



<b>SCHOOL CONTEXT</b>					
Number of pupils on roll	420	Percentage PP	14%	Number of pupils with an education, health and care (EHC) plan	6
KS2 Reading	79%	KS2 Writing	72%	KS2 Maths	79%
EYFS GLD Summer 2025	68%	Year 1 Phonics Screening	88%	Most recent Ofsted grade (2023)	Good
Percentage of pupils with English as an additional language (EAL)	35%	Overall attendance	95.6%	Persistent Absence	7.9%
Key areas to improve from last Ofsted (2023 Inspection)	Accelerate pupil's progress by ensuring that: <ol style="list-style-type: none"><li>1. Leaders to ensure that ALL staff know how to adapt their teaching effectively and follow the agreed processes consistently, ensuring that parents are involved in the process</li><li>2. Ensure that there is a systematic process in place to support pupils to retain learning in the longer term.</li></ol>				



<b>OBJECTIVES FOR 2025/26</b>	
Priority 1	To embed the principles of Catholic Social Teaching across the curriculum, school culture, and community engagement, fostering a lived experience of faith, justice, and service.
Priority 2	Raising Attainment in Reading, Writing, and Maths
Priority 3	Raising Attainment of Learners in Receipt of the Pupil Premium Grant
Priority 4	Progress of SEND Learners Through Closing the Gap
Priority 5	To create a supportive, inclusive, and mentally healthy school environment that promotes the wellbeing of all
Priority 6	Sustainable and Balanced Financial Budget including Effective Fundraising

***Priority 1 : To embed the principles of Catholic Social Teaching across the curriculum, school culture, and community engagement, fostering a lived experience of faith, justice, and service.***

Target	Strategies	Success Criteria	Monitoring and who is responsible	To be achieved by	Evaluation
<p>To establish a new House Structure as a vehicle to embed CST principles</p> <p>To champion 4 charities that represent local, national and international causes</p>	<p><b>Curriculum Integration:</b> Map CST principles to subjects (e.g., justice in history, stewardship in science).</p> <p><b>Staff Training:</b> Provide CPD on CST and how to model it in teaching and leadership.</p> <p><b>Pupil Voice:</b> Create opportunities for children to lead liturgies and social justice initiatives.</p> <p><b>Community Engagement:</b> Partner with local charities and parishes to live out CST values.</p> <p><b>Worship and Reflection:</b> Include CST themes in assemblies, liturgies, and prayer life.</p> <p><b>Monitoring &amp; Evaluation:</b> Use surveys, reflections, and audits to assess impact and understanding.</p>	<p>Pupil voice shows increased understanding of principles</p> <p>Subject planning shows principles in actions</p> <p>Governor learning walks reflect school living CST values day-to-day</p> <p>Links have been established with key charities</p> <p>Pupil and community engagement is evident through media/newsletters/feedback</p>	<p>SLT</p> <p>RE and Liturgy Leaders</p> <p>School Governors</p>	<p>Summer 2</p>	

**Priority 2: Raising Attainment in Reading, Writing, and Maths**

Target	Strategies	Success Criteria	Monitoring and who is responsible	To be achieved by	Evaluation
<p>Improve attainment in core subjects across all key stages by 5%</p> <p>To ensure that learning in core subjects is transferred into foundation subjects i.e. English skills in history</p>	<p>High expectations and literacy across the curriculum</p> <p>Implement targeted intervention programs using formative assessment data.</p> <p>Embed high-quality teaching strategies through CPD focused on literacy and numeracy e.g. modelled/share writing/cross-curricular writing and in maths cpa approach.</p> <p>Use diagnostic assessments to identify gaps and tailor instruction</p> <p>Sticky knowledge strategies to secure long-term learning.</p> <p>Clear vision on providing a solid foundation in KS1 leading to positive outcomes in KS2</p>	<p>Sustained improvement in SATs and internal assessment results.</p> <p>Reduction in the number of pupils below age-related expectations.</p> <p>High expectations of writing seen in books across curriculum</p> <p>Interventions support the new upper KS2 cohort achieve attainment in line with national averages from their lower starting points.</p>	<p>SLT/ Leaders</p> <p>Termly pupil progress meetings.</p> <p>Lesson observations, learning walks and book scrutiny.</p> <p>Data analysis by subject leaders and assessment lead (FD)</p> <p>Leaders in maths, writing, reading and phonics to regularly monitor and drive standards (VF/LW/LT/JT)</p>	<p>Summer 2</p>	



