0%	National	67.7%	+0.6%	68.3%	+4.0%	72.3%	Relative Change	n/a	-2.2%	n/a	-5.7%	n/a
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Relative Change	n/a	-2.2%	n/a	-5.7%	n/a																									
b)	Increase percentage of pupils achieving the expected standard in reading, writing and maths at the end of KS1.	The number of children working at the expected standard at the end of KS1 has increased year on year. For example the data in 2025 shows that: 60% working at the expected standard in Reading at the end of KS1. 57% working at the expected standard in Writing at the end of KS1 63% working at the expected standard in Maths at the end of KS1 The data gathered in July 2026 shows a continual improvement in the number of children working at the expected standard. For example the data in 2026 shows that: 70% working at the expected standard in Reading at the end of KS1. 60% working at the expected standard in Writing at the end of KS1 73% working at the expected standard in Maths at the end of KS1 Overall, the percentage for children working at the expected standard has increased consistently since July 25 as a result of the strong progress made. Strong progress is a result of high quality first teaching, implementation of EEF 5 a day and the Strong Foundations approach at Grendon. Along with targeted interventions that are focussed on the acquisition of foundational knowledge.																												

c) Further accelerate progress of all groups of pupils in reading, writing and maths by the end of KS2.	As forecasted, results at KS2 showed the strong progress that children had made. 64% reached the expected standard in Reading and 73% in Maths and 64% in Writing. This represents strong progress from prior attainment. 98% of Year 6 children made at least expected progress in Reading. 100% of Year 6 children made expected progress in Writing. 97% of Year 6 children made expected progress in Maths.
d) Reduce the gap between school and national for overall absence and persistent absence across all Key Stages.	Although official data is not published yet, DFE attendance collection data shows 15.9% persistent absence for the school year and overall attendance at 92.8%. This is tracking just below the national trend but the difference is not expected to be significant. Three of these children are children with complex needs with EHCPs and waiting for placement in specialist provision. Further work is needed in this area as too many children are still missing lessons. As a school we will continue to implement new procedures to ensure attendance is at the forefront of everything that we do.
e) Reduce the rate of suspensions across all Key Stages.	The school census data summer 2026 shows the number of suspensions and exclusions has dropped significantly year on year. In 2025 to 2026 the number of suspensions significantly reduced further to 4 children being suspended with 9.5 days being lost over the course of the year. This is a result of whole staff training from behaviour specialist, focusing on emotion coaching, improvements in The Hive provision and higher levels of adult support. Early identification of needs and well timed support such as ELSA. Support for the family as a whole so that parents are on board. Personalised behaviour expectations where needed.

Long Term Strategic Priorities for Improvement 2026-2029



Key Areas for Improvement 2026-2027



Achievement and Early Years development is linked to and evident throughout the priorities above.

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.

Progress in Achievement can only be secured through a strong focus on Curriculum and Teaching, Inclusion, Attendance and Behaviour and Leadership and Governance.

**Key Area for Improvement 1
Year 1 2026-27**

- 1.1 Embed evidence based approaches (EEF 5-a-Day and Strong Foundations in the First Years of School), to secure foundational knowledge and improve teaching and learning.
- 1.2 Make astute decisions about curriculum intent and implementation with regard to:
 - a) RSE statutory guidance and curriculum.
 - b) Curriculum 2028

**Key Area for Improvement 2
Year 1 2026-27**

- 2.1 Continue to enhance opportunities and experiences beyond the curriculum, for disadvantages pupils, those with SEND and those known to social services.
- 2.2 Embed changes to SEND policy and practice.
- 2.3 Ensure that our Pupil Premium Strategy is implemented and monitored effectively, including through high quality training for staff.

**Key Area for Improvement 3
Year 1 2026-27**

- 3.1 Continue to identify and tackle barriers to attendance, for individuals and groups.
- 3.2 Further improve behaviour by:
 - a) Establishing a culture that is highly conducive to learning.
 - b) Ensuring children manage their own behaviour and resolve conflict during all parts of the school day.
 - c) Ensuring tailored and reasonable adjustments, interventions and support for individuals have a demonstrable impact.

**Key Area for Improvement 4
Year 1 2026-27**

- 4.1 Ensure that roles and responsibilities are clearly defined and allow all Leaders and Governors to be held to account.
- 4.2 Further improve use of digital technologies including AI, ensuring compliance, safety and supporting workload of staff.

Strategic Priority 1: Leaders at all levels, continue to adapt and evolve the curriculum and teaching.

