

# Travis St Lawrence CE Primary School



DEP

2025-26



Together we:  
belong, believe, learn, achieve.

## Assessment Data 2024-25

### Statutory Overview

Key Results - 2024-2025						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	54	56%	Below	62%	34th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	54	4%	Below	8%	37th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	54	37%	Below	~ 38%	53rd
Phonics Screening Check	% of pupils passing in Year 1	52	87%	At or above	~ 80%	69th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	54	83%	Above (significant)	~ 69%	92nd

Results from EYFS show that pupils achieving GLD is significantly above national. The EYFS creative curriculum and the embedded RWI scheme ensure that children have all opportunities to make progress.

Our year 1 and year 2 phonic resit results are both above national. Our RWI curriculum is embedded and additional phonic interventions are well planned.

This year, we adopted Reflex from year 2-6 to further embed times table fluency. This has further enhanced the times table curriculum but has not had as much impact in year 4.

Although end of Key Stage 2 attainment in reading and mathematics is below national averages, this must be viewed in the context of pupils' low starting points at the beginning of the year. Baseline assessments and prior attainment data indicate that children enter with skills and knowledge well below age-related expectations. Despite this, pupils make strong progress from their starting points, with many achieving outcomes that represent significant personal success.

## EYFS

	Cohort Number	% EXP	Boys 30	Girls 24	Pupil Premium 8	Non PP 44	FSM 5	Non FSM 49	SEN 2	Non SEN 52
GLD	54	83%	77%	92%	63%	87%	80%	84%	50%	85%

### Early Years Foundation Stage

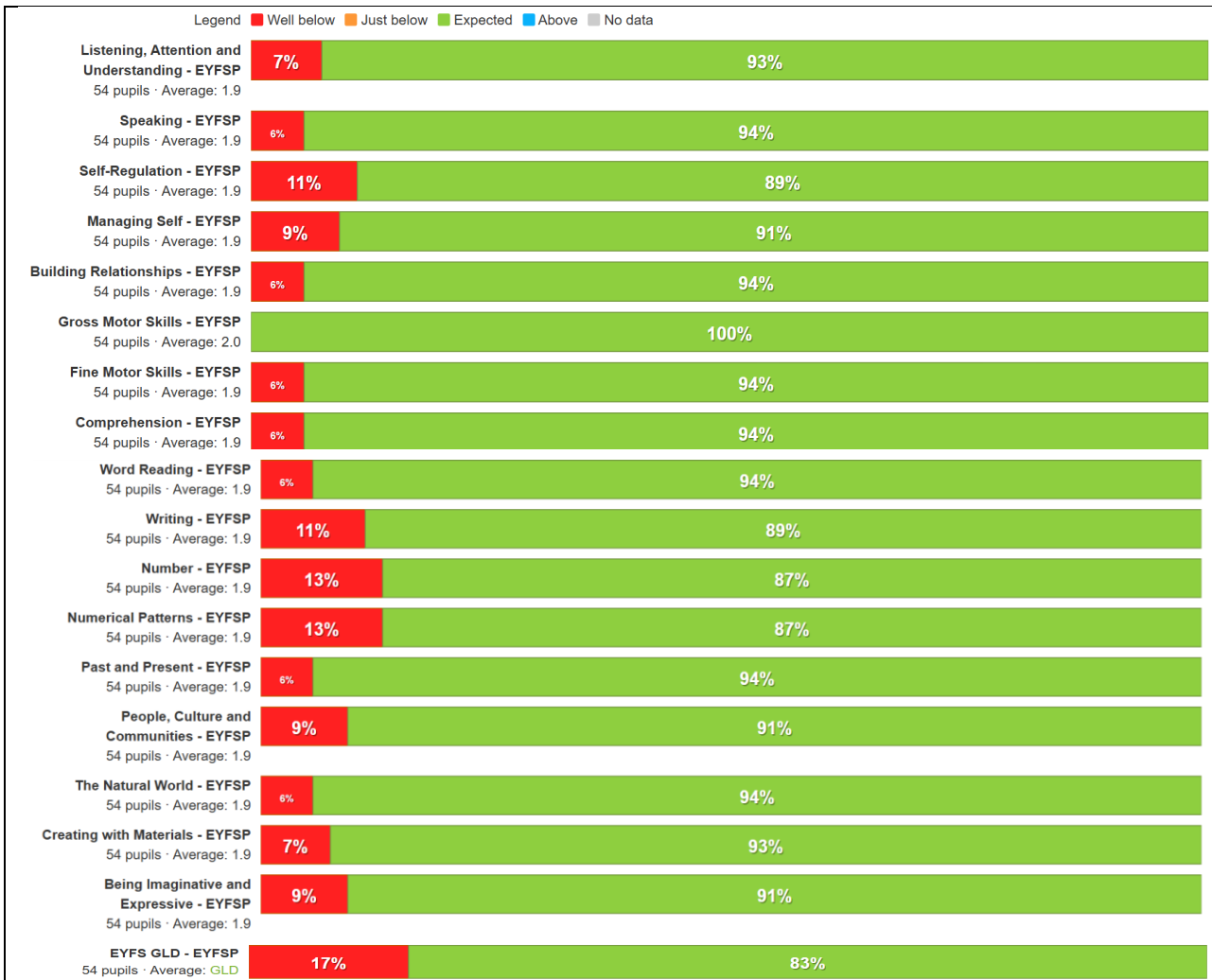
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils achieving a Good Level of Development	-	65%	-	67%	72% ●	68%	54	83% +	~ 69%
% of pupils at the expected level across all early learning goals	-	63%	-	66%	72% ●	66%	54	83% +	~ 67%
Average number of early learning goals at the expected level per pupil	-	14.1	-	14.1	15.6 +	14.1	54	15.7 +	~ 14.2

