Frettenham Primary School SIDP – 2026/2027

School Improvement and Development Plan

OUR VISION

Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do.

A place for all to flourish

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	• Functional skills improved for target pupils

Objective: Improve Outcomes

To improve pupil outcomes so that, over the next three years, each school has a clear and realistic trajectory towards meeting or exceeding national expectations, while ensuring that all Groups of pupils, particularly vulnerable pupils and those with SEND, make strong progress from their individual starting points.

The school will use current and historical assessment information to identify priorities, set ambitious but realistic targets and monitor progress towards the following (appropriate to the school) key outcome measures:

- **EYFS Good Level of Development (GLD)**
- **Year 1 Phonics Screening Check**
- **KS2 Reading**
- **KS2 Writing**
- **KS2 Mathematics**
- **KS2 Reading, Writing and Mathematics combined (RWM)**

The strategy will be reviewed regularly throughout the year as assessment information becomes more secure.

Establish Frettenham Primary School's Three-Year Outcomes Trajectory			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Analyse historical outcomes for EYFS, Phonics and KS2, including comparison with national outcomes and the school's previous performance.	Clear understanding of strengths, weaknesses and trends over time. Historical issues affecting outcomes are explicitly identified.	HoS / Data Lead/Executive Deputies	Autumn 1
Analyse current attainment and progress information for every year Group, identifying pupils at risk of not meeting age-related expectations.	Each year Group has a clear attainment profile and identified pupils/Groups requiring additional action.	HoS / Teachers	Autumn 1
Produce 2027 predictions for EYFS, Phonics and KS2 Reading, Writing, Maths and RWM combined.	Predictions are evidence-based, realistic and sufficiently ambitious.	HoS / Data Lead/Executive Deputies	Autumn 1
Establish a three-year trajectory towards national expectations for each relevant outcome measure.	School can clearly articulate where it expects to be in 2027, 2028 and 2029 and why.	HoS / Data Lead/Executive Deputy	Autumn 1
Identify cohort-specific factors affecting the trajectory, including cohort size, SEND, disadvantage, mobility, pupil movement and prior attainment.	Commentary explains the context behind the data rather than simply reporting percentages.	HoS	Autumn 1
Agree key improvement priorities arising from the analysis.	Priorities are reflected in the SIDP, curriculum development and staff performance management.	HoS / Executive Deputy	Autumn 1

School Commentary:

Current KS2 attainment predictions/targets are:
78%+ in Reading
66%+ in Writing
78%+ in Maths
66+% RWM combined.

We are optimistic that, through targeted teaching, intervention and careful tracking, we can close some of the current gaps and improve outcomes by the end of 2027.

The longer-term trajectory will need to be considered in the context of varying cohort sizes and an increasing proportion of pupils with SEND and other vulnerabilities. These factors will have a significant impact on our end-of-key-stage cohort percentages.

The 2028 cohort currently has a high level of SEND needs (40%), with only one of the cohort attaining expected at KS 1 writing. This has risen to 63% by the end of the last academic year, highlighting the success in closing the gap from their starting point in Key Stage 2.

Our current Year 4 cohort is small (5 pupils), having gained 1 pupil towards the end of the 2025-2026 year, therefore currently predicting a combined RWM from 75% to 60% at the end of 2028-2029. With targeted interventions I am optimistic that this year group is likely to make good improvement and we can achieve an 80% RWM combined score.

Currently, Year 3 are furthest from National Expectations.

Phonics for this cohort has been a particular area of focus with only 20% passing in Year 1. Two more children passed at the end of Year 2, but three children in the cohort did not pass. They are currently still catching up on the phonics programme, due to the low starting point for many of the children. This cohort also includes 4 children who have joined us in the last year, 3 in the last 3 months, choosing our setting because of the small nature of it, after finding larger schools too overwhelming. This means the cohort has 50% SEND and 37.5% Pupil Premium. We will need to carefully monitor this group to ensure the individual needs of the pupils are met.

Cohort Context: Current Year 6 Cohort: 9 pupils
SEND register:

- SEND Register = 3/9 children
- EHCPs = 1/ 9 children
- Targeted Pupil Premium = 1/9 children
- Vulnerable children register = 2/9 children
- Number of children who joined beyond Reception = 2/9 children
- Number of children on an intervention 2025-2026 = 4/9 children

A complicating factor for the cohort is being taught in a mixed three-year class, where historically Year 6 have been able to have discrete teaching of core subjects like Maths, this is not possible with the current class dynamics.

