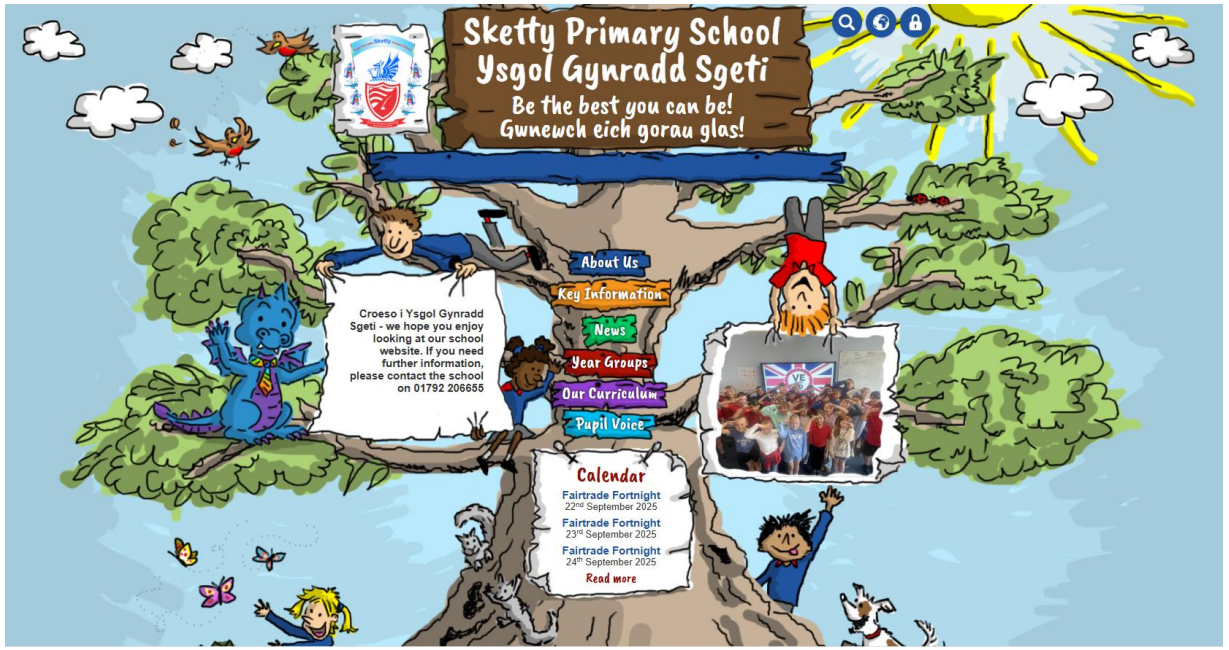
THE RIGHT TO LEARN AND GO TO SCHOOL
~ Eich hawl i ddysgu a mynd i'r ysgol.~
Article 28

THE RIGHT TO BE THE BEST YOU CAN BE
~ Eich hawl i fod y gorau gallwch fod ~
Article 29

YSGOL GYNRADD SGETI/SKETTY PRIMARY SCHOOL
CYNLLUN DATBLYGU/DEVELOPMENT PLAN
2025-2026



This document is based on School improvement guidance: framework for evaluation, improvement and accountability 2022. **THE CONTENT OF THIS DOCUMENT WILL BE SUBJECT TO REVIEW ANNUALLY, AND FOLLOWING AN INSPECTION BY ESTYN**

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2025-2026



School Vision, context and plan context	Priority 1 – Enhance learning opportunities for Maths and Literacy across the school
National Priorities Content	Priority 2 – Strengthen baseline measures for early years to enable pupils to be the best they can be
Grant Expenditure	Priority 3 – Further raise pupils' aspirations for the world of work
Summary of Priorities for 2024/2025	Priority 4 - Develop balance between independence and interdependence
The school improvement priorities for the 2 school years immediately proceeding the current school year	Summary of Professional Learning
Ongoing Activities	SDP checklist
Review of previous year's priorities	

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
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School Vision

OUR VISION FOR THE CURRICULUM AT SKETTY PRIMARY SCHOOL

At Sketty Primary, our curriculum is child-led and rooted in the principles of the UN Convention on the Rights of the Child (UNCRC). We are committed to providing every learner with a progressive, skills-driven journey that nurtures curiosity, creativity, and a lifelong love of learning.

Our curriculum is dynamic and responsive—shaped by local, national, and global contexts—and empowers each child to thrive as a confident, compassionate Global Citizen. It is inclusive, relevant, and engaging, fostering digital literacy and preparing learners for the challenges of an ever-evolving technological world.

Well-being is at the heart of our curriculum design. We champion diversity and neurodiversity, fostering a culture of collaboration, ensuring every child feels seen, supported and valued. Through this culture of resilience, inclusion and independence, we cultivate learners who are empowered to take ownership of their learning.

Our dedicated and skilled staff, in partnership with governors and wider community collaboration, deliver a high-quality educational experience. We invite parents/carers to be active partners in this journey—engaging, supporting, and celebrating learning every step of the way. Together, we shape a brighter future for our children ensuring that every child is inspired to become the best version of themselves epitomising our mission statement “Be the Best you can Be”.

“Come to the edge," he said.
"We can't, we're afraid!" they responded.
"Come to the edge," he said.
"We can't, We will fall!" they responded.
"Come to the edge," he said.
And so they came.
And he pushed them.
And they flew.”

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MISSION STATEMENT

The school mission statement is **'Be the Best You Can Be'.** It shows our commitment to maximise every child's potential, whatever their potential may be. We place great emphasis on developing positive attitudes and relationships between all members of the school community to enable the children to achieve their very best.

Curriculum for Wales: The context for improvement. Vision for Successful Schools under the Curriculum for Wales

Learner Progress is central to the Curriculum for Wales, so progression needs to have similar importance within evaluation and improvement activities, and accountability processes. The School Improvement Guidance suggests that schools use the following 2 questions as a starting point for their improvement activities:

The new 'national objectives' which Sketty has regard to when setting our improvement priorities are:

- *Learning for life*
- *Breaking down barriers*
- *A positive education experience for everyone*
- *High quality teaching and leadership*
- *Community based learning*
- *Cymraeg belongs to us all*

(Our national mission: high standards and aspirations for all, WG 2023)

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These are the contributory factors that we have built upon to ensure our curriculum is successful. *At Sketty Primary School, we:*

1. Enable all learners, and in particular, those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.

2. Continue to co-construct a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.

3. Ensure the school environment supports learners' and practitioners' well-being.

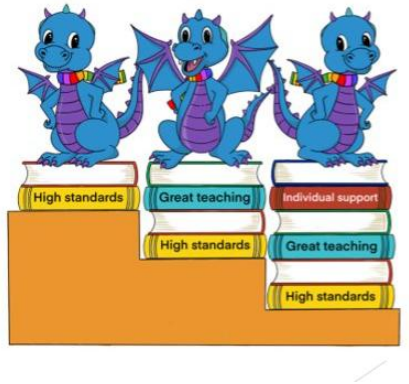
4. Support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.

5. Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.

6. Embed reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.

7. We are at the heart of our community-building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.

8. Listen to children and young people as they engage with their learning and supporting them in achieving their aspirations.



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School Context

Sketty Primary School is situated in Swansea. At the start of the 2025-2026 academic year, the school had 474 pupils on roll between the ages of 3 and 11, taught in 16 classes. Numbers remain steady with most classes at full capacity. The average class size is 30, which is slightly above the Local Authority (LA) average of 27. The LA Pupil Admission Number is 63. Pupil mobility is at 2.5% which is significantly lower than the 8.7% LA average. 73% of pupils living in the catchment area attend the school. Around 5% of the pupils on roll live in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas. The number of pupils eligible for free school meals is 6% which is a slight increase on last year but significantly below the LA average. There has been one fixed term exclusion in the last three years but no racial incidents recorded. The school has 39% of pupils on the schools Additional Learning Needs (ALN) register who are receiving support either within school or through external agencies. This includes 25 children with an IDP. Approximately 10% of pupils have English as an additional language (EAL). No pupils speak Welsh at home. There are 21 teachers at the school, including the Head Teacher, who was appointed in September 2017. The Deputy Head Teacher, was appointed in 2022. The school is a modern building on two levels situated on a large site. The extensive grounds, boasting a developed woodland, fields, yards, adventure playground and pond. The physical environment is well maintained, welcoming and vibrant. Sketty was inspected by Estyn in June 2023.

Context of the School Development Plan.

The School Development Plan has been created within the guidelines of the Framework for Evaluation, Improvement and Accountability

Information and Evidence for 'improvement planning' has been gathered and evaluated through honest, robust, evidence-based self-evaluation arrangements. The 3 main purposes for the use of this information is for:

***Improvement** – for the learner*
***Accountability** – for governance purposes*
***Transparency** – for the wider citizen – telling them how well the school is doing*

This plan was written after consultation and input from the Head Teacher, pupils, parents or carers of pupils, school staff and the governing body. The consultation was carried out through INSET days, questionnaires and school council meetings. Due regard is given to the school's comparative data and pupil outcomes when creating the plan. The plan is formulated as part of the school's self-

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evaluation procedures. The duration of this plan is from September 1st to July 21st. All grant funding referred to in this plan is to be spent by March 31st (unless grant provider allows carry forward).

The governing body will monitor and support the school's progress against the improvement targets for the current school year by working with: -

- Staff across the school
- Senior Leaders in aligned subcommittee meetings
- Pupils at the school and their families; and
- People who live and work in the locality in which the school is situated.

Progress against the plan is reported in each Head Teacher's Report to Governors and through the work of the various governor committees. The plan is reviewed and updated annually. Copies of the plan are given to the Governing Body and every member of school staff. A summary is available to other stakeholders on request.

The school has robust systems to review the previous year's targets. Learner Progress is central to these statements. On reviewing school improvement targets, we evaluate our performance through asking 2 questions: -

1. Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?
2. Is the pace of learners' progress in line with the expectations of teachers and the curriculum?

As a school, we use these questions to help determine the lines of enquiry of subsequent self-evaluation and improvement. This carefully considers the progress made by specific groups of learners and the extent to which the school is helping to overcome the impact of poverty on attainment.

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SKETTY PRIMARY SCHOOL
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Curriculum for Wales – the context for improvement

NATIONAL PRIORITIES
Framework on embedding a whole-school approach to emotional and mental well-being
Cymraeg 2050: A million Welsh speakers
Additional Learning Needs and Education Tribunal (Wales) Act 2018
Supporting learner progression: assessment guidance

CONTENT	EVIDENCED IN SDP		REFERENCE TO STRATEGIC PRIORTY
Framework on embedding a whole-school approach to emotional and mental well-being	**YES**	**NO**	**Priority 4** - Develop balance between independence and interdependence
Cymraeg 2050: A million Welsh speakers	**YES**	**NO**	
Additional Learning Needs and Education Tribunal (Wales) Act 2018	**YES**	**NO**	**Priority 1** – Enhance learning opportunities for Maths and Literacy across the school **Priority 2** – Strengthen baseline measures for early years to enable pupils to be the best they can be **Priority 4** - Develop balance between independence and interdependence
Supporting learner progression: assessment guidance	**YES**	**NO**	**Priority 1** – Enhance learning opportunities for Maths and Literacy across the school **Priority 2** – Strengthen baseline measures for early years to enable pupils to be the best they can be

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YSGOL GYNRADD SGETI
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Grant Finance 2025-26			
Source of Funding	**Purpose**	**Sum**	**Cross-referenced to priorities in the SDP**
School Standards	Ensure each pupil profits from excellent teaching and learning, focusing on • Improving Literacy • Improving Numeracy Breaking the link between disadvantage and educational attainment	**£210,835** **NB – All of the EIG for 2025 – 2026 is allocated to staffing the Foundation Phase.**	Priority 1 Priority 2
Pupil Development Grant	**Reducing education inequalities and a focus on Equity and Wellbeing for every learner** Breaking the link between disadvantage and educational attainment.	**£47,164** **(Included in this figure: £29,100 funded through eligibility for Free School Meals & £5,750 Early Years allocation, LAC £1,648)** **Majority of funding used for staffing to support children's interventions.** **Grant used to ensure children have access to all extra- curricular experiences excursions and residentials etc**	Priority 3

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Curriculum Reform Grant		**£6,082**	
MEGRT	Support EAL learners across the school	**£10,486**	
Professional Learning	Enable staff to access time and training to be upskilled aligned with the requisites of the new curriculum and ALN Bill	**£8,798**	
Period dignity grant	Stamp out period poverty	**£725**	
ALN	Continues to support introduction of the ALN Bill	**£10,318**	

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YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2025-2026



Summary of priorities 2025/26

National priorities underpin our school development:

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- reducing the impact of poverty on learners' progression and attainment

