

School Name	Brook Primary School
Lead Name	Marie Fellows
Year	2026/27

Focus Five Outcomes:

Priority 1: To improve our writing outcomes to ensure an increased number of children achieve the expected standard across all areas of the curriculum.

Priority 2: To implement a rigorous system for tracking and analysing pupils' combined assessment outcomes from Year 3 onwards to ensure that the proportion of pupils achieving the expected standard across all core curriculum subjects is at least in line with national averages.

Priority 3- To ensure all pupils in EYFS and KS1 secure foundational skills in communication & language, systematic synthetic phonics, early number and handwriting by the end of KS1 and that these are maintained and strengthened across KS2, ensuring that core literacy and numeracy skills are embedded.

Priority 4- To ensure that all pupils with SEND make strong progress from their individual starting points through the consistent implementation of a robust graduated approach, high-quality adaptive teaching and targeted intervention, including the continued development of our Inclusion Hub to meet the increasingly complex needs of pupils with EHCPs.

Priority 5- To ensure high expectations and consistent support for disadvantaged pupils by removing barriers to learning so that our most vulnerable learners fully access the curriculum and wider opportunities resulting in a 10% reduction in the attainment gap (combined reading, writing, maths) between disadvantaged pupils and their peers.

Priority 1: To improve our writing outcomes to ensure an increased number of children achieve the expected standard across all areas of the curriculum.

Success Criteria	Actions	Timescale	Person Responsible	Monitoring	Costings	Impact/SEF Reference
The teaching of writing is consistently of a high quality across the school, with teachers demonstrating confidence, expertise and strong subject knowledge.	- Deliver whole-school CPD on writing pedagogy and curriculum expectations. - Use demonstration lessons to model effective practice. - Provide coaching opportunities for identified staff. - Develop shared approaches to planning, modelling and feedback. - Regular monitoring and responsive support following findings. - Share examples of best practice during staff meetings.	Throughout academic year CPD termly	English Lead SLT	- Book trawls (half termly) - Learning walks (half termly) - Pupil voice - Moderation meetings	Release time £3750 CPD budget £200	Curriculum & Teaching: Teaching is consistently good or better. Increased staff confidence and consistency in writing provision across school.
Handwriting across the school is of a consistently high standard.	- Reinforce whole-school handwriting expectations. - Ensure correct pencil grip is taught and reinforced in EYFS and KS1- recognizing pupils who may need further intervention. - Across KS2, at least 3 x weekly handwriting sessions explicitly teach pencil grip, posture, letter formation, joins and automaticity. - High levels of presentation expectations are set consistently across all areas of the curriculum.	Expectations reinforced Autumn 1 Reviewed termly	English Lead Class Teachers SENDCo	- Presentation book looks - Learning walks - Handwriting sample moderation each term - Pupil voice	Handwriting resources £100 Visualisers £352 Pencil grips £50	Curriculum & Teaching/Strong Foundations: Improved presentation and fluency. Increased proportion of pupils achieving age-related handwriting expectations.

	- Visualizers in each classroom to model good handwriting practice, posture, pen grip. - Celebrate improvements through displays and rewards. - Intervention support for pupils with identified fine motor needs are in place and have an impact.					
Children are able to confidently write using subject-specific conventions across the curriculum with a clear understanding of purpose.	- Staff and pupils have a clear understanding of the importance of purpose and audience when writing. - Explicitly teach subject-specific vocabulary using tiered vocabulary approaches. - Ensure opportunities for extended writing across the curriculum. - Use high-quality model texts and shared writing. - Disciplinary writing opportunities are planned for with a focus upon Science and History. - Monitor evidence of writing in foundation subjects.	Autumn 1 implementation Ongoing throughout year	English Lead Curriculum Leaders Class Teachers	- Cross-curricular book trawls - Planning opportunities for writing – check this - Pupil discussions - Writing moderation	Release time Purchase of high-quality cross-curriculum texts- £3000	Curriculum & Teaching: Increased quality and quantity of writing across the curriculum. Pupils can articulate purpose, audience and language choices.
Teachers swiftly identify pupils at risk of underachievement in writing, enabling targeted support that accelerates progress and closes gaps quickly.	- Use assessment systems to identify pupils working below the expected standard in writing. - Analyse writing data termly, including vulnerable groups. - Plan targeted interventions and precision teaching.	Termly assessment cycle	English Lead SLT Class Teachers	- Data analysis - Progress meetings - Moderation records - Intervention reviews	Intervention resources Staff release time	Achievement & Inclusion: Increased percentage of pupils achieving EXS and GDS. Gaps between groups