Improve Outcomes: EYFS			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Establish accurate baseline information for the current Reception cohort.	Baseline identifies individual starting points and priority areas.	EYFS Lead	Autumn 1
Analyse historical EYFS outcomes and identify areas of relative weakness.	Specific areas for improvement identified, rather than a generic focus on GLD.	HoS / EYFS Lead	Autumn 1
Identify pupils unlikely to achieve GLD and establish individual/Group strategies.	Vulnerable pupils are identified early and monitored closely.	EYFS Lead / SENCO	Half-termly
Ensure provision and adult interaction are closely matched to identified gaps.	Learning observations demonstrate targeted provision and high-quality adult interaction.	EYFS Team	Ongoing
Strengthen links between EYFS assessment and subsequent KS1 curriculum planning.	Transition information is used effectively by Year 1 teachers.	EYFS/KS1 Leads	Summer
Review progress towards the 2027 prediction at agreed assessment points.	Prediction is updated using increasingly secure evidence.	HoS	Half-termly/termly

Improve Outcomes: Phonics			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Analyse current phonics assessment information by year Group, including individual pupil gaps.	Precise gaps in phonological knowledge are identified.	HoS/Phonics Lead	Autumn 1
Establish a 2027 Phonics Screening Check prediction.	Prediction is based on current attainment and historical evidence.	HoS/Phonics Lead	Autumn 1
Ensure phonics teaching is consistent and follows the school's agreed approach.	Monitoring demonstrates consistent implementation and high-quality phonics teaching.	HoS / Phonics Lead	Ongoing
Provide targeted additional teaching for pupils at risk of not passing the check.	Identified pupils demonstrate measurable improvement between assessment points.	Phonics Lead / Teachers	Half-termly
Track pupils who did not meet the expected standard previously.	All relevant pupils have a clear catch-up strategy and progress is monitored.	HoS/Phonics Lead	Ongoing
Moderate phonics assessment across the school/federation where appropriate.	Assessment judgements are reliable and consistent.	Phonics Lead	Termly

Improve Outcomes: KS2 Reading			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Analyse current attainment in reading by year Group and identify pupils/Groups below expected standard.	Clear cohort-specific priorities established.	HoS / Reading Lead	Autumn 1
Produce a 2027 prediction for the percentage achieving the expected standard in Reading.	Prediction is evidence-based and reviewed as assessment becomes more secure.	HoS	Autumn 1
Identify key reading knowledge/skill gaps and adapt teaching accordingly.	Planning and teaching demonstrate a clear response to identified gaps.	Reading Lead	Ongoing
Ensure daily reading and guided reading provision develops fluency, vocabulary, comprehension and inference.	Monitoring demonstrates strong reading provision across year Groups.	Reading Lead	Ongoing
Track vulnerable pupils and pupils with SEND particularly closely.	Gaps are identified early and appropriate adaptations/intervention are implemented.	SENCO / Reading Lead	Half-termly
Evaluate impact of actions through work scrutiny, assessment and pupil voice.	Evidence demonstrates improved attainment and/or progress.	HoS	Termly

Improve Outcomes: KS2 Writing			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Analyse writing attainment by year Group and identify specific gaps in composition, grammar, punctuation, spelling and transcription.	Staff have a precise understanding of cohort needs.	Writing Lead	Autumn 1
Establish 2027 writing prediction.	Prediction reflects current evidence and identified improvement strategies.	HoS	Autumn 1
Implement the federation Writing Framework consistently.	Monitoring demonstrates improved consistency and progression in writing teaching.	Writing Lead	Ongoing
Moderate writing regularly within and across schools where appropriate.	Teacher assessment is accurate and consistent.	Writing Lead / HoS	Termly
Identify pupils who require additional support to achieve the expected standard.	Targeted support is implemented and its impact evaluated.	Teachers / SENCO	Half-termly
Track progress towards the expected standard and greater depth.	Increasing proportions of pupils demonstrate secure age-related writing.	HoS / Writing Lead	Termly