**EYFS GLD - EYFSP**  
54 pupils · Average: GLD

17%

83%

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Results show that children leave the Early Years with the skills, knowledge and confidence needed to access the Key Stage 1 curriculum successfully.

The cohort's GLD outcomes are above national expectations, which demonstrates the impact of high-quality teaching, targeted support, and an engaging learning environment.

This year's high GLD results highlight the children's resilience, independence, and enthusiasm for learning, as well as the strength of partnership with parents and carers.

A higher percentage of the year group did not achieve in number and numerical patterns. The maths lead has already started working with the EYFS lead. Maths mastery and use of Rekenrek resources to support children's mathematical knowledge.

Strong transition will support those vulnerable children who need additional interventions to navigate mainstream school.

## Year 1

	Y1 Cohort Number	% EXP	Boys 34	Girls 18	Pupil Premium 8	Non PP 44	FSM 7	Non FSM 45	SEN 10	Non SEN 42
Phonics	52	87%	79%	100%	88%	86%	86%	87%	70%	90%
Reading	52	79%	76%	84%	76%	79%	71%	80%	70%	81%
GDS		33%	35%	28%	13%	36%	0%	38%	10%	38%
Writing	52	60%	59%	61%	38%	63%	29%	64%	30%	67%
		10%	9%	11%	0%	11%	0%	11%	0%	12%
Maths	52	77%	73%	74%	88%	75%	86%	75%	50%	83%
		33%	41%	17%	25%	34%	29%	33%	40%	31%

Reading remains positive as a result of a strong reading curriculum and teaching. Phonics results are consistently above national.

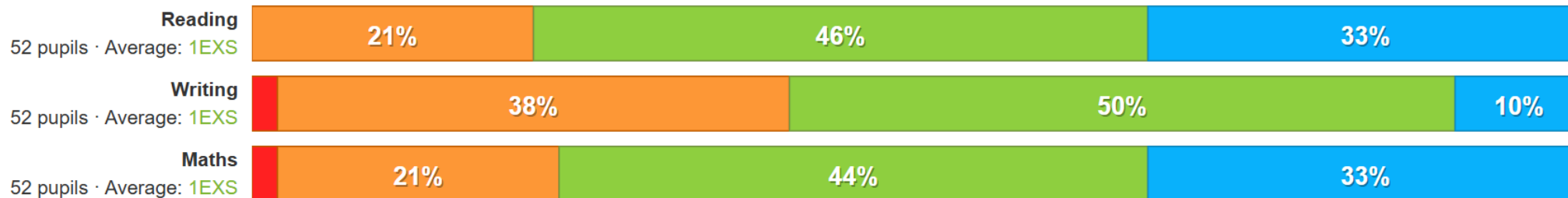
Writing has been a focus this year with more children achieving GDS; however, those vulnerable children have not performed as well as their peers. This remains a focus for next year and provision maps and plans should replicate the adaptations in place.

Significant difference between the number of boys and girls however, both groups are broadly in line with each other. The difference is with GDS maths where boys are significantly out performing girls. More support for GDS girls in year 2.

### Phonics Screening Check

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
	% of pupils passing in Year 1	-	75%	-	79%	89% ●	80%	52	87% ●

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



## Year 2

	Y2 Cohort Number	% EXP	Boys 30	Girls 22	Pupil Premium 7	Non PP 45	FSM 6	Non FSM 46	SEN 6	Non SEN 46
Reading	52	77%	80%	73%	57%	80%	50%	81%	67%	78%
GDS		17%	17%	18%	0%	20%	0%	20%	17%	17%
Writing	52	73%	67%	73%	57%	75%	50%	77%	67%	74%
		6%	7%	5%	14%	4%	0%	7%	0%	7%
Maths	52	80%	83%	78%	57%	84%	50%	85%	66%	82%
		17%	20%	14%		20%	0%	20%	33%	15%
Phonic Resit	52	94%	90%	100%	86%	96%	83%	96%	83%	96%

Phonic resits were very positive and results above national.