Priority	SI Overarching areas for Self Improvement			UNCRC Article
1. Enhance learning opportunities for Maths and Literacy across the school – FFT and Maths	*Vision and Leadership*	*Curriculum, Teaching & Learning*	*Wellbeing, Equity and Improvement*	A3 - Do the best for a child. A8 - Belonging and identity A28 – Have an education. A29 – Be the best you can be
2. Strengthen baseline measures for early years to enable pupils to be the best they can be	*Vision and Leadership*	*Curriculum, Teaching & Learning*	*Wellbeing, Equity and Improvement*	A3 - Do the best for a child A8 - Belonging and identity A28- Have an education A29 – Be the best you can be
3. Further raise pupils' aspirations for the world of work	*Vision and Leadership*	*Curriculum, Teaching & Learning*	*Wellbeing, Equity and Improvement*	A3 - Do the best for a child A12 - Say what you think should happen and be listened to. A28 - Have an education A29 – Be the best you can be
4. Develop balance between independence and interdependence	*Vision and Leadership*	*Curriculum, Teaching & Learning*	*Wellbeing, Equity and Improvement*	A3 - Do the best for a child A12 - Say what you think should happen and be listened to. A28 - Have an education A29 – Be the best you can be

Our focus will also continue to be on the Estyn recommendations from July 2023

- R1 Refine self-evaluation processes to ensure that leaders consistently identify the impact of improvement strategies on pupils' learning and progress
- R2 Improve pupils' Welsh speaking skills

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YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
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The school improvement priorities for the 2 school years immediately proceeding the current school year.

Aspect	YEAR 2 (2026-2027)	YEAR 3 (2027-2028)
Learning – Teaching and Curriculum	Review curriculum coverage and explore What Matters Statements, reviewing planning accordingly Cluster work on progression within and across the school Continue to monitor and review Welsh oracy Continue to develop outdoor learning across school	Continue to refine and review the curriculum
Wellbeing /Care	Continue Attendance drive Continue to Strengthen Intervention groups – Wellcomm, DCD, Positive Play, S&L Link, ELSA training BUSS Reassessment of Healthy Schools/Eco Flag	Evaluate impact of intervention groups and refine provision accordingly. Evaluate impact of outdoor learning and refine provision accordingly.
Leadership	Continue to develop the role of teachers as leaders across the school - self-reflection using prof standards Further develop leadership capacity through coaching and mentoring, middle leader programme Mentor and induct new staff Continue to refine self-evaluation processes – learning walks, book scrutiny and lesson studies to make accurate judgements and move teaching and learning from good to excellent Continue to develop the role of parents in their children's education through e.g. workshops, volunteers and outdoor and indoor play.	Embed parent support information
	Premises Full H and S review – LA Full Safeguarding review - LA Review current H&S, safeguarding procedures to ensure that they continue to meet requirements.	**Premises** Ongoing review

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SKETTY PRIMARY SCHOOL
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ONGOING/BACKGROUND ACTIVITIES

TARGET	TIMESCALE	PERSON RESPONSIBLE	COST
ALN Annual report to Governors	Summer term	ALN GOV /ALNCo	NIL
Analysis of class data/pupil progress	Termly	HT, DHT, ALNCo, Teachers	3 supply days a term
IDP writing and reviews, PCR, ALN support timetable & intervention programs according to need	Ongoing	ALNCo	NIL - ALNCO TIME
Local colleges/universities link for training students/student mentoring	Termly	DHT	N/A
Pupil Voice groups	Half termly	All teachers	NIL
Continue to monitor, review and refine SER	Ongoing	HT, DHT	N/A
Maintain standards of Welsh oracy across the school	Termly	AoLE lead	3 supply days a term
ECO council	Half termly	KP	NIL
Healthy Schools	Half termly	LC	NIL
MEGRT Monitoring and Record keeping	Annual survey	ALNCo. DHT	MEGRT Grant
Reporting to parents /parents' consultations	Termly	Teachers	NIL
Curriculum monitoring/standards	On-going programme	AoLE teams	PD time/ADDS
Teaching &Learning monitoring	Termly	DHT, SLT	NIL
Performance management teachers/support staff	Autumn/Summer	HT for teachers/SLT for TAs	3 supply days a term
Analysis / feedback of tests	Summer Term	DHT	NIL
AoLe Team annual review of policies and Action plans	Ongoing	AoLE teams	PD time/ADDS
Health & Safety checks eg Fire Risk Assessments.	Annual audit	DHT	NIL
Pupil / Parent / staff / Gov questionnaires	Summer Term	DHT	NIL
ELKLAN/Wellcomm support for staff /pupils	On –going	ALNCo/Support staff	NIL
Ed Psych and ALNCo planning	On –going	ALNCo	NIL - ALNCo Time
In-house Standardisation and moderation	Termly	SLT	ADDS
Governor class visits and subject link meeting	Annual programme	Leaders/Govs	NIL
After School / extra-curricular clubs	Weekly programme	Teachers/TAs	NIL
Safeguarding procedures and site security	Ongoing	HT, DHT	NIL
Trauma Informed Schools Accreditation	Autumn Term	DHT, ALNCo	TBC

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YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2025-2026



Review of previous year's priorities
(September 2024-July 2025)

PRIORITY	
Priority 1 - Continue to develop Welsh oracy skills across the school	
Developing pupils' Welsh oracy skills has been at the heart of life at Ysgol Sketty this year. The Welsh Lead has continued to lead from the front with energy and enthusiasm, driving and motivating pupils and staff to improve their oracy skills. The Ffa La La music scheme is fully embedded and being used effectively across Progression Steps 1 and 2, supporting pupils' linguistic and cultural development in a fun and engaging way. New ideas have been successfully introduced including Beat the Clock and Pwy ydy Pwy in assemblies which has helped keep things fresh for the children and captured their imaginations and interest. Games and activities from Menter Iaith, regular Seren and Sbarc events and collaboration with the Urdd have all been embedded as a regular part of the school's Welsh language experiences. As a result, pupils and staff are confident and motivated to use their Welsh language skills within the classroom and across the school. Self-Evaluation in the Autumn/Spring Term by the AOLE lead identified the need for a more consistent approach to recording Oracy evidence. As a result, Seesaw is now being used across the school as our evidence bank for pupils' oracy skills. Pupils are able to record themselves and independently upload their work to accounts. Evidence of pupils' oracy skills is included on nearly all displays across the school demonstrating appropriate patterns for the year group. QR codes featuring *Patrymau Cymraeg* are on most displays; *therefore*, pupils, staff, and visitors can independently access WAGOLLs at any time, offering consistent opportunities to see peers modelling language; *consequently*, independent use of Welsh is becoming more confident and widespread. Excellent links have been made with families, governors and the wider school community through Coffee Morning – Give Welsh a Go, pop up Welsh cafes in the local church, a community treasure hunt over the half term holidays and home school activities using Dylan y Dafad. The school's work has been highlighted as innovative and exemplar practice at Headteacher's conference and Welsh training across the LA. A successful year culminated with the school successfully achieving the Siarter Iaith Gold Award in June 2025 which	**Strong Progress**