	• Hold pupil progress meetings each term. • Moderate writing regularly to ensure accurate assessment. • Track impact of interventions and adapt where necessary.					diminish. Accelerated progress is evident for targeted pupils.
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Suggested Milestones

Autumn Term	Spring Term	Summer Term
• Reinforce writing priorities and non-negotiables. • Deliver CPD on strong foundations in writing. • Reiterate handwriting expectations and monitor presentation and handwriting across school in all subjects (not just English). • Data analysis of end of last year data to know who focus children are for this term • Autumn term writing moderation • Data analysis • Create writing action groups for pupils below expected standard. • Identify strong practice and share across school. •	• Review impact through book scrutiny and assessment. • Deliver coaching cycles and demonstration lessons for key staff. • Continue to focus on vocabulary and writing across the curriculum. • Conduct pupil voice activities.	• Evaluate progress towards EXS and GDS targets. • Complete final moderation cycle. • Produce impact report for governors and SLT. • Highlight Quantifiable Success Measures through data analysis
By end of academic year (with measurable outcomes): • 75%+ of teaching is observed to be good or better in writing. • 100% of classes delivered agreed handwriting sessions with fidelity. • Increase EXS attainment in writing by 15% from baseline. (Currently 60% whole school) • Increase GDS attainment by 3% from baseline. (Currently 7.6% Whole school) • Reduce disadvantage attainment gap in writing across the school by 10%. (Currently 21% gap across whole school)		

Priority 2: To implement a rigorous system for tracking and analysing pupils' combined assessment outcomes from Year 3 onwards to ensure that the proportion of pupils achieving the expected standard across all core curriculum subjects is at least in line with national averages.

Success Criteria	Action	Timescale	Person responsible	Monitoring	Costings	SEF reference/ Impact
A robust tracking system is in place which regularly analyses pupils combined assessment outcomes.	- Tracking systems updated to show combined scores tracked from year 3 onwards – reported termly - Termly progress meetings with a focus upon pupils who are not on track to achieve combined – identifying key children. - SLT and phase leaders to monitor identified focus children during phase visits and as part of SDP monitoring cycle and phase visits.	Set up start of autumn term – completed termly Termly Ongoing	MA MF Phase leaders	Learning walks Book scrutiny Pupil voice Data analysis		ACHIEVEMENT CURRICULUM AND TEACHING
Quality first teaching ensures that children are targeted swiftly to ensure that gaps are closed quickly, enabling all children to keep up.	- Monitoring activities undertaken as part of our ongoing monitoring cycle – focus on children who are at risk of not achieving EXS in all core areas - Class teachers using ongoing formative assessment to identify gaps and identify opportunities to develop children's knowledge further - Use of gap planners to inform planning - Analysis of summative assessment data identifies individual and cohort gaps in attainment and understanding. - CPD delivered to enhance quality first teaching across the school, with a focus on Rosenshine principles	Ongoing Ongoing Termly CPD plan – termly	MA MF SN Phase leaders Class teachers	Learning walks Gap planners Monitoring and analysis of data Phase visits Pupil voice		ACHIEVEMENT CURRICULUM AND TEACHING

Research-informed interventions are used efficiently to support accelerated progress.	• Herts for Learning fluency project – staff trained last year and will resume the intervention this year • Year 4 multiplication breakfast club • Precision teaching used to develop speed and automaticity in times tables and number bonds • Tutoring programme set up for targeted pupils in year 5 and 6	Autumn term Spring term Autumn term start then ongoing	Class teachers SLT	Impact of interventions ie entry data vs exit data Monitoring of delivery		ACHIEVEMENT CURRICULUM AND TEACHING
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Suggested Milestones