Key Area for Improvement 1: Medium term Plan 2026 - 2027 (Year 1)						
Action What?	Expected Impact What effect?	Resources With what?	Cost How much?	Time When?	Personnel Who?	Monitored by Who?
1.1.1 To continue to embed Grendon's strong foundation approach by continuing to implement tiered system to: a) provision for all Reception children and the lowest 20% of children in Year 1 to include; early writing, fine motor control and handwriting, dictation and spelling, communication skills, including embedding talking roles, use of stories, songs and rhymes and maximising planned interactions. b) children with SEND in Year 2 working on stage not age curriculum. c) targeted children with SEND across KS2 working on stage not age curriculum.	Our curriculum is appropriately focused on the foundational knowledge and skills that will equip all children to make strong progress from their starting points. There is a clear and shared understanding of this.	Strong Foundations guidance Lead Practitioner (difference between UPS3 and LP5) Lead Practitioner Leadership Time (1/2 day weekly) Monitoring and Evaluation Cycle	N/A = £6,370 (SBS) 22 x 250 = £5,500 (Pupil Premium Funded) N/A	Autumn 26 to Summer 27	LP PP LC	LP, PP and LC to monitor and evaluate and share findings
1.1.2 To further develop Grendon's Strong Foundations approach by: a) researching, developing, trialling and evaluating appropriate strategies. b) making any necessary changes to school policy. c) planning and delivering high quality CPD. d) using Lead Practitioner in-reach support to develop and embed these strategies. e) using our Monitoring and Evaluation Cycle to evaluate and further improve practice.	Our curriculum is appropriately focused on the foundational knowledge and skills. All children understand what is expected from them and standards rise. 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.	Strong Foundations guidance Lead Practitioner (difference between UPS3 and LP5) Lead Practitioner Leadership Time (1/2 day weekly) Monitoring and Evaluation Cycle	See 1.1.1	Autumn 26 Autumn 26 to Summer 27 Autumn 26 to Summer 27 Autumn 26 to	LP	<u>LP to produce and evaluate action plans for Cycles 1 and 2.</u>

		3 x INSETs		Summer 27		
1.1.3 To continue to embed EEF's 5-a day approach to teaching learning through: a) Explicit instruction (Rosenhine's principals of instruction) b) Metacognition strategies c) Flexible grouping d) Technology e) Scaffolding	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.	EEF 5-a-day approach Lead Practitioner (difference between UPS3 and LP5) Lead Practitioner Leadership Time (1/2 day weekly) Monitoring and Evaluation Cycle	See 1.1.1	Autumn 26 to Summer 27	AN	AN to monitor and evaluate impact.
1.1.4 To further develop EEF's 5-a day approach at Grendon by: a) researching, developing, trialling and evaluating appropriate strategies. b) making any necessary changes to school policy. c) planning and delivering high quality CPD. d) using Lead Practitioner in-reach support to develop and embed these strategies. e) using our Monitoring and Evaluation Cycle to evaluate and further improve practice.	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.	EEF 5-a-day guidance Rosenhine's Principles of instruction AN X 3 INSETs	See 1.1.1		AN	<u>AN to produce an action plan for cycle 1 and cycle 2</u>
1.1.5 Use Grendon's Strong Foundations approach to further embed the intent, implementation and impact of Targeted Class and Targeted Withdrawn 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.	Strong Foundations Interventions, Phonics and early reading, fine motor, interactions,	0.3 x £33,910= £10,173 (Pupil Premium Funded) 0.3 x £33,910= £10,173 (Pupil Premium Funded)	3 x afternoon weekly Autumn 26 - Summer 27	PP 1 x Teaching Assistant 1 x Teaching	<u>PP to produce provision map detailing all provision including those linked to strong foundations</u>

		dictation, spelling and handwriting, Precision Teaching and Toe by Toe, SALT etc.	$0.3 \times \text{£}33,910 = \text{£}10,173$ (Pupil Premium Funded) $0.3 \times \text{£}33,910 = \text{£}10,173$ (Pupil Premium Funded) $7 (0.3 \times \text{£}33,910) = \text{£}71,211$ (Pupil Premium Funded)		Assistant 1 x Teaching Assistant 1 x Teaching Assistant 7 x Teaching Assistant	
1.1.6 Further improve the quality of cross curricular writing by: a) ensuring expectations are high, dates are correctly spelt spelling, punctuation and grammar knowledge for year group is applied b) ensuring core and key vocabulary is spelt correctly c) using "Grendon's Strong Foundations approach" to ensure task is well matched to need. d) tasks are modelled carefully e) using 5-a-day explicit instruction strategies. g) updating policies when required h) handwriting is of a good standard following Debbie Hepplewhite model g) subject leaders to monitor h) AN to monitor are foundation subject books of the same standard of English books	Quality of writing improves because implementation is of high quality and there is a clear and shared understanding by all staff	Grendon's curriculum guidance Strong foundations	See 1.1.1	Autumn 26 - Summer 2027	Subject leaders AN	Subject leaders to monitor and feedback AN to monitor and feedback
1.1.7 Strengthen parental engagement through phonic and reading workshops, reading information sessions and home learning support.	Data will show that the numbers of parents engaging in workshops and homework completed increases during the course of the academic year.	Letters to parents/website updates/Newsletters to stakeholders	N/A	Autumn 26- Summer 2027	BW Teaching Staff	BW to implement, monitor and provide feedback.