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highlights the continued excellent progress made by pupils, staff, families and our wider school community. **"It is a real pleasure to confirm that Sketty Primary School has successfully achieved the Cymraeg Campus Gold Award. The school has demonstrated outstanding commitment to promoting the Welsh language across the whole school community, with strong engagement from pupils, parents, governors and wider partners" Nerys Jones (Head of Welsh in Education Officers)**	
Priority 2 - **Develop Leadership Capacity within the school and the role of all staff in Self-Evaluation, Accountability and Improvement**	
The school has successfully developed the role of the SLT and AOLE leads carrying out a range of Self-Evaluation activities including learning walks, book look and listening to learners with a specific focus on SDP targets, BUSS and ALN. As a result, SLT and teaching staff have greater responsibility, accountability and ownership of their role in Self-Evaluation. Through carrying out these activities, further training has been provided for TAs delivering intervention, ensuring targets are SMART and those children are making the expected progress, specific teachers and TAs across the school have participated in additional Welsh training from the Welsh Advisory Service as well as in house training to ensure further improvements and consistency in spoken Welsh across the school. BUSS Practitioners carried out self-evaluation of the first two LEAPlets groups which were shared with the Headteacher, Governors and Local Authority. As a result of this intervention, all pupils core stability, gravitational security and bodily awareness had improved significantly. In addition, practitioners shared the successes of the programme at Sketty to Headteachers and Senior Leaders and are supporting Early years colleagues at a number of Swansea schools. Two senior teachers completed their Middle Leadership Development Programme and presented the findings of their action research projects to their cohort and staff. As a result of their projects, there has been significant improvement in the reading levels within the Year 2 cohort with all making huge strides with their reading level, recognition of sounds and key words and an improvement in resilience and growth mindset throughout the Year 3 cohort which has had a positive impact on the children and their understanding of the progress they are making with their learning. In the Headteacher's absence over the Spring and Summer Term, the Deputy Head was Acting Head and a senior	**Good Progress**



teacher was Acting Deputy. Through preparatory training in Health and Safety, Child Protection and Safeguarding and Primary Finance, the leadership team were well equipped to deal with any Health and Safety and Safeguarding scenarios which arose over the term. The Headteacher completed Coaching Network- ILM Level 5 Coaching and Mentoring Programme and two teachers successfully completed LA Coaching and Mentoring training. Consequently, the skills and strategies acquired have been implemented to continue to improve classroom practice and support and lead colleagues across the school. This approach will be fed into our Performance Development from September 2025.	
Priority 3 - Further develop intervention and support strategies to enable all pupils to make progress and be the best they can be.	
As a school, we are firmly committed to ensure all pupils have the support required and make the best progress they can to enable them to be the best they can be. All staff have received specific ADHD training over the year which has had a significant impact on delivery within the classroom and understanding of the needs of pupils across the school. This has also been evident during Class Concern and Handover meetings where teachers have been able to identify learners with traits quicker, making reasonable adjustments and accessing individual pathways to help support the pupils across the school. Staff are now also able to offer additional support for parents at home. Sketty Primary School prioritise Early Intervention to support pupils settle and make the best possible progress they can. The successful introduction of our LEAPlets groups for Nursery and Reception pupils and their parents has resulted in all making steps of improvement with their core stability, gravitational security and bodily awareness which has been replicated within the classroom and in SKIP sessions. As a result, most of the children are now able to relate to their peers and adults in a more helpful way. This is having a having a positive effect on their academic development as they are much more able to attend to focussed tasks and sit on the carpet alongside the rest of the class. For example, it has been noted that one particular pupil has now started to take an interest in mark making for the first time and can now copy his name off a name card whilst another was able to develop positive relationships with other children and adults in the class. Clear evidence of progress and the success of the LEAPlets groups at Sketty Primary. The success of this programme has been presented to Headteachers across Swansea who were interested in following the BUSS approach. SLT also presented findings of the LEAPlets programme, first cohort, as part of NPEP.	**Strong Progress**

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Evidence gathered through the research project shows that weekly intervention in school followed by daily intervention at home has a positive effect on developing children's sensorimotor systems. A rigorous approach to monitoring intervention has been established following a period of reviewing timetables, groups and methods of recording. As a result, it is now easier to record and identify progress made by individual pupils or groups across the school. An audit of our next steps books identified the successful work carried out to meet the needs of the individual pupils identified. Intervention monitoring to continue next year and to be annually reviewed.	
Priority 4 - Review the teaching and learning experiences and assessment opportunities across the Mathematics and Numeracy and Science and Technology AoLEs.	
Significant time and resources were spent this year reviewing our teaching of Mathematics and Numeracy. Various pathways were explored including the Singapore Maths approach and Problem Solving across the curriculum. However, through self-evaluation processes including listening to learners, book looks and analysing National test data, it was apparent that the focus needed to be on enhancing pupils number skills and developing a common language and consistent approach to delivery across the school. As a result, the Winning with Numbers approach will be introduced across the school from September 2025 providing a structured and systematic programme that aims to ensure that every pupil acquires number knowledge! Following training from James Nottingham, greater emphasis has been placed on progress of learners. Assessments are now carried out in Maths before and after a topic or concept. As a result, teachers and leaders are able to identify those who have made progress over time more easily and identify those who are not making the progress we would expect. Pupils are also more able to identify their own progress and journey through a unit of work. Time and resources have also been invested in reviewing teaching and learning in Science and Technology. Following an audit, new allocation of topics and schemas for each year group have been implemented. The Science and Technology team presented developments within the AOLE to link governors, demonstrating more widespread coverage of topics throughout the school and ensuring rich learning experiences for all pupils. Book looks and listening to learners carried out at the end of the academic year confirmed this and showed a change in approach and positive feedback from pupils about their learning. In addition, governors are more informed about the curriculum at Sketty.	**Good Progress**



The AOLE Lead attended training at YGG Lon Las with Collective Learning (Progression in Science and Technology). As a result, school now has access to the Collective Learning Science and Technology scheme and additional resources have been supplied which will further enhance teaching and learning across the school and AOLE for the next academic year.	
Priority 5 - Review policies and procedures with an aim of raising attendance.	
Continuing to improve attendance remains a huge focus for us at Sketty Primary School. Overall attendance for 2024-2025 was 93.2% which is a slight improvement on the previous academic year. The school continues to work closely with the parents and carers and the EWO to support those with attendance below expected level including written notification for those with consistently low attendance this year. The Weekly attendance trophy has been introduced and awarded to the best attended class in assembly every Friday. School Council meetings have also raised the profile of attendance, with pupils encouraged to design posters to promote the benefits of good attendance.	**Good Progress**

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2025-2026



STRATEGIC PRIORITY 1: Enhance learning opportunities for Literacy and Maths across the school – FFT and Winning with Numbers.