Our vulnerable children remain below their peers in all areas of their learning, especially FSM children. Next year, clear analysis of these children and their provision to ensure that this gap is addressed.

Writing, especially GDS remains an area to focus on. SLT will be working with year group with regards to moderation and ensure that GDS opportunities are available.

More work on GDS reading for vulnerable children.

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Key Stage 1										
Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	~ 53%	-	~ 56%	-	~ 58%	52	69% ●	~ 58%
Reading, Writing & Maths combined	% of pupils working at greater depth	-	~ 5%	-	~ 6%	-	~ 6%	52	4% ■	~ 6%
Reading	% of pupils achieving the expected standard	-	67%	-	68%	-	~ 71%	52	77% ●	~ 71%
Reading	% of pupils working at greater depth	-	18%	-	19%	-	~ 19%	52	17% ■	~ 19%
Writing	% of pupils achieving the expected standard	-	58%	-	60%	-	~ 62%	52	73% ●	~ 64%
Writing	% of pupils working at greater depth	-	8%	-	8%	-	~ 8%	52	6% ■	~ 9%
Maths	% of pupils achieving the expected standard	-	68%	-	70%	-	~ 72%	52	81% ●	~ 72%
Maths	% of pupils working at greater depth	-	15%	-	16%	-	~ 16%	52	17% ●	~ 17%
Science	% of pupils achieving the expected standard	-	77%	-	79%	-	~ 82%	52	96% ⊕	~ 83%

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	-	75%	-	79%	89% ●	80%	52	87% ●	~ 80%
% of pupils passing check by end of Year 2	-	87%	•	89%	50% ■	89%	50	98% ●	~ 91%



### Year 3

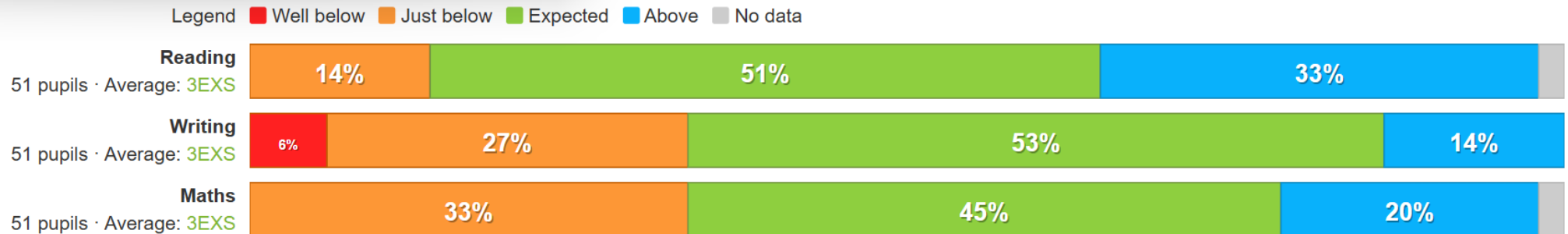
	Y3 Cohort Number	% EXP	Boys 31	Girls 20	Pupil Premium 12	Non PP 39	FSM 10	Non FSM 41	SEN 12	Non SEN
Reading	51	84%	81%	90%	75%	87%	70%	88%	67%	89%
GDS		33%	26%	45%	33%	33%	40%	32%	17%	38%
Writing	51	67%	68%	65%	58%	69%	60%	68%	50%	72%
		14%	13%	15%	0%	18%	0%	17%	0%	18%
Maths	51	65%	71%	55%	50%	70%	60%	65%	64%	64%
		20%	19%	20%	0%	26%	0%	24%	8%	23%

From last year, the gap has been narrowed with the attainment of SEN children. They are still below their peers but the gap has narrowed especially in reading. Writing needs to be addressed to ensure that adaptations are in place to support progress.

From last year, GDS writing was an area of focus. This year, children have made good progress and GDS writing has improved. This remains an area to develop.

There remains a gap between boys and girls writing in attaining EXS but GDS is in line. This is an area which needs to be addressed next year.

Linking with the DEP, we will be focusing on the development and provision for our vulnerable children.



## Year 4

Multiplication Tables Check (MTC)									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	-	27%	-	29%	26% <span style="color: orange;">■</span>	34%	54	37% <span style="color: orange;">■</span>	~ 38%
Average score (out of 25)	-	19.8	-	20.2	19.4 <span style="color: orange;">■</span>	20.6	54	20.4 <span style="color: orange;">■</span>	~ 21.1

This year, multiplication results were below national, there was an increase in those achieving full marks from last year but not significant enough to be in line or above national. More work on Reflex and work with maths lead on discrete times table teaching.