1.1.8 To continue to maintain the high quality Intensive Interventions for children who access the Hive by: a) Continuing to work with outside agencies to develop the provision b) staff training c) Ensuring PPA time for staff	Intervention are effective for all groups of children.		See Pupil Premium plan	Autumn 26- Summer 2027	PP	PP to plan, monitor and evaluate.
1.2.1 Ensure all members of the Leadership team evaluate the current RSHE curriculum by: a) Identifying what works well and is effective b) Identifying opportunities to improve	Leaders have a shared understanding of current curriculum and where improvements can be made so that changes can be planned for.	Current curriculum for the school Draft 2026 National Curriculum	N/A	Leadership	Leadership Team	SC to plan following meeting.
1.2.2 Plan and deliver staff training to increase confidence, subject knowledge and consistency of RSE delivery across the school.	Monitoring evidences strong implementation of RSE via pupil voice, staff feedback, pupil book study and parental surveys.	RSE Curriculum New RSE guidance 2 x INSETs	N/A	Autumn 26	RSE Leader - SC	SC to plan, deliver, monitor and evaluate impact.
1.2.3 Ensure RSHE curriculum implementation is progressive from EYFS to KS2, with clear knowledge progression and age appropriate content.	Pupils can articulate age appropriate understanding of healthy relationships, respect, safety and well-being via pupil book studies.	Leadership - 2 sessions	N/A	Autumn - Spring 26/27	SC	<u>SC to produce and evaluate action plans for Cycle 1 and 2</u>
1.2.4 Ensure all stakeholders have a clear understanding of the RSHE content that is being taught and will be taught during the course of the year. This information will be: a) Shared via the school website b) Communicated to parents via school letters	Governors and all stakeholders can clearly explain how the statutory requirements are met through the curriculum. Parental engagement and confidence in the RSE curriculum increases.	PSHE/RSE Leader to use school letters and website to communicate changes and forthcoming lessons	N/A	Autumn 26 to Summer 27	SC	SC to carryout actions
1.2.5 All members of the Leadership team evaluate the current curriculum by:	Leaders have a shared understanding of current curriculum and where improvements	Current curriculum for the school	N/A		Leadership Team	

a) Identifying what works well and is effective b) Identifying opportunities to improve	can be made so that changes can be planned for.	Draft 2026 National Curriculum		Leadership - Autumn and Spring 2 to 3 meetings		LC to plan, deliver, monitor and evaluate impact.
1.2.6 Identify changes necessary to the curriculum and use outcomes from the draft 2028 Curriculum to inform decision making linked to: a) Producing a timeline of actions. b) Prioritising subjects. c) Making changes to or writing new unit plans d) Consider whether there needs to be any new assessment arrangements e) Looking at timetabling implications f) Staff training g) Identifying who will be responsible for what h) Implementing changes i) Monitoring changes j) Making any necessary further changes k) Monitor impact	Plans are implemented to ensure changes are made to the curriculum to ensure the school is compliant. Ensures curriculum content is future-focused, aligning with emerging knowledge, skills, and societal needs.	Leadership Meetings FGB Meeting 2 X INSETS (LC)	Staff Training £1000	Autumn 26 - Spring 26	LC	<u>LC to produce and evaluate action plans for Cycle 1 & 2.</u>
			Total £ 84,081			

Strategic Priority 2: All children, particularly disadvantaged pupils, those with SEND and those known to social services thrive across all areas of school life and feel that they belong within the school community.

Key Area for Improvement 2: Medium term Plan 2026 - 2027 (Year 1)						
Action What?	Expected Impact What effect?	Resources With what?	Cost How much?	Time When?	Personnel Who?	Monitored by Who?
2.1.1 Evaluate enrichment provision provided with: a) Staff b) Parents c) Children	Provision provided by the school reflects the interests of the children. Increased satisfaction from all stakeholders is evidenced in data gathered.	Microsoft Forms questionnaire	N/A	Autumn/Spring/Summer	SC	SC to plan, deliver, monitor and evaluate impact.
2.1.2 Further embed the broader range of extracurricular clubs including sports, arts, STEM, wellbeing and cultural activities.	Increased number and diversity of clubs available across the school.	Staff involvement and monitoring of club offers. Engaging with external provision.	Steve Groves £5597 £2000 Training	Autumn/Spring/Summer	SC	SC to plan, deliver, monitor and evaluate impact.
2.1.3 Monitor club attendance, pupil engagement, impact on well-being and behaviour for all groups of children.	Data will show improved well-being, confidence and engagement in school life.	Attendance data and lists of clubs on offer and CPOMs logs linked to behaviour Leadership Meetings	N/A	Autumn/Spring/Summer	SC	SC to plan, deliver, monitor and evaluate impact.
2.1.4 Analysis of data to identify: a) participation rates b) specific groups of children attending c) most popular days and times	Data will continue to show an increased participation from disadvantaged and vulnerable children.	School club data and attendance data Leadership meetings	N/A	Autumn/Spring/Summer	SC	SC to plan, deliver, monitor and evaluate impact.