RATIONALE:

1) At Sketty Primary School, the school has always celebrated the highest standards in reading. Most recently, teachers have identified a small decline in pupils' ability to identify sounds and decode, igniting the need to evaluate reading provision, particularly implementing a more structured approach to teaching and assessing phonics.
2) Phonological skills particularly with younger pupils and less able pupils would benefit from a structured approach to teaching phonics
3) Through self-evaluation across the school, it has been identified that many pupils number skills are not as secure as they could be. Leaders are concerned about the lack of consistent calculation strategies in number which hinders pupils' secure understanding of concepts, the speed and accuracy of counting and remembered facts.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person (to include governors)	Timeline	Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners
a) To develop a consistent approach to delivery of phonics across the school	• All pupils across the school to develop their confidence and fluency in reading, supported by an improvement in phonological awareness.	• Whole school training – FFT • Baseline assessment of all pupils' skills and competency – Autumn Term 2025 • Daily 30 minute phonics session across PS1 and 2 (PS3 for pupils on intervention) • Half termly monitoring	LJ MJ SMT All teachers Link Governor	Ongoing	1 x Supply Cover a term for AoLE Lead Yearly subscription costs	Book Looks and monitoring Learning Walks and Listening to Learners Ongoing data analysis looking at progress made

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		by AoLE Lead and SLT • Termly assessments of progress • Data analysis of reading scores.				

Evaluation (Continuous)

Autumn Term

A consistent daily approach to phonics has been embedded this term through the implementation of the FFT programme. Although the programme is still in its early stages, initial evidence indicates measurable improvements in staff confidence, pupil engagement and progress of pupils. Baseline assessments compared to mid-term tracking show emerging gains in decoding and blending skills, suggesting that the structured, systematic approach is beginning to have a positive impact on early reading outcomes. Staff feedback highlights increased clarity and coherence in delivery, which is expected to lead to sustained progress as the programme becomes fully embedded. Continued monitoring will focus on ensuring strong adherence to the programme's core principles and evaluating long-term impact on reading attainment across all year groups.

Spring Term

The implementation of the FFT Phonics programme has been highly effective, and the scheme is now firmly embedded across relevant year groups. Pupils have made secure, measurable progress through the structured sequence of the FFT Phonics scheme, demonstrating increasing fluency and confidence in phonological awareness and early reading skills. Learners engage enthusiastically in phonics sessions, showing high levels of motivation and active participation. They are increasingly able to apply their phonics knowledge independently during reading and classroom activities, indicating strong transfer of learning.

Mid-year assessment data provides clear evidence of impact across most year groups, highlighting consistent improvements in key areas such as word recognition, blending and segmenting skills, and a notable increase in Words Correct Per Minute (WCPM). These gains reflect both pupils' growing skills in decoding and their improving reading fluency.

Staff confidence in delivering the programme has continued to strengthen over the term, supported by clear structures, shared expectations and ongoing professional dialogue. This has resulted in improved consistency and pace in session delivery, ensuring that the programme is

implemented as intended. As a result, the overall quality of phonics provision has been enhanced, contributing to positive pupil outcomes, improved early reading attainment, and increasingly positive attitudes towards reading and learning.

Summer Term

The FFT Phonics programme has continued to have a significant and positive impact throughout the summer term, with strong progress evident across targeted year groups. A notable achievement this term has been that a number of pupils in Years 2 and 3 have successfully completed the FFT Phonics programme, demonstrating secure phonics knowledge, improved decoding skills and increased reading fluency. This reflects the effectiveness of the structured, systematic approach and the consistent delivery of high-quality phonics teaching throughout the year.

Assessment and tracking data indicate that pupils have continued to make good progress, particularly those who entered the programme below age-related expectations. Pupils are increasingly able to apply their phonics knowledge confidently and independently when reading and writing, resulting in greater accuracy, fluency and comprehension. Improvements in Words Correct Per Minute (WCPM) and reading confidence have been evident across intervention and whole-class groups, further demonstrating the programme's impact on reading outcomes.

The consistency of delivery has remained a key strength, with staff showing high levels of confidence with the programme. Daily phonics sessions are well established and embedded within classroom practice, enabling pupils to build upon prior learning and sustain progress over time. The successful completion of the programme by a number of pupils in Years 2 and 3 means that the school is moving into the new academic year in a much stronger position, with fewer pupils requiring intensive phonics support and a greater proportion working at age-related expectations in reading.

As the school looks ahead to the new academic year, the focus will be on maintaining these high standards of delivery, ensuring targeted support for those pupils still accessing the programme, and continuing to build upon the strong foundations established through FFT Phonics. Overall, the programme has contributed significantly to improving reading attainment, and pupil confidence.

b) To develop a consistent approach to delivery of number across the school	• All pupils across the school to make progress with their number skills in order to develop their fluency, speed of recall and understanding of number skills. • Pupils apply improved number skills when applying number to a real-life context.	• Whole school training on Winning with Numbers - 04/09/25 and 05/09/25. • Baseline assessment of all pupils' skills and competency – Autumn Term 2025 • Daily WWN sessions for all pupils across the school • Half termly monitoring by AoLE Lead and SLT • Termly assessments of progress • Data analysis of national test scores.	SK SW SMT All staff Link Governor	Ongoing	1 x Supply Cover a term for AoLE Lead Yearly subscription costs	Book Looks and monitoring Learning Walks and Listening to Learners Ongoing data analysis looking at progress made

Evaluation (Continuous)
Autumn Term
A consistent approach to developing number skills has been successfully embedded this term through the implementation of the Winning with Numbers programme. Although the initiative is still in its early stages, initial evidence suggests a positive impact on both learner confidence and conceptual understanding. Observations and formative assessments indicate that pupils are engaging enthusiastically with the structured sessions, which has contributed to improved fluency and accuracy in core number operations. Staff feedback highlights greater consistency in pedagogy and clearer progression pathways, which are expected to lead to sustained improvement in numeracy outcomes. Ongoing monitoring will focus on measuring long-term attainment gains and ensuring adherence to the programme across all classes.