Improve Outcomes: KS2 Mathematics			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Analyse attainment by year Group and identify gaps in mathematical knowledge and fluency.	Cohort-specific mathematical priorities identified.	Maths Lead	Autumn 1
Establish 2027 prediction for mathematics.	Prediction is evidence-based and regularly reviewed.	HoS	Autumn 1
Ensure curriculum sequencing supports pupils to develop secure mathematical understanding.	Monitoring demonstrates appropriate progression and opportunities to address misconceptions.	Maths Lead	Ongoing
Identify pupils at risk of not meeting the expected standard and provide targeted support.	Identified pupils make measurable progress.	Teachers / Maths Lead	Half-termly
Use assessment information to address misconceptions rather than relying solely on intervention.	Evidence demonstrates adaptation of classroom teaching in response to assessment.	Teachers	Ongoing
Moderate assessment and monitor consistency of teaching across year Groups.	Teacher assessment is accurate and teaching quality is consistent.	Maths Lead / HoS	Termly

Improve Outcomes: RWM Combined			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Identify pupils currently on track to achieve the expected standard in all three subjects.	School has an identified RWM cohort.	HoS / Data Lead/	Autumn 1
Identify pupils who are secure in two areas but have a specific barrier preventing RWM combined.	Individual pupils/Groups are identified and appropriate action planned.	HoS / Teachers	Autumn 1
Establish 2027 RWM combined prediction.	Prediction is realistic and supported by current evidence.	HoS	Autumn 1
Track the RWM cohort at each assessment point.	School can explain movement into and out of the combined measure.	HoS	Termly
Evaluate whether school improvement actions are translating into improved combined outcomes.	Evidence demonstrates increasing numbers of pupils achieving the combined measure.	HoS / Executive Deputy	Termly

Evidence of the above could include: baseline data, assessment data, learning observations, moderation records, pupil work, pupil progress discussions, intervention records and examples of changes made as a result of assessments, lesson visits, planning, pupil voice, reading records, screening-check outcomes and intervention impact.

Whole-School Improvement Actions Underpinning Outcomes			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Ensure assessment information is used routinely to identify pupils who need additional support or greater challenge.	Pupil progress discussions lead to identifiable changes in teaching.	HoS	Ongoing
Ensure provision for vulnerable pupils and pupils with SEND enables them to access the curriculum and make strong progress.	Monitoring demonstrates appropriate adaptive teaching and effective use of provision.	HoS / SENCO	Ongoing
Ensure teachers have secure knowledge of expected standards in their year Group.	Work scrutiny and moderation demonstrate accurate expectations.	HoS	Ongoing
Strengthen consistency of teaching through agreed federation approaches.	Monitoring demonstrates increasing consistency while retaining appropriate school-level flexibility.	HoS / Executive Deputy	Ongoing
Use professional development to address identified weaknesses in teaching and learning.	Staff development is directly linked to identified pupil needs.	HoS	Ongoing
Evaluate interventions for impact and discontinue or adapt those that are not effective.	Intervention records demonstrate impact on pupil attainment/progress.	HoS / SENCO	Half-termly
Monitor attendance and its relationship with attainment.	Persistent absence/attendance concerns are addressed promptly where they affect learning.	HoS / Attendance Lead	Ongoing
Review curriculum coverage and progression where gaps are identified.	Curriculum evaluation demonstrates appropriate response to identified weaknesses.	HoS / Curriculum Leads	Termly

Monitoring and Assurance

Frettenham Primary School will provide assurance through:

Data	Implementation	Impact
• Current attainment by year Group. • 2027 predictions for EYFS, Phonics, Reading, Writing, Maths and RWM. • Three-year trajectory towards national expectations. • Progress of identified vulnerable Groups. • Comparison with previous school performance and national outcomes where appropriate.	• School improvement monitoring. • Lesson visits. • Work scrutiny. • Pupil progress meetings. • Moderation. • Curriculum reviews. • Phonics/reading/maths monitoring. • Intervention evaluation.	• Movement in assessment data. • Evidence of improved teaching and learning. • Improved pupil knowledge and understanding. • Reduction in identified attainment gaps. • Increasing numbers of pupils on track to meet expected standards.

Evaluation – to be completed after implementation and impact

Head of School should be able to explain:

1. Where are outcomes currently?
2. Where do we expect them to be in 2027?
3. Where do we expect them to be in 2028 and 2029?
4. Why is this trajectory realistic?
5. What are the key barriers to improvement?
6. What are we doing differently to address those barriers?
7. What evidence tells us that the strategy is working?
8. What has not worked and what have we changed as a result?
9. What are the next three actions that will have the greatest impact?

Impact

Leaders will be able to demonstrate a clear line of sight from analysis of current pupil outcomes, through identified priorities and planned actions, to measurable improvement in pupil attainment. Progress towards the school's three-year outcomes trajectory will be reviewed regularly, with actions adapted where evidence indicates that insufficient progress is being made.