Autumn Term	Spring Term	Summer Term
• Identify children who are currently off track for combined EXS in years 3-6 (one subject area) • Set up tracking system for the new term in years 3-6 • Monitoring cycle set up to support consistent quality first teaching - coaching given to staff as required • Gap planners distributed and completed to identify gaps in learning and understanding • Analysis of autumn term data to measure impact and identify focus groups for spring term	• Monitoring of focus children • Gap planners used to inform planning • Interventions established and showing impact • Analysis of spring term data to measure impact and identify focus groups for summer term – tracker updated and key children identified • Monitoring cycle continues to support consistent quality first teaching - coaching given to staff as required •	• Evaluate progress towards EXS and GDS targets. • Complete final assessment cycle. • Produce impact report for governors and SLT. • Highlight Quantifiable Success Measures through summer term data analysis • Tracker updated and focus children identified for next term
By end of academic year (with measurable outcomes): • 75%+ of teaching is observed to be good or better in writing (main focus area for raising combined) • Combined outcomes at the end of KS2 to rise by at least 10% with an aspiration of hitting 70% (Currently 57%)		

Priority 3: To ensure all pupils in EYFS and KS1 secure foundational skills in communication & language, systematic synthetic phonics, early number and handwriting by the end of KS1 and that these are maintained and strengthened across KS2, ensuring that core literacy and numeracy skills are embedded.

Success Criteria	Actions	Timescale	Person Responsible	Monitoring	Costings	Impact/SEF Reference
Children in EYFS and KS1 demonstrate secure progress in communication and language, early reading, writing and number.	The EYFS lead works closely with Year 1 in the autumn term to ensure high standards for communication and language continue to be set.	Autumn term	SW	Monitoring cycle – book scrutinies, learning walks	RWI DEVELOPMENT PACKAGE £	Curriculum and teaching Early years
	Maintain consistent, high-quality delivery of RWI phonics programme and tutoring to support pupils.	Ongoing	LP, SW, AH	RWI development days Phonics screening analysis		
	Ensure daily opportunities for purposeful writing in EYFS and KS1.	Autumn term	Class teachers	Book Scrutiny, Learning walks, pupil voice		
	Identify pupils with fine motor difficulties and implement targeted support programmes i.e. dough disco	Ongoing	HD	Analysis of data, Learning walk, pupil voice		
	Strengthen mastery approaches to number in EYFS and KS1, following the programme with fidelity.	Ongoing	HD	Analysis of data, Learning walk, pupil voice		
	Across the curriculum, pupils are exposed to a rich, variety of subject specific vocabulary which enhances their understanding and quality of their work/explanations.	Ongoing	RT, AH, HD, SW	Learning walk, Book scrutiny Floor books/ capture books Pupil voice		
Secure AfL practices and robust assessment systems identify pupils	The teaching and learning lead monitors our consistent whole-school AfL approach	Ongoing	HD	Learning walks Book scrutiny Pupil voice		

with gaps in foundational skills at the earliest opportunity.	(Rosenshine), including effective questioning, retrieval practice, live feedback and checking for understanding. • Ensure teachers use ongoing formative assessment to inform lesson planning and provide immediate intervention where gaps are identified. • Use summative assessment information to swiftly identify pupils requiring additional support and implement timely interventions and evaluate their impact.	Ongoing Termly	HD, MF, MA, SN MA, HD	Monitoring of gap planners Progress meetings Data analysis	Cost of gap planners £	
Quality first teaching and targeted interventions ensure pupils who have not secured fundamental skills rapidly catch up.	• Deliver ongoing professional development to ensure staff are confident in identifying and addressing gaps in foundational knowledge and skills. • Ensure interventions are precisely targeted, evidence-informed and matched to identified pupil needs. • Monitor the impact of interventions at least termly, adapting provision where progress is not sufficient. • Coaching is used to support staff as identified through our rigorous monitoring schedule.	Ongoing Ongoing Half termly ongoing	MF, HD SN, MA, HD HD, AH, RT, SW, MA, MF, SN	Evaluation of intervention impact data		
Gaps in foundational learning do not persist	• High-quality professional development enables staff to	Ongoing	MF, MA, SN, HD	Monitoring of marking, assessment and feedback		

as pupils move through the school.	diagnose misconceptions swiftly and adapt teaching in real time to secure pupil understanding.					
	Staff are relentless in their expectations across the curriculum with a focus upon foundational skills.	Ongoing	Class teachers	Monitoring of gaps in foundational skills		
	A rigorous monitoring and quality assurance schedule ensures high expectations are consistently met, with timely actions taken to address any identified areas for development.	Ongoing	SLT	Monitoring cycle – book scrutinies, learning walks		
	- Teachers explicitly revisit and reinforce previously taught core knowledge and skills through retrieval practice and overlearning. - Consistent expectations for reading fluency, handwriting, spelling and number fluency across all year groups, in all subjects are embedded.	Ongoing	Class teachers	Learning walks, pupil voice, book scrutiny		
		Ongoing	Class teachers	Learning walks, pupil voice, book scrutiny		