This year, the focus for this year group was to raise girl's attainment in maths to be in line with the boys. This has happened but there now needs to be an increase for both.

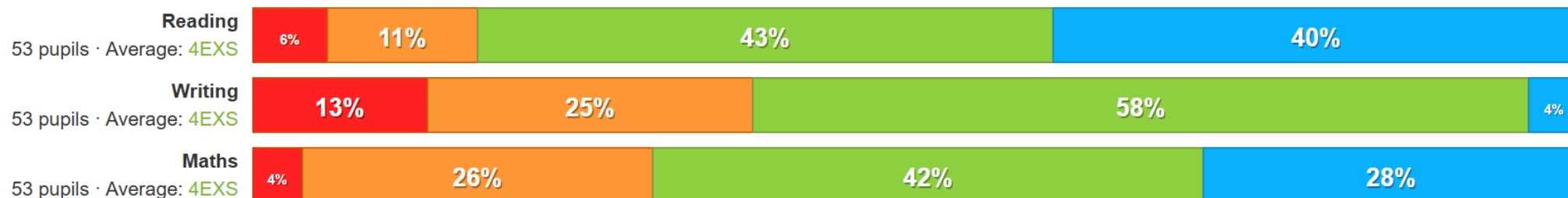
Vulnerable children are significantly below their peers especially in writing. Their OLPS and Support plans need to reflect this and ensure that adaptations are in place to give children an increased opportunity to achieve.

GDS writing needs to be a focus for this year group as there is a significant difference between GDS attainment in other subjects.

This remains a focus for the whole school where SLT will be working with class teachers on moderation and GDS writing opportunities. Upper KS2 are using Olex AI so will be assessing this whether to

	Y4 Cohort Number	% EXP	Boys 27	Girls 26	Pupil Premium 16	Non PP 37	FSM 13	Non FSM 40	SEN 17	Non SEN 36
Reading	53	83%	77%	89%	63%	92%	69%	88%	53%	97%
GDS		40%	44%	35%	19%	49%	15%	48%	24%	47%
Writing	53	62%	55%	69%	25%	78%	23%	75%	24%	81%
		4%	7%	0%	0%	5%	0%	5%	0%	8%
Maths	53	70%	70%	69%	56%	76%	62%	73%	41%	83%
		28%	33%	23%	6%	38%	8%	35%	5%	39%

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



## Year 5

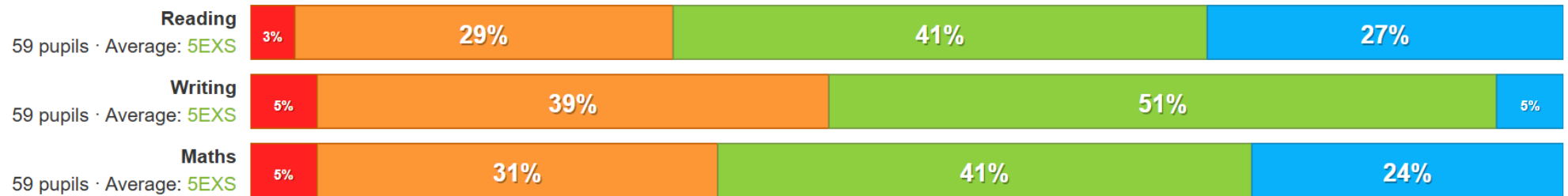
	Y5 Cohort Number	% EXP	Boys 32	Girls 27	Pupil Premium 13	Non PP 46	FSM 12	Non FSM 47	SEN 13	Non SEN 46
Reading	59	68%	66%	71%	38%	66%	92%	77%	46%	73%
GDS		27%	25%	30%	0%	35%	33%	34%	15%	30%
Writing	59	56%	67%	65%	46%	59%	50%	56%	23%	65%
		5%	4%	15%	0%	7%	0%	6%	8%	4%
Maths	59	65%	56%	55%	31%	74%	25%	75%	46%	70%
		24%	19%	20%	8%	28%	8%	28%	23%	24%

Throughout this year, writing has improved and progress is above the end of last year. All year groups have made significant progress. Greater depth writing for all areas is a focus as progress is not as strong as other areas.

SEN writing is significantly below non-SEN; however, GDS writing for SEN is higher. SEN provision maps and adaptations need to be in place to ensure that progress is supported.

PP children are significantly below their peers. OLPS needs to support those children and give greater opportunities for GDS.