Three-Year Trajectory for Frettenham Primary School						
Outcome	**2026 Actual**	**2027 Prediction**	**2028 Trajectory**	**2029 Trajectory**	**National Expectation**	**Commentary**
EYFS GLD	57% (1 child = 7%)	60%			68.3% (75% by 2028)	Difficult to ascertain at this stage of the year, however all children attended preschool. One child has very unstable diabetes and requires a lot of support with this and with general behaviour and learning habits.
Phonics	70% (1 child 10%)	70%			81% (90% by 2029)	Y1 is a large cohort of 16 children.
KS2 Reading	100% (1 child = 20%)	78% (1 child 11%)	60% (1 child 10%)	80% (1 child 20%)	75% EXS+ 31% GD	4 children currently not on track, 1x EHCP, 3 other with SEND. Small group interventions are currently on going to support this group with reading fluency and stamina.
KS2 Writing	100%	66% (1 child 11%)	60% (1 child 10%)	60% (1 child 20%)	73% EXS+ 13% GD	4 children currently not on track, 1x EHCP, 3 other with SEND. Small group interventions are currently on going to support this group with reading fluency and stamina.
KS2 Maths	100%	78% (1 child 11%)	70% (1 child 10%)	100% (1 child 20%)	75% EXS+ 27% GD	4 children currently not on track, 1x EHCP, 3 other with SEND. Small group interventions are currently on going to support this group with reading fluency and stamina.
KS2 RWM combined	100%	66% (1 child 11%)	60% (1 child 10%)	60% (1 child 20%)	63% EXS+ 9% GD	4 children currently not on track, 1x EHCP, 3 other with SEND. Small group interventions are currently on going to support this group with reading fluency and stamina.

Year-Group Specific Analysis			
Year Group: Reception			
Current Attainment	Baseline Assessment undertaken	2027 Prediction	Reading: 80% Writing: 80% Maths: 80% GLD: 60% (1 child = 20%)
Key Strengths	Small cohort, settled well, siblings of children in school.		
Key Gaps/Barriers	1 child has significant medical needs and behavioural needs. 2 other children have medical needs for vision and hearing, which are currently being monitored, but could impact learning in the future. Lack of TA time to be able to undertake observations and spend time in provision.		
Priority Actions	Ensure the medical needs of the child are met.		
Vulnerable/SEND Cohort	1/5 vulnerable/ SEND		
Evidence of Impact	GLD will be National with additional intervention		

Year Group: Year 1			
Current Attainment	Reading: 57% Writing: 57% Maths: 64% GLD: 57% (1 child = 7%)	2027 Prediction	Reading: 62% Writing:62 % Maths: 68% Combined: 62% (1 child = 6.25%)
Key Strengths	The majority are settled in class. A strong end to the Summer term with children gaining GLD, hopefully will continue into the current year.		
Key Gaps/Barriers	43% didn't gain reading or writing, therefore this is a focus for the Autumn term. 1 child joined in the Summer term with significant SEND needs and requires adult support through the day. EHCP being applied for. The largest cohort in the school.		
Priority Actions	Catch up reading and writing for those children who didn't achieve GLD.		
Vulnerable/SEND Cohort	6/16 (38%) SEND 3/16 vulnerable.		
Evidence of Impact	Phonics tracker shows gaps for the cohort are closing pointing to effective teaching.		

Year Group: Year 2			
Current Attainment	Reading: 55% Writing: 63% Maths: 55% Combined: 55% (1 child = 9%)	2027 Prediction	Reading: 55% Writing: 63% Maths: 55% Combined: 55% (1 child =9 %)
Key Strengths	Experienced teacher with a good understanding of the cohort and needs of the children.		
Key Gaps/Barriers	4 children will need to retake the phonics at the end of the year. 2 children are struggling with the transition to Class 2 and causing significant disruption through the day and being removed. This is taking additional staff out from being able to support other children. Significant S&L needs have been present with 3 pupils since YR which have impacted progress		
Priority Actions	Targeted phonics and reading.		
Vulnerable/SEND Cohort	7/11 have SEND 7/11 have at least one vulnerability.		
Evidence of Impact	Interventions will improve outcomes		

