

School Development Plan Priorities 2024-25 – *summary document*

What Self Evaluation tells us about our key priorities for the year (with regard to also government information, borough data and other data sources)

1 EYFS

To ensure the foundational skills in reading, writing and maths are embedded across the EYFS curriculum.
To ensure children make good or better progress in their learning and development, relative to their starting points, ensuring they are prepared for the next stage of their education.

2 Teaching and Learning (pedagogy)

To ensure all teaching implements the curriculum consistently—that enables pupils to transfer key knowledge to long term memory (R and W).

3 Subject leadership (curriculum progression)

To ensure consistency in Implementation of the Intent in foundation subjects (music, PE, computing, science, DT, geog, PSHE, MFL).

4 Oracy

To ensure all pupils, especially those who are disadvantaged, can access all subjects with confidence and articulate knowing more and remembering more.

4 Disadvantaged pupils

To narrow and close the gap for GD disadvantaged pupils EYFS to Y6, between them and their non disadvantaged peers/ between them and national non disadvantaged.

5 Attendance and pupil roll

To raise whole school attendance further and continue to reduce the proportions of pupils who are persistently absent.

SDP Priorities 2024-25— IMPACT:

- High pupil outcomes data in phonics acquisition
- Pupils in EYFS confidently and accurately apply their phonetic skills to writing
- GLD summer 2025 greater than 47%
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- Clear evidence of sequenced progression through the curriculum, embedding knowledge and skills—daily practice
- Pupil attainment outcomes in all core subjects are in line
- Pupils can demonstrate detailed knowledge and skills across the curriculum and achieve well against end of year outcomes. They demonstrate that they know more and remember more
- Pupils are ready for the next stage of education, employment or training - they have achieved or exceeded national curriculum outcomes
- Pupils can read with fluency and to an age-appropriate level
- Pupils can articulate key knowledge across the curriculum
- Vulnerable groups will be at expected and/OR have made accelerated progress at the end of the academic year
- Disad pupils achieve similar or better outcomes than non disad peers (termly tracking evidence) at GD
- Pupil uptake at breakfast club and ASC provision is high
- Attendance at enrichment activities is high eg: trips, residential
- Pupils' attendance consistently 96% or greater
- Reduced number of PAs