Spring Term

The implementation of Winning with Numbers (WWN) has been effective and is having a demonstrable positive impact on pupils' learning. Teacher feedback consistently highlights improvements in pupils' confidence, engagement and enjoyment of mathematics, suggesting that the platform is well-matched to classroom needs. All year groups have successfully embedded the approach into weekly practice, indicating strong staff buy-in and consistent implementation. In Progression Step 1, WWN is used as the core spine of mathematics teaching, and early evidence shows a strong positive impact on pupils' number development and mathematical language across the phase. This suggests the programme is particularly effective in supporting early number sense. Across the school, the structured lessons appear to be strengthening key number skills and fluency; however, this impact will be more robustly validated through end-of-year National Test outcomes.

In Year 6, the introduction of Maths Ninjas for pupils who have completed WWN is beginning to show positive effects, particularly in sustaining challenge and motivation for higher-attaining pupils. To further strengthen impact, continued monitoring of pupil outcomes and targeted support for less confident learners will be essential to ensure gains are sustained and accelerated across all cohorts.

Summer Term

Evaluation of the implementation of WWN at Sketty Primary by AoLE leads throughout the term and from external observations by Ben Harding highlighted the significant progress the school has made in embedding WWN across the curriculum. Observations, discussions with leaders and scrutiny of systems demonstrated a strong commitment to ensuring pupils develop secure mathematical understanding through consistent teaching approaches, robust assessment practices and carefully sequenced learning. The visit recognised several areas of exemplary practice whilst also identifying clear next steps that will support the school's continued journey from effective implementation towards sustained excellence.

The whole-school approach to the organisation and delivery of mathematics teaching is a significant strength. Groupings have been carefully and strategically constructed, ensuring that pupils receive personalised, precise and responsive daily instruction that effectively meets their needs. As a result, pupils are making strong progress and are well supported in developing their mathematical understanding.

Across the school, teachers have successfully engaged and motivated pupils during number fluency sessions, creating a highly positive learning culture where a strong 'can do' attitude is evident. Pupils demonstrate confidence, enthusiasm and resilience when tackling



mathematical challenges, reflecting the consistent quality of teaching and high expectations evident throughout the school.

There are many examples of highly effective number fluency teaching. In one class, the teacher skilfully revisited recent Goals, enabling pupils to consolidate prior learning and build powerful momentum towards new learning. In another, the strength of previous teaching was clearly demonstrated through pupils' secure fluency, allowing them to devote their full attention to developing increasingly sophisticated mathematical skills. These examples illustrate the strong progression and coherence that underpin the school's approach to number development.

Most notably, the school has established a highly cohesive and consistent approach to daily number fluency sessions. Through clear strategic leadership and a relentless focus on improvement, the Whole School Wellbeing and Numeracy (WWN) lead has transformed practice across the school. The impact of this work has been significant, with the school's approach to number fluency having demonstrably 'shifted the needle' over the past 12 months, resulting in improved consistency, stronger teaching practices and enhanced outcomes for pupils.

The recommended next steps focus less on introducing new systems and more on refining and maximising the impact of those already in place. By embedding the five WWN teaching skills, strengthening assessment-for-learning processes and scaling effective Early Years practice, the school is well placed to secure even greater consistency, accelerate pupil progress and continue its journey towards excellence in mathematics education.

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STRATEGIC PRIORITY 2: Strengthen baseline measures for early years in sensorimotor systems, early phonological awareness and pupils' ability to relate to each other in a helpful way, to enable pupils to be the best they can be.

RATIONALE:
At Sketty Primary School, we are committed to supporting every child so they have the opportunity to reach their full potential. To achieve this, we are looking to develop even more robust baselines to ensure their next steps are pertinent to their stages of development.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person (to include governors)	Timeline	Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners
a) Develop a robust baseline for early years focussing on developing sensorimotor systems, early phonological awareness and pupils' ability to relate to each other and adults in a	• All pupils in Nursery and Reception have a secure baseline from which teachers can plan effectively and purposefully for their next steps.	• Working with Early years practitioners to carry out a baseline focussed on developing sensorimotor systems • Weekly circuits during PE time alongside bespoke activities in class and observations of children on a daily basis in a variety of learning areas. • Continued Leaplets sessions with parents	CF SLJ SLT Early years staff Link Governor	Ongoing	1 x Supply Cover a term for PS1 lead	Monitoring of provision Data analysis Learning Walks and Listening to Learners

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helpful way.		and carers for pupils highlighted from the baseline. • Ongoing planning in the moment to form a key element of baselines, ensuring accurate judgement of pupils overall performance and abilities. • Introduction of FFT phonics programme across early years and associated baseline assessments. • Welcomm programme to assess all pupils in Nursery on their understanding of language and Reception children who were highlighted as requiring further support. • Movement Monday (Nursery) and Learning in the wider outdoors (Reception) to assess				

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		and develop sensorimotor systems and children's ability to relate to each other and adults in a helpful way.				

Evaluation (Continuous)

Autumn Term

A robust baseline has been established for all learners across Progression Step 1, providing a clear and reliable foundation for tracking progress in sensorimotor development, Maths and Numeracy skills, language comprehension, speech, and phonological awareness. This comprehensive dataset enables staff to accurately identify individual strengths and areas for development, ensuring targeted support and differentiated planning.

Early analysis of the baseline demonstrates consistency in assessment practices and highlights emerging trends that will inform curriculum design and intervention strategies. Establishing this baseline marks a significant step toward in evidence-based decision-making and will serve as a benchmark for measuring the impact of teaching and learning over time.

As a direct result, an outdoor nurture group has been introduced in Reception, taking place each morning to support emotional and social development. Additionally, bespoke groups have been created to strengthen children's understanding of number concepts, alongside intervention groups for Wellcomm and Speech Link to enhance communication skills.

Spring Term

Following the baseline assessment of sensorimotor development, an intervention group was established using the BUSS programme. This intervention included children in both Nursery and Reception and was delivered over a 10-week period. By the end of the programme, all children demonstrated good progress, as evidenced in the BUSS assessment data. In addition to improving children's sensorimotor skills, the intervention also had a positive impact on parental engagement, as parents were provided with clear guidance and strategies to support their child's ongoing development at home. This collaborative approach has helped ensure that progress is sustained beyond the intervention period.

Winning with Numbers has provided a highly effective and informative baseline assessment for children in Nursery and Reception. This initial baseline ensures that children begin on appropriately matched targets within the platform, supporting accurate differentiation from the outset. The majority of children make consistent progress, with Reception children typically progressing on a weekly basis and Nursery children on a fortnightly basis. For a small minority of children, progress can take longer; however, this is closely monitored and responded to through the targeted generation of linked activities within classroom provision at other points in the day. This flexible approach ensures that identified gaps are addressed promptly and that all children receive maximum support to enable progress.