Year Group: Year 3			
Current Attainment	Reading: 57% Writing: 43% Maths: 28% Combined: 14% (1 child = 14%)	2027 Prediction	Reading: 50% Writing: 50% Maths: 50% Combined: 50% (1 child = 14%)
Key Strengths	Experienced teacher who has taught them over the past year, so knows them well and can build on previous learning.		
Key Gaps/Barriers	3 children have joined since September all with additional learning and SEMH needs Inexperienced TA/apprentice to support individuals and groups.		
Priority Actions	Maths is an area of focus to consolidate key Y2 areas of learning.		
Vulnerable/SEND Cohort	4/8 SEND 4/8 vulnerable		
Evidence of Impact	As TA gains experience and knowledge, interventions improve outcomes		

Year Group: Year 4			
Current Attainment	Reading: 100% Writing: 60% Maths: 60% Combined: 40% (1 child = 20%)	2027 Prediction	Reading: 100% Writing: 80% Maths: 80% Combined:80 % (1 child = 20%)
Key Strengths	Joined Y5/6 in Class 3, so learning will challenge and develop higher levels of independence. Experienced teacher.		
Key Gaps/Barriers	1 pupil joined in the last 6 months, settled well into Class 3, but not used to formal assessments.		
Priority Actions	To keep up the progress already made and improve upon it		
Vulnerable/SEND Cohort	3/5 vulnerable group		
Evidence of Impact	Pupils reach at least national expectations		

Year group: Year 5			
Current Attainment	Reading: 42% Writing: 63% Maths: 42% Combined: 42% (1 child = 8%)	2027 Prediction	Reading: 60% Writing: 70% Maths: 60% Combined: 60% (1 child =10 %)
Key Strengths	Children have settled well moving to Class 3, experienced teacher.		
Key Gaps/Barriers	Reading and Maths, CUSPY children – additional support in lesson to consolidate key skills like retrieval in reading and times tables in maths. 3 year mixed class with SEND needs, TA supporting children with EHCPs, so lack of support at times.		
Priority Actions	Consolidation of key skills above		
Vulnerable/SEND Cohort	4/10 SEND 1 children with EHCP 5/10 vulnerable		
Evidence of Impact	Interventions carefully targeted to improve results		

Year group: Year 6			
Current Attainment	Reading: 78% Writing: 66% Maths: 89% Combined: 66% (1 child = 11%)	2027 Prediction	Reading: 78% Writing: 66% Maths: 78% Combined: 66% (1 child =11 %)
Key Strengths	2nd year being taught by same teacher, positive attitude across the cohort, know expectations for learning.		
Key Gaps/Barriers	Due to 3 year mix, lack of support at times due to adult support focussed in other areas. 1 pupil needs high level of emotional support, can impact the general well being of a number of children in the cohort at times. Has been very fractious in the past.		
Priority Actions	3 children have EHCP and/or significant SEMH and learning needs		
Vulnerable/SEND Cohort	3/9 SEND 5/9 Vulnerable		
Evidence of Impact	Vulnerable and SEND pupils attain as close to National as possible		

Objective: Improve Writing Outcomes				
To improve pupils' writing skills so that they can communicate their ideas clearly, confidently and effectively across the curriculum, leading to higher achievement, greater independence and better preparation for future learning.				
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**	**Evidence / Monitoring**
To embed the new Nebula Writing Criteria to assess children's writing throughout each year group. **Established – October 2025*	Teachers will become increasingly familiar with the criteria for each year group and use the statements to effectively teach key writing skills. Previous year groups criteria can be used to fill children's gaps where necessary. Children will make good progress throughout the year with most children aiming to achieve within the Expected range for their year group, by the end of each year.	Executive Deputy for School Improvement English Lead Head of School	Autumn Term 1 and throughout the year. Writing assessed at the end of each term.	Planning; Book Looks; Lesson obs; Harnser and Nebula Moderations; Pupil Progress
To implement the new marking and assessment policies developed in 2025/2026 for Old Catton, Horsford and Hanser Schools.	Teachers will be able to see a clear improvement from starting point to a finished, polished piece of writing. Editing, re-writing and improving a longer piece of writing within an English unit will clearly show progress. This process will help to support children to improve a whole piece, rather than a highlighted section.	Head of School Class Teachers	Autumn Term 1 and throughout the year	Drafts and final pieces show clear improvements; Book Looks; Final outcomes demonstrate clear progress; Nebula Moderation
To attend and implement training through the Wensum English Hub on the 14 Principles of Effective Writing Teaching in EYFS/KS1/KS2	EYFS Children develop oral language, drawing and book-making and see themselves as writers. EYFS classrooms will have rich writing environments that nurture children's independence, success and enjoyment in writing. KS1 Children become motivated, successful and independent writers who develop competence and a lifelong love of writing. KS2 Children develop increasing independence in writing. Children write with confidence, purpose and agency while developing a strong writer identity.	Identified English Lead Executive Deputy for EYFS Executive Deputy for School Improvement	EYFS March 27 KS1 Nov 26 KS2 Nov 26	Learning walks; Book Looks; Assessment Data; Pupil Progress; Moderation