2.1.5 Introduce high quality before and after school wraparound care with structured activities and homework support.	Improved attendance and engagement in wraparound care provision. Positive parental feedback due to the addition of wraparound care. Enhanced support for working families requiring wraparound care.	Working with the successful external provider selected in Summer 2026. Advertising provision to all stakeholders. Reviewing feedback from families.	Income for school from Kidz come first £4500 £2000 to be used for any emergency repair within the room.	Autumn 26 and Spring 27	AD	AD to plan, deliver, monitor and evaluate impact.
2.1.6 Establish partnerships with external providers and community organisations to enrich provision provide to all groups of children.	Partnership agreements and club evaluations show pupils and parents are happy with the provision being provided.	Microsoft Forms questionnaire data Participation data and attendance rates	N/A	Autumn 26 and Spring 27	AD	AD to plan, deliver, monitor and evaluate impact.
2.1.7 Evaluate provision termly and adapt offer based on participation trends. Ensure fair access for all groups of children.	Data will show children will SEND/PP have access to and attend the wraparound offering.	Microsoft Forms questionnaire data Participation data and attendance rates	N/A	Autumn 26 and Spring 27	AD	AD to plan, deliver, monitor and evaluate impact.
2.2.1 Further embed SEND systems for early identification and referral to the NDP and OT services a) Transparent conversations with parents b) Follow up appointment with school nurse c) Referral completed by nurse or parents referred to right to chose d) Referral date logged on referral spreadsheet	There is a transparent process for parents to access support and referrals. School tracking of referrals is up to date.	Meetings with parents Meetings with school nurse	N/A	Autumn 26 Spring and summer 2027	PP School nurse	PP to oversee process and to update referral log
2.2.2 Continue to use pupil progress reviews for staff to raise concerns about children they feel may have SEND needs.	Teachers are able to raise concerns about children's progress and explore if there are any SEND needs. If LC/PP feel it is the right course of action the child will be added to the SEND register. If they are not being added meeting held with teacher to explain why.	Pupil progress reviews LC meetings with PP	N/A	Autumn/Spring/Summer	LC PP	LC, PP to plan, deliver, monitor and evaluate impact.

2.2.3 Further develop the new Pupil Profiles for children on the SEND register.	Pupil profiles are used effectively to show pupil voice, children's' strengths and needs, targeted class and targeted withdrawn interventions and to show their progress towards targets.	Non-classed based SENCO 4 x INSETs	£47,035	Autumn 2026	PP	PP to plan, deliver, monitor and evaluate impact.
2.2.4 Continue to embed and maintain the online SEND filing system so that there is transparency and clarity for all staff.	SEND data can be clearly accessed, is up to date and can be shared appropriately when necessary with all stakeholders.	PP to ensure files are up to date on a day to day basis.		Autumn/Spring/Summer	PP	PP to plan, deliver, monitor and evaluate impact.
2.2.5 Implement regular SEND meetings between DHT and SEND Leader to monitor effectiveness of provision provided and plan strategic next steps for children and outside agencies.	SEND Leader and other Senior Leaders have a clear understanding of all aspects regarding SEND. Next actions will be discussed, planned and implemented.	LC/PP termly meetings or meetings as necessary		Autumn/Spring/Summer	PP LC	LC to plan, deliver, monitor and evaluate impact.
2.2.6 Ensure a SEND transition of roles meeting takes place between acting SEND Leader to SEND Leader so that: a) SEND changes that were implemented in the last academic year (2025-2026) are shared b) SEND data and provision is shared c) Online filing systems are shared d) Expectations and processes are agreed	Policy and practice are reviewed so that all stakeholders have a clear understanding of SEND expectations for the 2026-2027 academic year.	LC/PP leadership time and termly meetings		Autumn/Spring/Summer	LC PP	LC to plan, deliver, monitor and evaluate impact.
2.2.7 Work with external agencies and professionals to ensure the most consistent and effective SEND support is provided to children by: a) sharing reports with parents b) sharing reports with teachers and TAs c) Implementing advice and making adaptations to provision.	SEND provision continues to improve further because school actively engages with external agencies and that there is a clear, accurate and shared understanding between all stakeholders.	SEND Leader meetings with Speech & Language School Nurse CAT Team LLSS EP	See Pupil Premium Plan	Autumn/Spring & Summer	PP	PP to plan, deliver, monitor and evaluate impact.

2.2.8 Create a strategic plans for the use of outside agency hours to ensure they are effectively used to support child, SSPP and EHCP applications.	Outside agency hours are used effectively to support the needs of the children.	SEND Leader meetings with Speech & Language School Nurse CAT Team LLSS EP	See Pupil Premium Plan	Autumn 2026 Spring 2027 Summer 2027	PP	<u>PP to produce and evaluate action plans for Cycle 1 and 2</u>
2.2.9 Ensure all stakeholders have access to highly effective outside agency led CPD for SEND provision.	SEND provision continues to improve further because staff are regularly trained and processes within school are evaluated and monitored for their effectiveness.	EEF guidance External agencies linked to SEND SEND Leader - INSET	N/A	Spring 2027	PP	PP to plan, deliver, monitor and evaluate impact.
2.2.10 Further develop communication with parents/staff regarding SEND provision both within school and with external providers by: a) Ensuring meetings and outside agency meetings/observations are recorded in the online school calendar b) Ensure that all relevant staff know relevant dates via email c) Paperwork and referrals are stored electronically for ease of access d) EHCP and SSPP processes are communicated to parents clearly and guidance explained	Communication and effectiveness improves because parents, staff and outside agencies have a clear understanding of the support being provided, the referrals that have been made and the timeline to expect prior to receiving an outcome.	SEND Leader non-classroom based to complete meetings & communicate with external agencies.	N/A	Autumn 26/Spring 27/Summer 27	PP	<u>PP to plan, deliver, monitor and evaluate impact.</u>
2.2.11 Develop Governor oversight of SEND provision through termly reports and visits.	SEND Governor demonstrates a clear understanding of SEND priorities within the school and impact.	Link Governor Reports SEND Leader & DHT meetings	N/A	Autumn 26/Spring 27/Summer 27	PP	PP to plan, deliver, monitor and evaluate impact.