Targeted intervention groups continue to operate in both Nursery and Reception to support children's understanding of language and expressive language. These interventions are informed by assessments using WellComm and Speech and Language Link, allowing staff to identify specific areas of need and tailor provision accordingly. Progress is monitored regularly to evaluate impact and inform next steps, ensuring that interventions remain responsive and effective in supporting children's communication and language development.

Summer Term

Pupils who participated in the BUSS/LEAPlets intervention during the Autumn and Spring terms have continued to be monitored throughout the Summer term, providing evidence that the positive outcomes achieved have been sustained over time. All Nursery pupils involved in the intervention have maintained and built upon their progress, demonstrating improved bodily awareness alongside increased confidence in expressive language and social interactions. This suggests that the intervention has had a broader impact than its original sensorimotor focus, supporting children's communication skills, relationships and overall engagement in learning.

For one Nursery pupil whose expressive language remained an identified area of concern, targeted WellComm intervention was implemented during the Summer term. The pupil has made good progress, indicating that early identification and timely intervention have been effective in addressing individual needs. The success achieved can be partly attributed to the strong home-school partnership established through the LEAPlets programme. Parents were actively engaged in supporting their child's development, ensuring that WellComm strategies were reinforced consistently both at home and in school. This collaborative approach has accelerated progress and demonstrates the value of involving families as active partners in intervention programmes.

The effectiveness of the sensorimotor baseline process has provided a clear framework for identifying pupils' developmental needs and



targeting support appropriately. As a result, all pupils in the new N2 cohort will complete the sensorimotor baseline in September, enabling staff to identify those who will benefit from enhanced provision within continuous provision and those requiring more bespoke LEAPlets intervention. This proactive approach will ensure support is targeted early, maximising opportunities for progress.

The Winning with Numbers assessment system has become increasingly embedded across the setting and has strengthened teachers' understanding of pupils' attainment and next steps. Assessment information provides a clear picture of where all pupils are within the programme and supports effective transition by ensuring receiving teachers have an accurate understanding of learners' progress. As staff confidence with the programme has grown, the number of attainment groupings has reduced, allowing for greater flexibility and increasing the frequency and quality of adult interactions for individual pupils and small groups. Consequently, pupils benefit from more targeted teaching and support throughout the week.

Looking ahead, the new Reception cohort will be screened using FFT assessments in September to establish accurate baselines and monitor progress from the outset. This will enable early identification of pupils requiring additional support and ensure interventions are implemented promptly. In addition, all pupils will be screened through Speech and Language Link, while those who previously accessed WellComm intervention in Nursery will be reassessed using the WellComm programme. These robust assessment processes will ensure that progress is sustained across transition points, provide continuity of support and enable staff to respond quickly to emerging needs through targeted intervention where required.

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STRATEGIC PRIORITY 3: Further raise pupils' aspirations for the world of work

RATIONALE:
Whilst all pupils across the school have opportunities to participate in Enterprise projects where they sell products to their parents and carers and start to build entrepreneurial skills, further work is needed to raise pupils' aspirations for the world of work in the future.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person (to include governors)	Timeline	Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners
a) Build the profile of CWRE across the school	• All pupils across the school to develop their understanding of CWRE and aspirations for the future.	• Identify Lead teacher • Audit provision across the school • Lead teacher to complete ILM Level 6 Careers Leadership Qualification • Develop links with CWRE Performance Specialist • Establish a CWRE link business for every year group • Enterprise projects for each year group over the academic year.	EJ SLT All teachers Link Governor	Ongoing	1 x Supply Cover a term for AoLE Lead	Book Looks and monitoring of provision Learning Walks and Listening to Learners Portfolio of evidence

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		• Careers Week – WB 03/03/25				

Evaluation (Continuous)

Autumn Term

The lead teacher has worked closely with the CWRE Performance Specialist, actively engaging in a series of targeted training sessions and commencing her ILM Level 6 qualification. As a result, her leadership capacity and strategic understanding of CWRE have strengthened significantly, enabling her to drive whole-school improvements in careers education with confidence and clarity.

Partnerships have been established with a range of local businesses and organisations in preparation for Careers Week. This proactive engagement demonstrates a clear commitment to providing authentic, real-world experiences for learners. The planned activities—ensuring every year group visits a local business and hosting a Careers Fayre within the school—reflect a robust and inclusive strategy aimed at broadening pupils' aspirations and connecting classroom learning to future opportunities. These initiatives are expected to deepen learners' understanding of the world of work and strengthen community links, aligning closely with the four purposes of the CfW.

Spring Term

The lead teacher has continued her ILM Level 6 qualification and has successfully passed her first module. As a result, her leadership capacity and strategic understanding of CWRE continue to strengthen, giving her the confidence and determination to drive this work forward at Sketty Primary School.

All classes welcomed parents and carers into school this term to talk about their professions. This special week in March, held to coincide with National Careers Week, truly inspired pupils across the school. Hearing directly from a wide range of professionals helped our learners broaden their horizons, understand real-world pathways, and feel motivated to be ambitious, confident, and aspirational about their futures. The enthusiasm and curiosity shown by pupils throughout the week highlighted just how valuable these experiences are in helping them dream big and believe that great things are possible.

Year 6 held a highly successful enterprise event this term. Pupils took full ownership of the entire process, from calculating costs to designing the fantastic artwork and other products, before selling them directly to parents and carers. Their hard work and creativity

resulted in a very healthy profit, showcasing impressive entrepreneurial skills and teamwork.

Summer Term

The Lead Teacher has successfully completed her ILM Level 6 qualification. Completion of the programme has strengthened leadership capacity within the school and the knowledge and skills gained through the qualification have already contributed positively to school improvement priorities and leadership development.

Enterprise education has been a significant strength across the school this term and continues to provide meaningful opportunities for pupils to apply their learning in real-world contexts. All classes successfully planned, produced and sold products linked to their topic work, developing a strong understanding of enterprise, creativity and financial responsibility.

In Nursery, the Market Stall topic has provided an excellent foundation for developing enterprise skills from an early age. Through conducting market research with their families and planning items to sell at the Castle Square Enterprise Market, pupils were given a genuine sense of ownership over the project. The experience enabled them to develop confidence in interacting with unfamiliar people, make choices based on customer preferences and gain an early understanding of money. The success of this project highlights the effectiveness of experiential learning in preparing children for future enterprise opportunities throughout the school. Other examples across the school include Reception who sold clay fish inspired by their learning, while Year 6 designed, marketed and sold artwork, candles and soaps. The opportunity to sell products through the Bluebell Café further enhanced pupils' understanding of community engagement and local enterprise, enabling them to see how businesses can contribute positively to the wider community and develop relationships with customers.