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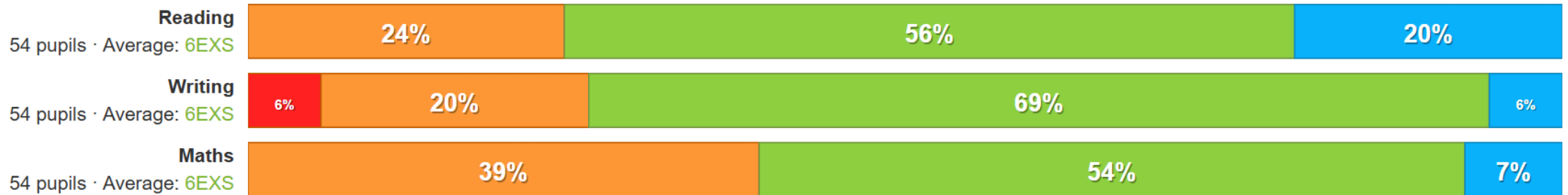


## Year 6

	Y6 Cohort Number	% EXP	Boys 23	Girls 31	Pupil Premium 21	Non PP 31	FSM 23	Non FSM 31	SEN 14	Non SEN 40
Reading	54	76%	74%	78%	62%	84%	66%	84%	50%	85%
GDS		20%	17%	23%	9%	29%	9%	29%	21%	20%
Writing	54	74%	65%	80%	57%	83%	61%	83%	43%	85%
		6%	4%	6%	4%	6%	4%	6%	7%	5%
Maths	54	61%	70%	55%	33%	78%	39%	78%	36%	71%
		7%	9%	6%	4%	10%	4%	10%	7%	8%

This year, the year 6 children have made incredible individual progress from a lower starting point. Maths was a particular area where there were significant gaps which needed to be addressed and then build upon. The focus for this year was on changing the mindset of the year group to develop resilience and perseverance. With the introduction of Olex AI, teachers were able to create excitement around writing and develop a clear assessment system which supports the children's progress. More work with GLD across all areas but especially with maths and writing.

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	59%	-	60%	69% ●	61%	54	56% ■	62%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	7%	-	8%	2% ■	8%	54	4% ■	8%
Reading	% of pupils achieving the expected standard	-	74%	-	73%	78% ●	74%	54	76% ●	75%
Reading	% of pupils achieving the higher standard	-	28%	-	29%	24% ■	29%	54	20% ■	33%
Reading	Average scaled score	-	105.0	-	105.0	104.3 ■	105.0	54	102.6 ■	106.0
Writing	% of pupils achieving the expected standard	-	69%	-	71%	82% ●	72%	54	74% ●	72%
Writing	% of pupils working at greater depth	-	13%	-	13%	7% ■	13%	54	6% ■	13%
Maths	% of pupils achieving the expected standard	-	71%	-	73%	78% ●	73%	54	61% ■	74%
Maths	% of pupils achieving the higher standard	-	22%	-	24%	20% ■	24%	54	7% ■	26%
Maths	Average scaled score	-	104.0	-	104.0	104.3 ●	104.0	54	100.1 ■	105.0
GPS	% of pupils achieving the expected standard	-	72%	-	72%	82% ●	72%	54	65% ■	73%
GPS	% of pupils achieving the higher standard	-	28%	-	30%	31% ■	32%	54	9% ■	30%
GPS	Average scaled score	-	105.0	-	105.0	105.0 ●	105.0	54	101.3 ■	105.0
Science	% of pupils achieving the expected standard	-	79%	-	80%	82% ●	81%	54	72% ■	82%

**Priority 1: To continue to improve the consistency and quality of the teaching and learning, so that the curriculum implementation leads to the *impact* on attainment and progress intended for all pupils including vulnerable pupils.**