To develop a 'love of writing' culture akin to the 'love of reading' culture that is so well established. Giving children more opportunities to enjoy and experience writing. **See appendices for suggested ideas that could be implemented in school for EYFS, KS1 and KS2.*	Children will become more confident, fluent writers. Their writing stamina will improve. More reluctant writers will engage more positively with the writing experience. Children will opt to write during times when they are given choice.	English Lead Class Teachers	Autumn Term 2 implementation Reviewed throughout the year to assess success.	Pupil Voice; Learning Walks; Book Looks; Curriculum Overview; Newsletters; Celebration Assemblies; Pupil Progress; Assessment Data
To focus this year's Nebula English Project on writing. 'The Nebula Writing Project' - to raise the profile of writing and engage all children.	All children will be included in a Nebula Writing Project. Each child will produce a piece of writing that can be used to celebrate their individual success but can also contribute to their writing portfolio for assessment. (*Theme of the project to be determined.)*	Executive Deputy for School Improvement English Lead Head of School	Spring Term 2027	Nebula Writing Project participation; Learning Walks; Nebula Celebration; Book Looks; Project Portfolios; School Culture of Writing

Commentary

The National Literacy Trust's 2025 survey, involving 114,970 children and young people aged 5–18, found that writing enjoyment was at its lowest level since 2010. Only 26.6% of 8–18-year-olds reported enjoying writing in their free time, while only 10.4% wrote something daily outside of their formal learning. Importantly, it stated, that children who enjoyed writing were much more likely to choose to write regularly.

The 2025 research on writing in school shows that children identified having a choice over what they wrote, e.g. form or style and the opportunities to express their own opinions as being particularly motivating. At the same time, children raised concerns about grammar, spelling and making errors as the biggest barrier to preventing them from wanting to write; the fear that they will get it wrong.

This supports the philosophy behind developing a 'love of writing' culture, building in small, low threat moments that feel purposeful, achievable and genuinely theirs, without the worry that their writing will be incorrect. This does not replace the requirement for the planned, formal teaching of: handwriting, spelling, grammar, structure, sentence construction, vocabulary work and writing extended pieces. Instead, it supplements and complements the writing English curriculum much in the same way that picking up a book from the reading area, choosing to read at lunchtime outside or having a reading for pleasure reading book running alongside their levelled reading book, has developed a love for reading culture in the Nebula schools.

To support teachers with initial ideas to try in their classrooms, there are appendices documents for EYFS, KS1 and KS2. Within these documents are a toolkit of suggestions to try with the children. This is not a definitive list and not all activities should be trialled at the same time, rather a starting point for teachers to identify one or two activities to engage the children more regularly with writing opportunities.

EYFS – Improve Outcomes			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Establish accurate baseline information for the current Reception cohort.	Baseline identifies individual starting points and priority areas.	Deputy EYFS	Autumn 1
Analyse historical EYFS outcomes and identify areas of relative weakness.	Specific areas for improvement identified, rather than a generic focus on GLD.	Deputy EYFS	Autumn 1
Identify pupils unlikely to achieve GLD and establish individual/Group strategies.	Vulnerable pupils are identified through pupil progress meetings, interventions are put in place early and monitored closely.	Deputy EYFS / SENCO	Half-termly
Ensure provision and adult interaction are closely matched to identified gaps.	Learning observations demonstrate targeted provision and high-quality adult interaction.	EYFS Teachers	Ongoing
Strengthen links between EYFS assessment and subsequent KS1 curriculum planning.	Transition information is used effectively by Year 1 teachers.	EYFS/KS1 Teachers	Summer
Review progress towards the 2027 prediction at agreed assessment points.	Prediction is updated using increasingly secure evidence.	Deputy EYFS	Half-termly/termly
Continue WellComm interventions and implement targeted language groups for children working significantly below age-related expectations.	Increased progress in Speaking and Listening assessments.	EYFS Teachers	Ongoing
Introduce daily structured talk opportunities across the curriculum, including vocabulary-rich activities.	Learning walks show consistent opportunities for high-quality talk.	EYFS Teachers	Ongoing
Strengthen partnership working with Speech and Language services and ensure referrals are made promptly where required.	Appropriate referrals made and support plans in place.	SENCo	Ongoing
Increase targeted phonics intervention sessions for pupils at risk of not meeting Word Reading ELG.	Improved phonics assessments and intervention tracking data.	EYFS Teachers	Ongoing
Develop additional opportunities for purposeful writing across both indoor and outdoor provision.	Increased evidence of independent writing in learning journals.	EYFS Teachers	Ongoing
Ensure provision and adult interactions are consistently aligned with children's identified needs and next steps.	Observations demonstrate high-quality interactions and targeted teaching.	EYFS Teachers	Ongoing
Strengthen moderation processes across the Federation to ensure accurate and consistent assessment judgements.	Moderation records confirm accuracy of assessments.	Deputy EYFS	Termly
Strengthen links between EYFS assessment information and Year 1 curriculum planning.	Transition information informs planning and intervention.	EYFS / KS1 Teachers	Summer Term