The projects generated substantial profits for each class. Pupils developed important entrepreneurial skills, including teamwork, communication, resilience and problem-solving, while gaining first-hand experience of budgeting, customer service and evaluating the success of their products. Staff observed exceptionally high levels of engagement and motivation throughout the process, with pupils taking pride in their achievements and showing increasing confidence in presenting and selling their work. The success of these initiatives has strengthened pupils' understanding of enterprise as a vehicle for creativity, collaboration and community contribution, while providing authentic opportunities to develop skills that will support their future learning and life experiences.

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STRATEGIC PRIORITY 4: Develop balance between independence and interdependence

RATIONALE: Although mission work is established practice at Sketty, there is room for improvement in a few classes. The next step is to work in triads to use the principles of WG's enabling learning guidance and staff knowledge of child development to further develop pupil independence and interdependence to complement and strengthen pupils' learning.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person (to include governors)	Timeline	Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners
a) Review and refine procedures to determine current practice across the school	• Improvement in pupils' levels of independence leading to greater interdependence	• Consider what independence looks like at Sketty Primary School involving all stakeholders • Audit and review current provision with Active Learn in FP and Missions for Year 3-6. • Outdoor learning training from Cath Delve – September 2025 and monitoring in June 2026. • CF leading NATEs enquiry project for the	SLT All teachers Link Governor	Ongoing	1 x Supply Cover a term for AoLE Lead	Book Looks and monitoring of provision Learning Walks and Listening to Learners

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		LA, focussing on developing Literacy and Numeracy through the outdoors – cascading findings back to the school. • Internal monitoring of independent learning by SLT. • TRIAD groups to focus on how independence and interdependence are being developed across the school.				

Evaluation (Continuous)

Autumn Term

Active Learn and Missions in Year 3-6 continue to demonstrate strong levels of independence and teamwork during group tasks. All classes have established baseline expectations for what independence looks like within their classrooms and are now working to develop this further over the Spring Term.

Pupils are increasingly engaging with purposeful outdoor activities that promote collaboration, problem-solving and resilience. Staff are continuing to integrate outdoor experiences into regular teaching sessions, supporting the development of key skills in authentic, real-world contexts. Further work this term will focus on strengthening planning, ensuring progression, and evaluating the impact of outdoor learning on pupil engagement and outcomes.

Spring Term

This term, we have continued to prioritise the development of pupils' independence and interdependence. This focus has been central to the work of several TRIAD groups, which have investigated how independence can be built progressively and consistently across the school. Early findings are encouraging, indicating that pupils' individual independence is developing steadily and is becoming increasingly

evident in classroom routines and learning behaviours. However, the work also highlights the need to further refine and strengthen pupils' collaborative skills. In particular, pupils would benefit from more structured and frequent opportunities to:

- Use questioning to deepen understanding, both in peer dialogue and during guided learning
- Offer constructive challenge during collaborative tasks, enabling richer, more analytical group discussions
- Engage in reflective thinking, evaluating the effectiveness of both individual contributions and group processes

These emerging insights will inform next steps in teaching and learning development as we continue to embed high-quality integral skills across the school.

CF and MW have taken a proactive lead in developing outdoor learning as part of the NATEs project, successfully assuming the role of lead practitioner while collaborating with colleagues from partner schools. Although this work is still in its early stages, progress to date has been promising, with clear evidence of strengthened professional dialogue, shared practice and increasing clarity around whole-school ambitions for outdoor learning. In collaboration with the LA Performance Specialist, a further strategic focus on enhancing integral skills has been agreed. To support this, whole-staff training is scheduled for June 2026, ensuring that all colleagues are well-equipped to embed these skills effectively within both indoor and outdoor learning contexts.

Summer Term

The remaining triad groups were completed, focusing on how independent tasks are structured to progressively develop pupils' interdependence and how the outdoor learning environment supports both independence and collaboration. Observations and professional dialogue identified a consistent and effective progression, with pupils successfully moving from adult-supported collaboration in early years to independently organising themselves, allocating roles and working together to achieve shared goals. Evidence indicated that outdoor learning is making a positive contribution to the development of independence, communication, collaboration and reflective thinking across the school. Pupils demonstrated increasing confidence in managing resources, making decisions and evaluating the effectiveness of their approaches without direct adult intervention.

The findings suggest that staff are creating rich opportunities for pupils to apply and develop these skills in authentic contexts. However, the next stage of development is to strengthen the explicit teaching, modelling and evaluation of higher-order skills, including creativity,

problem-solving, planning and organisation, within outdoor learning experiences. Ensuring that these skills are deliberately identified, assessed and reflected upon will support greater consistency in progression and enable pupils to make stronger connections between their learning experiences and the skills they are developing over time.

CF and MW have continued to provide strong leadership in the development of outdoor learning through their involvement in the NATEs project, undertaking visits to a number of schools across Swansea and Neath Port Talbot. These visits have enabled the identification and dissemination of effective practice, while also supporting reflection on the school's own outdoor learning provision. As a result, staff have benefited from increased opportunities to consider how outdoor environments can be used to promote progression in both the integral skills and the wider curriculum.

Although the planned whole-school training on integral skills had to be postponed due to the extreme weather experienced in June, the work undertaken to date has maintained momentum and ensured continued focus on this area of development. The training has now been rescheduled for September 2026 and will provide an important opportunity to strengthen staff understanding of how integral skills can be explicitly planned for, taught and evaluated across learning experiences. This next phase of professional learning will support greater consistency in practice and help embed a shared approach to developing pupils' creativity, critical thinking, collaboration and problem-solving skills across the curriculum.



Summary of Professional Learning

How the Governing Body will further the professional development of staff in order to meet the school improvement targets.

Priority	Activity	Staff Group	Costs
Enhance learning opportunities for Maths and Literacy across the school – FFT and Maths	**Online FFT training** **Winning with Numbers training**	**All staff**	**£1,500 (£250 supply cover per half term for monitoring)**
Strengthen baseline measures for early years to enable pupils to be the best they can be	**In house training**	**Early years staff**	**£1,500 (£250 supply cover per half term)**
Further raise pupils' aspirations for the world of work	**ILM Level 6 Leadership training**	**EJ**	**£1,500 (£250 supply cover per half term)**
Develop balance between independence and interdependence	**Cath Delve training – 02/09/25** **In house training**	**All staff**	**£900**
		Total	**£5,400**

STAFF GROUPS

SMT – Senior Management Team
CL – Curriculum Leaders
TS – Teaching Staff
TA – Teaching Assistants
OSS – Other Supporting Staff
TS – Temporary Staff

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