2.3.1 Ensure a Pupil Premium transition of roles meeting takes place between Head Teacher and new Pupil Premium Leader so that: a) Pupil Premium changes that were implemented in the last academic year (2025-2026) are shared b) Pupil Premium data and provision is shared c) Online filing systems are shared d) Expectations and processes are agreed	Policy and practice are reviewed so that all stakeholders have a clear understanding of Pupil Premium expectations for the 2026-2027 academic year.	Leadership & Management release time	22 x £250 = £5500	Autumn 26	AD/SC	AD to plan, deliver, monitor and evaluate impact.
2.3.2 Deliver high-quality CPD on attendance, and pastoral support via: a) regular updates to staff b) sharing attendance data and trends c) providing strategies to implement to improve attendance to all stakeholders	Staff expertise in supporting disadvantaged children continues to increase. Staff can confidently apply evidenced informed strategies to support disadvantaged pupils. Progress of the identified Pupil Premium children continues to improve.	Leadership & Management release time		Autumn 26/Spring 27/Summer 27	LP/AN/AD	AD to plan, deliver, monitor and evaluate impact.
2.3.3 Further develop the use of attendance data to identify barriers and implement timely support to children and families.	Data to show improving progress, attendance and engagement of disadvantaged children.	Attendance data		Autumn 26/Spring 27/Summer 27	AD	AD to plan, deliver, monitor and evaluate impact.
2.3.4 Ensure Link Pupil Premium Governor is provided with termly reports evaluating spending, implementation and impact of the Pupil Premium Strategy.	Governors can effectively challenge and support school leaders linked to Pupil Premium.	Leadership & Management release time Pupil Premium Plan	See Pupil Premium Plan	Autumn 26/Spring 27/Summer 27	SC	SC to plan, deliver, monitor and evaluate impact.
			Total £ 62,132			

Strategic Priority 3: A highly inclusive culture in which all children feel that they belong, secures exceptional standards of behaviour during all parts of the day and a continued improving trend in attendance.

Key Area for Improvement 3: Medium term Plan 2026 - 2027 (Year 1)						
Action What?	Expected Impact What effect?	Resources With what?	Cost How much?	Time When?	Personnel Who?	Monitored by
3.1.1 Further improve communication around attendance by sharing high expectations with all stakeholders via: a) messages sent b) social media c) documents d) leaflets e) assemblies f) displays g) website h) Parent workshops	Processes are consistent across school and there is a clear and shared understanding by all stakeholders.	School data & VVED Letters/Facebook/Assemblies/Website	N/A	Autumn 26/Spring 27/Summer 27	Leadership Team	AD to plan, deliver, monitor and evaluate impact.
3.1.2 Ensure attendance is everyone's responsibility by ensuring roles are clear, shared and understood.	All stakeholders are engaged within the attendance and behaviour processes within the school. As a result behaviour continues to be good or better and support is in place where attendance is a concern.	Staff updates Communication with all stakeholders Attendance Meetings INSETs	N/A	Autumn 26/Spring 27/Summer 27	Leadership Team	AD to plan, deliver, monitor and evaluate impact.
3.1.3 To use data to support decisions taken to improve attendance within school	All stakeholders have a clear overview of what is working well and where improvements can be made.	School data & VVED Working Together to improve Attendance guidance	N/A	Spring 27	Leadership Team	AD to plan, deliver, monitor and evaluate impact.
3.1.4 For stakeholders to communicate effectively with parents/guardians linked to incidents involving attendance by providing: a) Call scripts to aid the stakeholder b) Training linked to difficult conversations	Staff feel well-equipped to complete difficult conversations linked to attendance and behaviour.	Call Scripts for staff 1 X INSET	N/A	Spring 2027 & Summer 27	AD	AD to plan, deliver, monitor and evaluate impact.