Review progress towards 2027 targets at each assessment point and evaluate impact of interventions.	Data demonstrates incremental improvement towards targets.	HoS / Deputy EYFS	Half-termly
Conduct focused learning walks centred on communication and language, early literacy and interaction quality.	Monitoring demonstrates improvement in classroom practice.	Deputy EYFS	Half-termly
Complete the DFE Excellence in Reception Teaching course.	Teachers have a clear understanding of the DFE expectations and guidance for Reception teachers.	EYFS Teachers	Ongoing

Objective: Develop a Trauma-Responsive School				
To embed trauma-responsive and attachment-aware practice across the school so that staff have a consistent understanding of behaviour and vulnerability, classroom and wider school environments are designed to support regulation and belonging, and pupils experiencing trauma or adversity are able to engage successfully in learning.				
Action	**Success criteria / intended impact**	**Lead**	**Timescale**	**Evidence / monitoring**
Establish the school's baseline using pupil data, behaviour/incident information, attendance, attainment and staff/pupil voice. Identify two target groups for case studies: one SENCO-led and one Head of School-led.	Clear baseline established. Two target groups identified with agreed measures of success. Staff understand why trauma-responsive practice is a priority for this school.	HoS / Executive Deputy / SENCO	Autumn 1	Baseline data; SDQs; attendance/attainment data; behaviour data; pupil/staff voice
Build staff knowledge and a shared language through the federation's half-termly trauma-responsive training and *A to Z of Trauma Informed Teaching*. Ensure staff unable to attend access recordings/resources.	Staff demonstrate increased understanding of trauma, attachment, regulation and the relationship between adversity and behaviour. Consistent language and approaches are evident across the school.	HoS / Executive Deputy	Ongoing	Staff attendance; CPD evaluations; staff voice; learning walks; coaching conversations
Identify the school's priority practice area following baseline analysis and leadership training. This could include regulation, behaviour, transitions, relationships, belonging, attendance or unstructured times.	A clearly identified school-specific priority is reflected in practice and linked to pupil need.	HoS / Deputy	Autumn 1	SIDP review; leadership discussions; pupil data
Review classroom environments through the trauma-responsive lens, considering predictability, sensory demands, relationships, routines, visual information and opportunities for regulation.	*Classrooms provide predictable, inclusive and supportive environments. Identified environmental barriers are reduced.*	*HoS / Deputy / Class Teachers*	*Autumn 2– Spring 1*	*Learning walks; classroom audits; pupil voice; sensory audits*
Complete classroom sensory audits with staff and identify practical adjustments where required.	*All classrooms have been reviewed. Appropriate adjustments are implemented and evaluated for identified pupils/groups.*	*HoS / SENCO*	*Spring 1*	*Sensory audit records; provision maps; pupil voice*
Develop staff confidence in de-escalation and regulation, including consideration of the adult nervous system and how staff responses can influence pupil regulation.	*Staff use preventative and de-escalation strategies consistently. Reduction in escalated incidents for identified pupils.*	*HoS / Deputy / SENCO*	*Spring 1*	*Behaviour records; staff voice; case studies; coaching*
Review provision during unstructured times such as lunchtime, playtime, transitions and arrival/departure. Identify pupils for whom these times present particular difficulties.	*Improved experience and participation during unstructured times; appropriate preventative strategies in place for identified pupils.*	*HoS / Deputy*	*Spring 2*	*Behaviour/incident data; observations; pupil voice*