Suggested Milestones

Autumn Term	Spring Term	Summer Term
- Handwriting lessons are timetabled and delivered with fidelity - Monitoring schedule – focus on strong foundations and presentation - Book trawl shows improvement over the course of the first 5 weeks	- Handwriting and presentation shows clear improvement across all areas of curriculum - Monitoring shows impact of intervention which in turn shows positive progress	- Handwriting and presentation show significant improvement across all areas of curriculum - Monitoring of quality first teaching shows that all teaching is at least consistently good

- EYFS lead working with year 1 staff to support transition - Children with fine motor issues identified and intervention set up – re handwriting - Baseline assessments for strong foundations carried out - Progress meetings identify barriers to learning – focus on strong foundations	- Children with fine motor issues are showing improved pencil grip - Targeted children who may have ‘regressed’ since EYFS have now caught back up, meeting the age-related standard for year 1 - Data analysis and formative assessment shows progress from the starting points of targeted children	- Alongside quality first teaching, the focus on strong foundations has lead to accelerated progress from baseline - Progress meetings and data analysis identify children with gaps in foundational knowledge and their barriers to learning in readiness for next academic year.
<u>By end of academic year (with measurable outcomes):</u> - At least 75%+ of children in Reception to achieve GLD. 80%+ of all children in year 1 are writing with the correct pencil grip - Maintain 90% of children achieving the expected standard in the phonics screening. - Data analysis shows that the focus on foundational skills has had a direct impact on accelerated progress across KS1&2 in English and Maths. - Termly tracking of interventions show measurable impact from clear starting points. - Robust monitoring confirms that a minimum of 80% of teachers consistently deliver high-quality first teaching, resulting in strong pupil engagement and progress.		

Priority 4: To ensure that all pupils with SEND make strong progress from their individual starting points through the consistent implementation of a robust graduated approach, high-quality adaptive teaching and targeted intervention, including the continued development of our Inclusion Hub to meet the increasingly complex needs of pupils with EHCPs.

Success Criteria	Actions	Timescale	Person Responsible	Monitoring	Costings	Impact/SEF Reference
A consistent and effective graduated approach is embedded across the school so that SEND pupils make strong progress from	All children with an identified SEND need have a Plan-do-review	Autumn term then ongoing	Class teachers SN JW	Monitoring of Edukey	Edukey subscription £	Inclusion
	All pre-key stage EHCP children to have AAT targets, which are	Autumn term then ongoing	Class teachers SN JW	Monitoring of AAT folders and workbooks		

their individual starting points.	used to measure progress across the academic year. - Review SEND support plans to ensure targets are specific, measurable, ambitious and closely matched to individual needs. - Ensure teachers regularly review pupils' progress against individual SEND targets and adapt provision where progress is low. - Ensure pupil and parent/carer voice contributes meaningfully to the review and development of provision. - SENCO to undertake regular audits of SEND support plans and provision to ensure consistency and quality across the school.	ongoing Termly Ongoing	SN JW SN JW SN JW	Monitoring of Edukey and Plan-do-reviews Parental and pupil voice Monitoring of Edukey and support in practice ie learning walks, pupil voice, work scrutiny.		
High-quality adaptive teaching is consistently evident across the school, with teachers confidently identifying and removing barriers to learning while maintaining high expectations for pupils with SEND.	- Provide targeted CPD and coaching for teachers and teaching assistants based on identified areas of SEND need. - Ensure teachers use pupils' SEND plans, EHCP outcomes and specialist recommendations when planning and delivering learning. - Develop consistent use of appropriate strategies including scaffolding, modelling, visual support, chunking, pre-teaching and checking for understanding.	Ongoing as part of CPD cycle Ongoing Ongoing	SN JW SN JW SN JW MF HD	Monitoring of the evolving needs of children Monitoring of planning of provision against individual targets and specialist recommendations Learning walks, Pupil voice Work scrutiny		