**Priority 3: Raising Attainment of Learners in Receipt of the Pupil Premium Grant**

Target	Strategies	Success Criteria	Monitoring and who is responsible	To be achieved by	Evaluation
<p>Narrow the attainment gap between disadvantaged pupils and their peers.</p> <p>Children in receipt of PPG make good progress from their starting points</p>	<p>Provide 1:1 and small group intervention in reading, writing, and maths.</p> <p>Pre and post teaching, priority marking and feedback</p> <p>Priority focus on early reading</p> <p>PPG Champion (FD) to track and support individual progress.</p> <p>Offer enrichment opportunities to enhance cultural capital and overall engagement in school Identification of barriers to learning and support given in response e.g. attendance support</p> <p>One-page profiles for SEND children in receipt of PP ELSA to improve mental health and wellbeing#</p>	<p>Progress seen from starting points</p> <p>Increased engagement and attendance of PPG pupils.</p>	<p>FD/CS/SW</p> <p>Termly PPG progress reports.</p> <p>Case studies and pupil voice</p> <p>Governor oversight of PPG spending and impact.</p>	<p>Summer 2</p>	



**Priority 4: Progress of SEND learners through high quality adaptation and a culture of inclusion**

Target	Strategies	Success Criteria	Monitoring and who is responsible	To be achieved by	Evaluation
<p>Ensure SEND pupils make progress from their starting points using appropriate frameworks and small step models</p> <p>Improve access to inclusive, high-quality teaching by fostering a culture of independence.</p>	<p>Track progress using academic and holistic measures (engagement and confidence)</p> <p>Increase parental engagement in SEND support plans.</p> <p>Half term reviews of SEND learner progress and adapt interventions as needed</p> <p>Develop and implement individual learning plans with SMART targets.</p> <p>Provide staff training on adaptive teaching and inclusive strategies.</p> <p>Strengthen collaboration with external agencies and parents.</p> <p>Classroom practice shows consistent use of visual aid and sensory friendly environment.</p> <p>Termly CPD on adaptive teaching strategies</p>	<p>SEND pupils meet or exceed their personal targets.</p> <p>Improved outcomes in EHCP reviews and annual assessments.</p> <p>Class provision maps show impact and data improves</p> <p>Lesson observations, learning walks show evidence of adaptation</p> <p>Pupil voice feedback shows more confidence in learners</p>	<p>CS FD/SW All teaching staff</p> <p>Termly SEND reviews.</p> <p>Learning walks/book scrutiny/pupil voice interviews</p> <p>Regular feedback from parents, teachers and support staff</p> <p>Governor reports</p>	<p>Summer 2</p>	



***Priority 5: To create a supportive, inclusive, and mentally healthy school environment that promotes the wellbeing of all***

Target	Strategies	Success Criteria	Monitoring and who is responsible	To be achieved by	Evaluation
<p>Promote whole school approach to mental health</p> <p>Strengthen Pupil Support Systems</p> <p>Foster a positive school culture of wellbeing</p>	<p>Embed mental health into ethos, policies and curriculum</p> <p>Continue support from school Learning Mentor, Thought-Full and other external health professionals</p> <p>Peer mentoring and buddy systems through the Wellbeing Allstars</p> <p>Encourage open discussions about mental health and how to look after it</p> <p>Celebrate diversity and inclusion</p> <p>Promote kindness, empathy and resilience including the principles of CST (Catholic Social Teaching).</p>	<p>Increased pupil and staff satisfaction in wellbeing surveys/pupil voice</p> <p>Reduction in absenteeism and behavioural incidents.</p> <p>Improved academic engagement and performance.</p> <p>Positive feedback from parents and external stakeholders.</p>	SLT		



**Priority 6: Sustainable and Balanced Financial Budget**

Target	Strategies	Success Criteria	Monitoring and who is responsible	To be achieved by	Evaluation
<ul style="list-style-type: none"> <li>- Maintain a balanced budget while supporting school priorities.</li> <li>- Ensure efficient use of resources and value for money.</li> <li>- Fundraising is targeted and can cover the cost of the roof replacement (£16,000 required)</li> </ul>	<ul style="list-style-type: none"> <li>- Termly review of spending with governor oversight</li> <li>- Align budget planning with school improvement priorities.</li> <li>- Explore cost-saving measures and shared services.</li> <li>- “Raise the Roof” campaign with clear targets and timelines.</li> <li>- Apply for grants and sponsorships from local businesses and charities.</li> <li>- Organize community events (e.g., fun runs, auctions, school fairs).</li> </ul>	<ul style="list-style-type: none"> <li>- Balanced budget by end of financial year.</li> <li>- Positive audit outcomes and financial health indicators.</li> </ul> <p>100% fundraising target achieved for the roof</p> <p>Increased community involvement (Friends of St Francis)</p>	<p>(MM/SN)</p> <ul style="list-style-type: none"> <li>- Termly budget reports to SLT and governors.</li> <li>- Annual financial benchmarking.</li> <li>- Mid-year financial review.</li> </ul>	<p>Summer 2</p>	