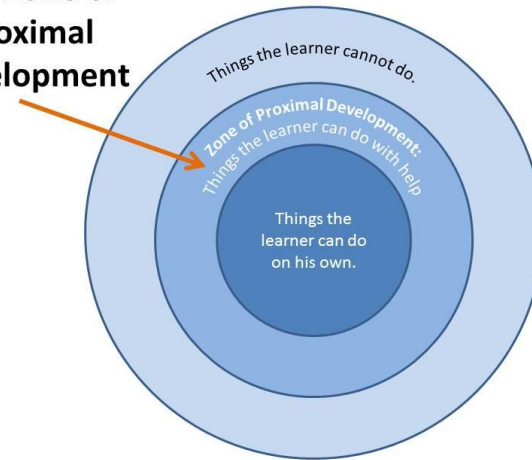
Problem (why?)	Intervention Description (what active ingredients are to be implemented to bring about change)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><b>IMPACT:</b> Too many of our pupils, including vulnerable pupils and pupils with SEND, do not yet achieve as well as they should in some aspects of the planned curriculum.</p> <p><b>TEACHING:</b> Although there have been improvements made to the quality of scaffolds, this needs to be embedded in the 2025/6 year. Adaptations for pupils with SEND are in place but could be improved across the curriculum to narrow gaps further.</p> <p><b>PUPILS:</b> Not all pupils with SEND are achieving as well as they might, and there are still some gaps in knowledge across the curriculum and/or barriers faced by some pupils which are not narrowing as quickly as they could do.</p>	<p>Continue to develop the quality of education with consistency, embedding strategies introduced in the 2024/5 academic year: <b>SEND AS THE GOLDEN THREAD:</b></p> <p><b>Active ingredient</b></p> <ul style="list-style-type: none"> <li>- Ongoing support to continue to develop staff's skill in adapting teaching, including adapting teaching in the following ways: <b>SEND as the golden thread.</b></li> <li>- Continue to develop support staff's expertise in scaffolding learning.</li> <li>- Embed 'Essential for some, good for all' strategies (see DSAT Charter for Vulnerable Pupils)</li> <li>- Ensure small steps are built upon and schemes adapted where necessary to include breaking down learning into precise, manageable steps.</li> <li>- Train staff to understand how to adapt teaching</li> </ul>	<p><b>Training:</b></p> <p>School based training focused on aspects of the DSAT vulnerable charter not yet embedded.</p> <p>Development days for phonics leads in their own settings, (Phonics DSAT lead, Holly Wain), including focusing on tuition and narrowing gaps.</p> <p>Ongoing support and challenge for maths leads from K Staniforth throughout the year, DSAT Maths School Improvement Advisor, to support the development of T+L including adapting teaching and breaking learning into small steps.</p> <p>SEND reviews for schools (externally provided and through A. Adair, CEO, and school improvement leads).</p> <p>Pupil pursuit monitoring termly (SLT) focused on vulnerable pupils.</p>	<p><b>Short term (term 1)</b></p> <p><b>FIDELITY</b> All staff engage in training.</p> <p><b>REACH</b> -All staff are focused on adapting provision to meet the needs of pupils, including scaffolding learning. Essential for some and good for all principles are understood. Aspects of the Charter not yet explored in detail with staff are revisited in training.</p> <p><b>Medium term: (by the end of term 2)</b></p> <p><b>REACH</b> -Staff more confidently adapt teaching where needed in most subjects. - EEF 5-a-day plate becoming a part of daily practice in nearly all classrooms. - aspects of the Vulnerable Pupil Charter not yet embedded are more widely understood, monitored by leaders and a focus for school improvement.</p> <p><b>Long term: by the third term</b></p> <p><b>REACH</b></p>	<p><b>SHORT TERM (first term):</b></p> <p>Gaps in attainment continue to be narrowed for pupils and groups.</p> <p><b>MEDIUM TERM (second term):</b></p> <p>Gaps continue to be narrowed for pupils and groups.</p> <p><b>LONG TERM (third term):</b></p> <p>Improved implementation of the planned curriculum leads to greater impact. Attainment and progress at the end of the year for pupils and groups improve and gaps are narrowed.</p> <p>Outcomes for PP pupils at the end of each key stage and in phonics/ MTC improve compared to previous years.</p> <p>Attainment and progress at the end of KS2 improves for all pupils including SEND and PP by the end of the academic year.</p>

	<p>using Faded Scaffolding techniques.</p> <ul style="list-style-type: none"><li>- Ensure that adaptations across the wider curriculum are in place and embedded. Monitor the impact of adaptations for SEND and vulnerable pupils across a range of curriculum subjects.</li><li>- Five a day practices and scaffolding pyramid are embedded (see Vulnerable Pupils charter)</li><li>-</li></ul>		<ul style="list-style-type: none"><li>• Staff confidently and consistently adapt teaching where needed across the curriculum.</li><li>- All TAs know when to step back and watch a pupil before moving to scaffolding learning.</li><li>- EEF 5-a-day plate is embedded daily practice in nearly all classrooms.</li><li>- Feedback is effective.</li><li>- Individual pupils receive the bespoke offer they need to thrive: the power of 'I see you' is embedded in the culture of the school.</li></ul> <p>SEND is the <b><i>golden thread</i></b>.</p>	
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The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



The Zone of Proximal Development



	Case 1	Case 2	Case 3	
<b>Group 1</b>	Detailed scaffolding	Detailed scaffolding	Detailed scaffolding	<b>Full Scaffolding</b>
<b>Group 2</b>	Detailed scaffolding	General scaffolding	No scaffolding	<b>Fading Scaffolding</b>
<b>Group 3</b>	No scaffolding	No scaffolding	No scaffolding	<b>None Scaffolding</b>

**TYPE**

# Faded Scaffolding

Faded scaffolding involves the gradual reduction or removal of temporary supports as learners gain competence and confidence in a task, allowing them to transition from guided practice to independent performance. Techniques include demonstrating a process, providing simpler versions of tasks that become more complex over time, reducing steps in worked examples through backward fading, and encouraging self-assessment to monitor readiness for fading. The goal is to support learners in the Zone of Proximal Development (ZPD) until they can complete the task independently.