3.1.5 Demonstrate to all stakeholders the benefits of excellent attendance and behaviour throughout school life by: a) praise and rewards b) house points c) progress and attainment d) opportunities within school – pupil leadership roles e) communication to parents via letters f) communication to children via assemblies	Children become fully engaged in all aspects of school life due to their increasing attendance within school. Ensuring students, parents, and staff clearly understand how strong attendance and positive behaviour directly impact academic achievement and life opportunities. Creating a consistent message that reinforces high expectations across the school community. Building a culture where attendance and behaviour are seen as essential, not optional.	Behaviour Display – Going for Gold House point charts to be updated School communication processes	N/A	Spring 2027 & Summer 27	Leadership Team	AD to plan, deliver, monitor and evaluate impact.
3.1.6 Further improve the use of pupil voice in the decisions made within school by: a) using children's rights as a driver for change b) improving the school day experience for the children	Children feel listened to and valued due to their opinion being acted upon.	Whole school days Lunchtime project Junior Leaders	£1500	Autumn 26 & Spring 27	SC	SC to plan, deliver, monitor and evaluate impact.
3.1.7 Leaders to continue to research effective attendance strategies, evaluate and 'magpie' from other schools by: a) attending training b) webinars c) Rise Hub	Recommendations are identified and implemented, attendance increases and behaviour continues to be good or better.	BEP Training Attendance briefings Rise Hub	N/A	Autumn 26/Spring 27 & Summer 27	Leadership Team	AD to plan, deliver, monitor and evaluate impact.
3.2.1 To use data to support decisions taken to improve behaviour within school.	All stakeholders have a clear overview of what is working well and where improvements can be made.	In school data – CPOMs Behaviour logs Governor Link Reports	N/A	Autumn 26/Spring Summer 27	AD	AD to plan, deliver, monitor and evaluate impact.
3.2.2 Increase the use of support on offer to aid lunchtime supervisors in regards to pastoral room, behaviour, transitions and hall duties.	All behaviour, in the hall and outside is managed effectively and in line with school policy.	Pastoral Manager/DHT/HT support Additional staffing – 1 additional supervisor (Pastoral Room) Behaviour Policy	£5000 grant to school from Inclusion Mainstream Fund (see 3.2.3)	Autumn 26/Spring 27 & Summer 27	AD	AD to plan, deliver, monitor and evaluate impact.

3.2.3 To plan, publish and implement our Inclusion Strategy in line with DFE requirements, including: a. research around purpose of grant b. clarification of the amount of funding school will receive c. identification of leadership roles d. identification of a target area for development e. research and evaluation of effective spending plans f. production of the strategy document in the required format g. communication with staff around spending plans h. monitoring and evaluation of practice	All stakeholders have a clear understanding of the Inclusion Strategy and additional funds have been allocated effectively to support the development of staff and provide additional support to children.	Inclusion Strategy Inclusive Mainstream Fund Additional staffing – 1 additional supervisor (Pastoral Room) Behaviour Policy S.Brown – Staff training via INSET	Through the Inclusive Mainstream Fund, school is due to receive an estimated £19500 grant. £5000 of the above grant to be spent on the additional supervisor. £1000 of the IMF grant to be spent towards training and development via Steve Brown. This grant was not introduced to schools during the time of budget setting.	Autumn 26/Spring 27 & Summer 27	AD	AD to plan, deliver, monitor and evaluate impact.
3.2.4 Use data from CPOMs to monitor the behaviour incidents across the school and target specific individuals, cohorts or groups of children.	Appropriate actions are planned as they are based on school monitoring and data. Monitoring and data shows that behaviour incidents are reducing.	CPOMs CPOM report facilities Governor Link Reports	N/A	Autumn 26/Spring 27 & Summer 27	AD	AD to plan, deliver, monitor and evaluate impact.
3.2.5 Risk Reduction Plans in place to effectively support children within school with their behavioural needs.	Appropriate support is in place for individuals who require it and data shows behavioural incidents are reduced. School is compliant with all statutory processes, children and staff are safe.	Early help offer DFE laptops Behaviour Support School Nurse CAT Team ELSA SC Leadership Time	See 2.3.1	Autumn 2026	AD/TC AD Steve Brown Lou Proudlock Becky Suthers	AD to plan meetings and monitor and evaluate impact.

3.2.6 To use specialist external providers to provide Team Teach training for staff.	School is compliant with all statutory processes so that children and staff are safe.	Behaviour Specialist - Steve Brown	See Pupil Premium Plan	Spring 2027	AD & Steve Brown	AD to implement processes and monitor and evaluate outcomes.
3.2.7 To improve behaviour by: a) using the GSD wheel to plan a series of teacher days and INSETs for all member of staff to raise behaviour issues for all parts of the school day including lunchtimes and possible solutions b) gather pupil voice about behaviour in classrooms and playtime and lunchtime (3.1.7) c) using work done at teacher days and INSETs to plan changes to behaviour rules and routines d) implement behaviour actions e) monitor behaviour actions - snap shot monitoring f) use assemblies to actively teach appropriate behaviour and routines g) use assemblies to improve children's perception of rare incidents of negative behaviour meaning behaviour at school is bad. h) share changes with parents i) monitor all actions j) Make any further improvements k) carry out a parent and child survey about behaviour at Grendon	All children and staff have clear expectations of behaviour whether within the classroom, in the hall or outside of the school buildings.	Assemblies Newsletters Meetings with parents Workshops Website Teacher Day INSETs	N/A	Autumn 26 to Summer 27	AD	<u>AD to write an action plan for cycle 1 and cycle 2</u>
			Total Cost £6500			

Strategic Priority 4: Leaders and Governors achieve a culture of high expectations and professionalism, ensuring they are able to challenge, motivate, inspire and support all stakeholders.