Strengthen understanding of neurodivergence, trauma, belonging and identity and consider how school practice may create or remove barriers to participation.	Staff make appropriate adaptations to support belonging and inclusion. Pupils report feeling safe, known and included.	HoS / SENCO	Summer 1	Pupil voice; learning walks; case studies; staff reflection
Develop therapeutic/regulation spaces where appropriate, ensuring these are purposeful, accessible and integrated into an inclusive approach rather than becoming places of exclusion.	Identified pupils have access to appropriate regulation support. Use of the space demonstrates positive impact on engagement and regulation.	HoS / SENCO	Throughout year	Provision review; pupil voice; case studies; behaviour data
Use coaching and reflective practice with James/The Virtual School to review implementation and challenge leadership thinking.	Leadership decisions demonstrate increasing understanding of trauma-responsive practice and are informed by reflection and evidence.	HoS / Deputy	Half-termly / termly	Coaching records; leadership reflections; SIDP reviews
Evaluate impact on the two case-study groups using SDQs and agreed pupil measures.	Evidence demonstrates the impact of changes in practice on attendance, attainment, behaviour, engagement and/or wellbeing for identified pupils.	SENCO / HoS	Termly	SDQs; attendance; attainment; behaviour; pupil voice
Evaluate and sustain practice at the end of the year and identify priorities for 2027–28.	Clear evaluation of impact completed. Successful approaches embedded into policy, induction and everyday practice. Next steps identified.	HoS / Deputy	Summer 2	End-of-year evaluation; staff/pupil voice; case studies; next year's SIDP

Objective: Strengthen Partnership with Families to Improve Engagement, Communication and Outcomes for Pupils				
By July 2027 we will have improved: • **Attendance of target children and families (those with historical attendance below 95% and those new to 95% or below figures in term 1.** • **Ensure vulnerable pupils are given a higher level of access to broad experiences across the school curriculum, both academic and pastoral/external and as many enrichment activities as they can access**				
Action	**Success criteria / intended impact**	**Lead**	**Timescale**	**Evidence / monitoring**
Establish a clear baseline of family engagement	School has an accurate understanding of current levels of family engagement and points from which to start improvements. Increased participation of families who are historically harder to engage Clearly measurable targets in an action plan to ensure effectiveness	HoS	Autumn 1	Baseline data; SDQs; attendance/attainment data; behaviour data; pupil/staff voice; parent survey
Identify the school's family-engagement priority: Attendance and cutting down the number of term time holidays Increase whole-school attendance and reduce the number of unauthorised absences due to term-time holidays through a proactive partnership with families by July 2027	*Whole-school attendance improves towards or exceeds the school's attendance target.* *- The number of term-time holiday requests reduces compared with 2025/26 baseline data.* *- All families receive clear communication regarding attendance expectations and the impact of missed learning.* *- Attendance is monitored half-termly, with targeted support and challenge provided where attendance is a concern.* *- Persistent absence rates decrease from the 2025/26 baseline.* *- Parents demonstrate increased understanding of the importance of regular attendance through survey and engagement activities.*	*HoS*	*Autumn 1*	*Attendance records; parent surveys; pupil voice; staff surveys and feedback*
Develop and implement a targeted improvement strategy	*Attendance for target families improves on last year and reaches target of at least 96%* *Parents see the value of improved attendance*	*HoS*	*Autumn 2*	*Attendance records; parent surveys; pupil voice; staff surveys and feedback*
Use Parentkind coaching to develop leadership practice to improve attendance for target families	*Attendance for target families improves on last year and reaches target of at least 96%* *Parents see the value of improved attendance*	*HoS*	*Autumn 2*	*SIDP review; leadership discussions*

Strengthen staff practice in improving outcomes for vulnerable pupils	All staff have increased awareness of the vulnerable pupils in their class and whole school. Links to Trauma training on identifying needs of vulnerable groups. Outcomes for vulnerable pupils improve socially and academically.	HoS	Spring 1	SIDP review; leadership discussions; staff surveys and feedback; vulnerable pupils tracker
Evaluate impact with families	Parent participation through school records Parent survey?	HoS	Spring 2	Comparison with baseline data; parent survey
Complete Parentkind accreditation	At the end of the academic year, Frettenham Primary School will have achieved at least 'Silver' accreditation.	HoS	Summer 2	Silver accreditation achieved

W/c September 21 Heads of School will have 1:1 session with the Virtual School Advisor, please ensure you leave that session leave with their **one agreed Parentkind priority, baseline evidence and 2–4 actions**. That gives the coaching sessions a very clear purpose and makes the subsequent SIDP monitoring much easier.