	- Identify and share examples of strong inclusive classroom practice across the school. - Use monitoring findings to provide targeted support and coaching where practice is less consistent.	Ongoing	SN JW HD	Use of monitoring cycle		
		Ongoing	SN JW HD			
Targeted interventions are carefully matched to identified need, delivered consistently and evaluated rigorously.	Establish clear baseline assessments, intended outcomes and review points for each intervention.	Autumn Term	Class teachers MA SN JW	Monitoring of interventions – focus on impact		
	Ensure interventions are adjusted or discontinued where evidence demonstrates insufficient impact.	Half termly	SN JW			
	Ensure teachers understand what pupils are receiving through intervention and use this information to inform classroom teaching.	Ongoing	SN JW	Monitor whether pupils can transfer and apply learning from interventions within the classroom.		
	- Ensure interventions complement, rather than replace, access to high-quality teaching and a broad and ambitious curriculum. - SENCO/SLT to review intervention impact half termly and identify where resources need to be redirected.	Ongoing	SN JW	Monitoring of interventions – focus on impact		
		Half termly	SN JW			
The Inclusion Hub provides high-quality, individualised and carefully targeted provision for pupils	Develop individualised programmes that directly address pupils' identified needs and EHCP outcomes.	Half termly	SN LH	Monitor pupils' academic and wider progress from their individual starting points, including progress towards EHCP outcomes.		

with complex SEND and EHCPs.	Develop the expertise of Inclusion Hub staff through targeted CPD, coaching and work with specialist professionals.	Ongoing	SN			
	Establish clear links between the Inclusion Hub and mainstream classrooms so pupils remain part of their class and wider school community.	Ongoing	SN	Monitor that these links are consistent and in the best interest of the child		
	Develop planned opportunities for pupils to access mainstream learning wherever this is appropriate to their individual needs.	Ongoing	SN	Monitor that appropriate activities are being planned for use in the mainstream classrooms		
	- Strengthen partnership with parents/carers and external professionals to ensure provision remains responsive to increasingly complex needs. - Evaluate the impact of the Inclusion Hub termly and use findings to determine further improvements to provision, staffing and resources.	Ongoing	SN	Monitoring of parental questionnaires		
		Termly	SN MF	Evaluation of data and progress from starting points		

Suggested Milestones

Autumn Term	Spring Term	Summer Term
- All SEND pupils have updated plan-do-review documents. - Inclusion Hub baseline established. - Staff receive adaptive teaching CPD. - AAT folders set up for autumn term	- Monitoring demonstrates adaptive teaching strategies in all classes. - Coaching for teachers and teaching assistants based on identified areas of SEND need and findings from monitoring activities	- SEND progress evaluated against their starting points and personal targets - Inclusion Hub impact reported to governors. - Parental questionnaires sent out and evaluated

Targeted children are identified for research-based intervention	- Intervention reviews and evaluations demonstrate impact - Children are making progress against their AAT targets - Plan-do-reviews are reviewed and updated with SMART targets	- Data analysed to identify gaps in learning and next steps - Progress meetings to discuss targets for SEND children for next academic year
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By end of academic year (with measurable outcomes):

- 100% of the children on the SEND register have a clear 'PDR' with measurable targets.
- Use of the AAT clearly demonstrates positive progress for our pre-key stage/children with EHCPs.
- Termly tracking of interventions show measurable impact from clear starting points.
- Reviews of the 'PDR's' demonstrate that targets are meeting the needs of the individual children with measurable outcomes.
- Parental feedback demonstrates that at least 90% of respondents have high levels of confidence in the school's SEND provision, with parents recognising that individual needs are identified effectively and barriers to learning are successfully addressed.

Priority 5: To ensure high expectations and consistent support for disadvantaged pupils by removing barriers to learning so that our most vulnerable learners fully access the curriculum and wider opportunities resulting in a 10% reduction in the attainment gap (combined reading, writing, maths) between disadvantaged pupils and their peers.

Success Criteria	Actions	Timescale	Person Responsible	Monitoring	Costings	Impact/SEF Reference
The attainment gap in combined R/W/M between disadvantaged and non-disadvantaged pupils reduces by at least 10% from the 2025/26 baseline.	Establish baseline combined ARE data for disadvantaged and non-disadvantaged pupils in every year group.	Aut Term	MA	Data analysis against autumn term baseline – termly		Inclusion Curriculum and teaching Achievement
	Track attainment and progress termly and identify where gaps are not closing quickly enough.	Ongoing	MA & SLT	Book/ work Scrutiny Pupil voice		
	Termly progress meetings identify focus children and evaluate impact of interventions	Termly	MA/ MF/ SN	Learning walks		
	Rigorous monitoring cycle promotes quality first teaching,	Ongoing	SLT	Monitoring of intervention impact data		