Key Area for Improvement 4: Medium term Plan 2026 - 2027 (Year 1)						
Action What?	Expected Impact What effect?	Resources With what?	Cost How	Time When?	Personnel Who?	Monitored by Who?
4.1.1 Ensure updated job descriptions are shared with all staff.	All staff have clear, written job descriptions that outline expectations and accountability.	Updated job descriptions for all staff Performance management	N/A	Autumn 2026	AD	AD monitors and evaluates impact.
4.1.2 Further develop Senior Leadership by embedding Radical Candor within day to day processes.	Leadership improves as a result of offering and accepting feedback and guidance. As a result Leaders are increasing opportunities to motivate, challenge and inspire all stakeholders.	Radical Candor Resources Leadership Meetings & INSET	N/A	Autumn 26 - Summer 27	Leadership Team	AD/LC monitors and evaluates impact.
4.1.3 Introduce the concept of 'Radical Candor' to teaching staff as a way of offering and accepting feedback in their role of subject leaders.	Staffing improves as a result of offering and accepting feedback. As a result staff are increasing opportunities to motivate, challenge and inspire one another.	Radical Candor Resources 2 or 3 INSETs required	N/A	Autumn 26 - Summer 27	LC	LC monitors and evaluates impact.
4.1.4 Review the Governance structure, roles and responsibilities by: a) Re-allocation of Link Governor roles b) Meeting dates being given in advance c) Raising the levels of challenge to both staff and Governors d) Ensuring set tasks are completed by the deadline	Governors understand expectations and accountability which improves effectiveness for all stakeholders.	Governor Meetings Governing Board Minutes Governor Link Reports	N/A	Autumn 26 - Summer 27	AD	AD monitors and evaluates impact.

4.2.1 Identify a designated staffing member with responsibility for the digital technology and AI use within school.	The staffing structure clearly defines who has responsibility and accountability for digital technology and AI use within the school.	DFE Digital Technology Standards Draft Curriculum 2026 AI Template Policies	Designated staffing member 22 x £250 = £5500 (non class based time)	Autumn 26	AD	AD to plan, deliver, monitor and evaluate impact.
4.2.2 Review and audit the current use of digital technologies and AI across the school.	The audit identifies strengths, gaps, risks and training requirements for the school.	AD monitors and evaluates impact.	Training for staff £1000	Autumn 26/Spring 27	AD/RG	AD monitors and evaluates impact.
4.2.3 Develop and launch a whole-school Digital and AI Strategy.	The policy will establish a clear AI vision, set out expectations and accountability for all stakeholders.	Introduce new AI Digital and AI Strategy INSET	N/A	Spring/Summer 27	AD/RG	AD to plan, deliver, monitor and evaluate impact.
4.2.4 Further develop staff training on digital technologies, AI tools, cyber security and online safeguarding.	Training ensures expectations, policy and guidance is clear to all stakeholders.	INSET Digital technology Policy	N/A	Spring Summer 27	AD/RG	AD monitors and evaluates impact.
4.2.5 Further embed clear protocols for the safe and ethical use of AI by all stakeholders.	This will reduce safeguarding and data protection risks to all users when using AI.	Continuous monitoring Governing Board Meetings Staff survey Digital technology Policy	N/A	Spring Summer 27	AD	AD monitors and evaluates impact.
4.2.6 To review filtering, monitoring and cyber security systems.	The review enhances safeguarding and compliance procedures and ensures school is compliant.	SWGfL internet filtering test Edit Technician Safeguarding Link Report	N/A	Autumn 26 to Summer 27	AD	AD monitors and evaluates impact.

4.2.7 Further embed safeguarding reviews relating to digital technology and the use of AI.	The reviews ensure any emerging risks are quickly identified and acted upon to mitigate the risk.	Continuous monitoring Governing Board Meetings Staff survey Digital technology Policy Safeguarding Link Report SWGFL internet filtering test Securus	£2200	Autumn 26 to Summer 27	AD	AD monitors and evaluates impact.
4.2.8 Further improve Safeguarding Link Governor report by including digital technology and AI updates.	All stakeholders have a clear understanding of AI use and develops accountability and challenge between Governors and leaders.	Safeguarding Link Governor Meetings Digital Technology Policy	N/A	Autumn 26 to Summer 27	AD	AD to plan, deliver, monitor and evaluate impact.
4.2.9 Identify and implement digital tools that reduce administrative workload for all staff.	The effective use of digital tools and AI improves the efficiency and well-being of staff. Staff are provided with a list of the AI tools that are safe to use and are approved by school.	Research Digital Technology Policy DFE guidance Draft curriculum	N/A	Autumn 26 to Summer 27	AD	AD to plan, deliver, monitor and evaluate impact.
			Total Cost £8700			

Appendix 1: Pupil Premium Medium Term Plan Sept 26 - Sept 27
£254,200 from 164 children (October 2025 Census)

Barrier	Action	Personnel	Time	Resources	Cost	Monitored by	Expected Impact
Strand 1: Improving Teaching and Learning for all Pupils							
A,B,C,D	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 26 - Sum 27	0.5 day weekly cover to release LPs for in- reach work	2(20 x 250) = £10,000	LPs 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.
D	1.2 Improve the curriculum by ensuring enrichment is planned and embedded including - planning and running junior leadership days and whole school days. - increasing after school clubs and activities. - part funding in school workshops.	Leadership Team and Subject Leaders	Aut 26 - Sum 27	Whole School Days Junior Leadership Team Days External Providers for before and after school clubs Planned workshops	£250 £500 £250	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.
A,B	1.4 Improve standards in English and Maths by - Read, Write Inc Phonics reading books in EYFS & KS1. - renewal Read, Write, Inc Spelling. - providing quality texts and resources linked to curriculum subjects. - Subscribing to online learning - first news, TT Rock Stars, spag.com	LC LC/LP	Aut 26 Aut 26	Subscriptions, including Spelling Scheme Phonics Scheme Resources Curriculum Resources	£1445 £1000	LP/LC evaluate short term plans	More children are on track to reach the expected level by the end of the year.
TOTAL = £13,445							