## Key Principles of Fading

- Gradual Reduction: scaffolding is not removed abruptly but slowly and steadily decreased as the learner's ability grows.
- Observation of Readiness: fade supports when learners demonstrate proficiency, such as by explaining the steps they followed or consistently completing parts of the task without assistance.
- Adaptability: adjust the level of support based on individual learner needs and progress, ensuring the transition to independence is smooth
- Focus on independence: the ultimate aim is for the learner to internalise the new skill and complete the task autonomously

## Specific Fading Techniques

- Backwards fading with worked examples: start with complete examples, then gradually remove more steps from the 'end' of the worked problem, requiring the learner to complete the final steps themselves.
- Simplifying tasks: present simpler versions of a task and gradually increase its complexity, difficulty, or sophistication
- Decreased modelling: as learners practice, reduce the amount of demonstration, modelling, and explanation you provide
- Phased participation: begin with the teacher doing most of the work, then have the student contribute more and more until they can perform the entire process alone
- Encouraging self- assessment: prompt learners to reflect on their progress and recognise their own growing independence, which signals readiness to receive less support.

## When and Why to Fade

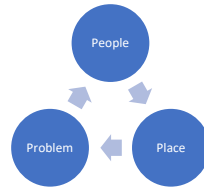
- Overcoming cognitive load: scaffolding helps manage the cognitive load of new, complex material, and fading helps learners handle that load independently.
- Developing autonomy: fading allows learners to take more ownership and responsibility for their learning, moving from an 'inter-mental' (social) plane to an 'intra-mental' (personal) plane
- Building confidence: by successfully completing tasks with decreasing support, learners build confidence in their own abilities

**Priority 2: To further strengthen the implementation and impact of the curriculum through embedding oracy strategies.**

Problem (why?)	Intervention Description (what active ingredients are to be implemented to bring about change)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><b>IMPACT:</b> Too many of our pupils, including, but not limited to, vulnerable pupils and pupils with SEND, do not yet have a strong enough grasp of language. Too many of our pupils are not yet achieving as well as they should: oral language interventions average on impact an additional 6 month's progress over a year.</p> <p><b>TEACHING:</b> Classroom talk takes place across the curriculum and oracy has been a focus for school action in 2024/5, although it is not always consistently embedded, structured and scaffolded to have the desired impact.</p> <p><b>PUPILS:</b> Not all pupils remember well enough the taught curriculum because they do not always have enough meaningful opportunities to learn to talk and talk to learn in every curriculum area and year group.</p>	<p>Continue to strengthen the implementation and impact of the curriculum by further developing the quality of oracy and talk, building on the work started in 2024/5:</p> <p><b>Active ingredient</b></p> <p>Continue to improve the quality of oracy and talk across the curriculum, therefore increasing the quality of practise, ensuring learning is generative and knowledge is committed to memory.</p> <p>Continue to embed the oracy curriculum from FS2 – Y6 (Voice 21 milestones). Ensure stem sentences are used consistently well in all year groups.</p> <p>Continue to ensure that pupil talk is structured, with precise objectives and areas for discussion linked to learning. Ensure children are always</p>	<p><b>Training:</b></p> <p>INSET day 4<sup>th</sup> November (DSAT wide) (Hywel Roberts)</p> <p>School based training focused on implementing strategies from the DSAT conference.</p> <p>EYFS training (FS conference Spring term) continues to focus on developing adult interactions and embedding the characteristics of effective learning.</p> <p>T+L reviews/ FS reviews for schools focused on the quality of oracy (A. Adair, CEO, SI Leads).</p> <p>Pupil pursuit monitoring termly (SLT) focused on how well a curriculum for oracy is impacting upon vulnerable pupils</p>	<p><b>Short term (term 1)</b></p> <p><b>FIDELITY</b> All staff engage in training.</p> <p><b>REACH</b> -All staff continue to be focused on adopting a curriculum for oracy. - A school wide system for using paired talk and Think Pair Share is embedded</p> <p><b>Medium term: (by the end of term 2)</b></p> <p><b>REACH</b> -Staff more confidently plan opportunities to develop oracy in line with the new curriculum approach and strategies taught in the DSAT conference. - In lessons, children's engagement is improved as paired talk becomes more consistently used.</p> <p><b>Long term: by the third term</b></p> <p><b>REACH</b> - Staff confidently and consistently use paired talk and Think Pair Share and plan in line with the oracy curriculum. - In EYFS, interactions are strong, and language is developed well. SHREK strategies are embedded.</p>	<p><b>SHORT TERM (first term):</b> Gaps in attainment continue to be narrowed for pupils and groups and children remember more as they engage in generative learning through talk strategies.</p> <p><b>MEDIUM TERM (second term):</b> Gaps continue to be narrowed for pupils and groups. Talk is used consistently across all year groups.</p> <p><b>LONG TERM (third term):</b> Improved implementation of the planned curriculum leads to greater impact as children practise through talk: learn to talk and talk to learn. Attainment and progress at the end of the year for pupils and groups improve and gaps are narrowed (all key stages). Target 75% minimum RWM/ wider curriculum exp standard by the end of the year all year groups.</p> <p>Disadvantaged pupils thrive, engage in the curriculum offer and gaps for PP pupils narrow compared to 2025 outcomes and compared to peers.</p>