	ensuring that all children make progress - Coaching is provided to teachers and support staff, where necessary - Teachers and support staff to demonstrate consistently high expectations for disadvantaged pupils.	Ongoing Ongoing	SLT SLT	Pupil progress meetings		
Individual barriers to learning are identified and addressed effectively.	- Develop a clear understanding of barriers for each disadvantaged pupil by updating and completing the disadvantaged spreadsheet. - Transition meetings to take place with previous teachers to discuss provision and needs - Free breakfast club is established to provide a soft start to the day and promoted – especially to disadvantaged children - Pupil premium funding and school fund used to support families in need i.e. uniform vouchers, food parcels, winter coats	Autumn term Summer term 26 Autumn term - ongoing	MA/ SN MA/MF MA	Monitoring of disadvantaged spreadsheets Monitoring of free breakfast club data – focus on attendance and impact on outcomes	Breakfast club budget £	
Disadvantaged pupils make strong progress from their individual starting points, particularly those currently below ARE.	- Identify disadvantaged pupils who are at risk of falling behind. - Pupil progress meetings focus upon their progress and agree clear, time-bound actions and targets.	Autumn baseline then ongoing alongside termly assessments Ongoing	MA & Class teachers MA/MF	Monitoring of data		

	• Use of gap planners and formative assessment to swiftly identify gaps in learning as they occur • Analysis of summative assessments to identify gaps in knowledge and inform planning and provision	Termly	Class teachers Class teachers and MA	Monitoring of gap planners by SLT		
Disadvantaged pupils fully access the curriculum, including enrichment and wider opportunities.	• Subject specific language is taught across the curriculum to enable children to fully access the curriculum content • Oracy to be promoted within all subjects, using oracy conventions, sentence stems and questioning • Application of Rosenshine principles – providing scaffolds to children who require them to access lesson content • A range of afterschool clubs offered to all children to support enrichment • Audit participation in clubs, trips, residential, leadership, sport, music and other enrichment opportunities. • Identify under-representation and proactively remove financial, practical or confidence-related barriers.	Ongoing Ongoing Ongoing Autumn term then ongoing	Class teachers – monitored by phase leaders and subject leaders MA/MF MA	Subject leader monitoring schedule – pupil voice, work scrutiny, learning walks SLT monitoring cycle Monitoring of club attendance data	Subject leader release time	

Interventions and Pupil Premium-funded provision have demonstrable impact on pupil outcomes.	- Ensure interventions have clear starting points, intended outcomes and review points. - Selection of research-based intervention strategies, i.e. Toe-by-toe, Fresh Start, RWI Phonics, HFL Fluency, Mastering Number - Implement a programme of pre-teaching intervention to support children to access the curriculum. - Impact of interventions monitored and evaluated half-termly. - Develop an inclusion strategy, using the inclusive mainstream fund and share with staff and stakeholders	Autumn term then ongoing	MA/SN MA/SN SN MA/SN	Monitoring quality and impact of interventions – entry and exit data		
		Autumn Term				

Suggested Milestones

Autumn Term	Spring Term	Summer Term
2025/26 baseline gap established for every year group. - Disadvantaged pupils and their individual barriers clearly identified. - Attendance, attainment and enrichment participation audited. - Pupil progress meetings establish priority pupils. - Write an inclusion strategy for, using the inclusive mainstream fund and share with all stakeholders	- Termly assessment demonstrates that the gap is beginning to narrow. - Leaders can demonstrate the impact of interventions and make changes where impact is insufficient. - Monitoring shows consistently high expectations in lessons and pupils' books. - Participation in enrichment is broadly representative.	10% reduction in the combined R/W/M attainment gap compared with the 2025/26 baseline. - Increased proportion of disadvantaged pupils achieve ARE in reading, writing and maths. - Disadvantaged pupils are proportionately represented in wider school opportunities. - Pupil voice and case studies demonstrate improved access, confidence and aspiration to the wider curriculum, reflected in attainment and progress

By end of academic year (with measurable outcomes):

- Data shows a 10% reduction in the combined R/W/M attainment gap compared with the 2025/26 baseline.
- An Increased proportion of disadvantaged pupils achieve ARE in reading, writing and maths.
- Disadvantaged pupils are proportionately represented in wider school opportunities.
- Attainment in the foundation curriculum is improved due to increased confidence and engagement