Strand 2: Targeted Academic Support							
A,B	2.1 Small group interventions for targeted children with EAL in KS1 and KS2.	TA	Aut 26 - Sum 27	0.3 x TA Salary	0.3 x £34,864 = £10,459.20	TA report progress to LC	Children make good progress against TSP targets.
A,B,C	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	Aut 26 - Sum 27	0.3 x TA Salary	0.3 x £34,864 = £10,459.20	PP reports evaluation for short term plans	Data from intervention tests show that children make good progress
		TA		0.3 x TA Salary	0.3 x £34,864 = £10,459.20		
		Speech Therapist		Speech Therapist	£12,960.00	Speech Therapist reports to PP	Assessments made by WMISLT shows that most children meet their targets for intervention
A,B	2.3 Plan and carry out - Phonics intervention to improve standards in reading. - Specific interventions to improve reading in KS2 (Toe by Toe, Project X Code)	2 x TA	Aut 26 - Sum 27	0.3 x TA salary 0.3 x TA salary	0.3 x £34,864 = £10,459.20 0.3 x £34,864 = £10,459.20	TA report data to LC	Data from the intervention shows that children are making good progress
A,B	2.4 Additional teacher to ensure Non class based SENCo	1 x class teacher	Aut 26 - Sum 27	Teacher Salary	£49,017	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 = £114,273							
Strand 3: Wider Pastoral Support							
D,E	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 26 - Sum 27	Heroes prizes, rewards, removing barriers	£2,500	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.
A,B,E	3.3 Employ school nurse to remove specific barriers to learning for identified children.	School nurse	Aut 26 - Sum 27	School nurse	£12,792	School Nurse reports to TC	The school nurse is effective in accessing support and removing barriers to learning for targeted children.
A,B	3.4 Increase support staff in identified year groups in order to provide 1-1 support for identified children.	3 x TA	Aut 26- Sum 27	3 x TA salary	£110,190	TC reports to HR	Support is effective in improving behaviour of and access to the curriculum for targeted children.
A,B,E	3.5 External care and control guidance for staff and 1-1 support for targeted children.	Steve Brown	Aut 26 - Sum 27	Steve Brown	£1000	TC report to HR	Behaviour and children's access to learning improves as a result of effective support.
TOTAL = £126,482							
PUPIL PREMIUM TOTAL = £254,200							
Allocation =£254,200							
To be allocated: 0							

Appendix 2: Whole School Wellbeing Strategy Action Plan

Action What?	Expected Impact What effect?	Resources With what?	Time When?	Personnel Who?	Monitored by Who?
Leadership and management supports and champions efforts to promote mental health and wellbeing across all areas.					
1. Ethos and Environment					
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 26	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 26	AD 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 26	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 26	AD 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 26	Leadership Team	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 26	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 26	AD/SL/Clerk	Governors to review.
Embed Poverty Proofing Action Plan.	Barriers to learning and attendance are identified and removed.	Poverty Proofing project, training and audit.	Aut 26	AD	SML evaluate this action plan.
2. Curriculum, Teaching and Learning					
Further improve Feel Good Fridays by: a) Further improving wellbeing targets. b) Linking to Grendon's Goals themes. c) Celebrating outside achievements. d) Improving children's ability to talk about their feelings.	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 26	All staff	SML evaluate this action plan.

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 26	All staff	SML evaluate this action plan.
Further improve teaching and learning of PSHE with the implementation of new RSE guidance and PSHE Association Materials.	Areas of weakness arising from pupil surveys are high profile and addressed through high quality teaching.	PSHE unit plans.	From Aut 26	All staff	SML evaluate this action plan.
3. Pupil Voice					
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 26	All staff	SML evaluate this action plan.
Continue with the "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 26	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 27	AD	SML evaluate this action plan.
4. Staff and Governor Development					
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 26	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 26	All Governors	Governing Board to review.
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 26	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 26	All staff	AD 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 26	AD/All staff	AD evaluates this action.
5. Intervention - identifying need and monitoring impact					
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. Class staff to communicate in a timely manner.	From Aut 26	All staff	SML evaluate this action plan.
Refer to Stick where required/Forward Thinking Birmingham/Pause	Children can access professional support in a timely manner.	Referral process.	From Aut 26	TC	SML evaluate this action plan.
6. Parents, Carers and Families					

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 26	All staff	SML evaluate this action plan.
Continue to use Facebook to share good news and celebrate.	Feel good stories are publicised and celebrated.	Facebook	From Aut 26	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 Spr 27	AD	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 26	TC	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 26	PP	SML evaluate this action plan.
7. Further Support and Referral					
No Further Action Taken					

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		