<p>Pupils in EYFS benefit from recent improvements to the quality of interactions between adults and children and a revised, robust curriculum intent for CLLD, but too few children achieve a GLD by the end of the year (target a minimum of 75% GLD for all schools).</p>	<p>expected to talk in full sentences.</p> <p>Continue to embed school 'habits' linked to paired talk, and introduce 'think, pair, share', remembering that children need thinking time and a signal to start talking. Continue to ensure that children:</p> <ul style="list-style-type: none"> <li>- Look at the speaker (eye contact/ face them).</li> <li>- Let the speaker finish their sentence.</li> <li>- Respect the views of others.</li> <li>- Invite each person to have their say.</li> <li>- Be prepared to change your mind.</li> <li>- Signals/ habits for starting and stopping.</li> <li>- Time limited.</li> <li>- Teachers tuning in (AFL)</li> </ul> <p>Continue to precisely teach vocabulary: ensure vocabulary selections across the curriculum identify ambitious choices: be selective. When teaching vocabulary,</p> <p>In EYFS, adults engage in meaningful interactions with children: leaders check that they are implementing the principles of DSAT training that has been</p>	<p>Training for staff: how to tell a story, empower children to 'enact' the curriculum.</p> <p>Training for staff: adapting task design to adopt strategies linked to story and enactment; instructional conversation (what are we going to do about that over there?).</p> <p>Teach staff to connect learning to the self, to the world, to itself.</p> <p>Empower staff to foster creativity in the classroom:</p> <ul style="list-style-type: none"> <li>- Orientated spontaneity (giving staff permission as a professional to be creative)</li> <li>- Intellectual prowess and playfulness (the smart start)</li> <li>- Agile thinking</li> <li>- Originality and authenticity</li> <li>- Move from engagement (dependence) – botheredness – investment (independence).</li> </ul> <p>Teach staff to make the abstract curriculum concrete through:</p> <ul style="list-style-type: none"> <li>- Stories (Let's say...)</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers report that children are more engaged in lessons.</li> <li>- Children remember more of the curriculum, including the wider curriculum, as a result of embedded curriculum strategies to develop oracy and talk to learn.</li> <li>- There is greater investment in the curriculum from children, including disadvantaged children, as a result of adaptations to bring the curriculum alive.</li> </ul> <p>The use of stories and contexts help children to:</p> <ul style="list-style-type: none"> <li>Create connection</li> <li>Develop investment</li> <li>Align with purpose</li> <li>Enable retrieval</li> <li>Provide risk free experimentation</li> <li>Promote growth and exchange of ideas.</li> </ul>	
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	<p>undertaken. The SHREK strategies are well embedded, known and understood by all staff. The characteristics of effective milestones as outlined in DSAT guidance are well embedded, so children develop creative and critical thinking.</p> <p>Train staff to ensure curriculum planning/ task design focuses on strategies for talk, debate and drama, thus bringing the curriculum alive for pupils and deepening knowledge for all pupils including the most vulnerable:</p> <ul style="list-style-type: none"> <li>- How do we tell a story?</li> <li>- Children enact the curriculum to bring it alive: 'Let's say...'</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Contexts</li> <li>- Design briefs</li> <li>- Case studies</li> <li>- Real world examples</li> <li>- Imagined scenarios: people, place and problem</li> <li>- Being clear about what constitutes the 'should' curriculum (what do children definitely need to know) but empower staff to apply professional imagination to the 'could' curriculum (how it is presented) to commit to memory the 'should' curriculum. Ensure that the curriculum empower children to be ethical citizens of the world (the must curriculum).</li> </ul> <p>- Ensure engagement focuses on:</p>		
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Ask staff: what do you want it to be like to be taught by you?

Reflect on the EYFS Characteristics of Effective Learning Milestones (DSAT designed). How do these strategies apply to the curriculum beyond EYFS?

Sh



### Share attention

Be at the child's level. Pay attention to what they are focused on.

R



### Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

E



### Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

C

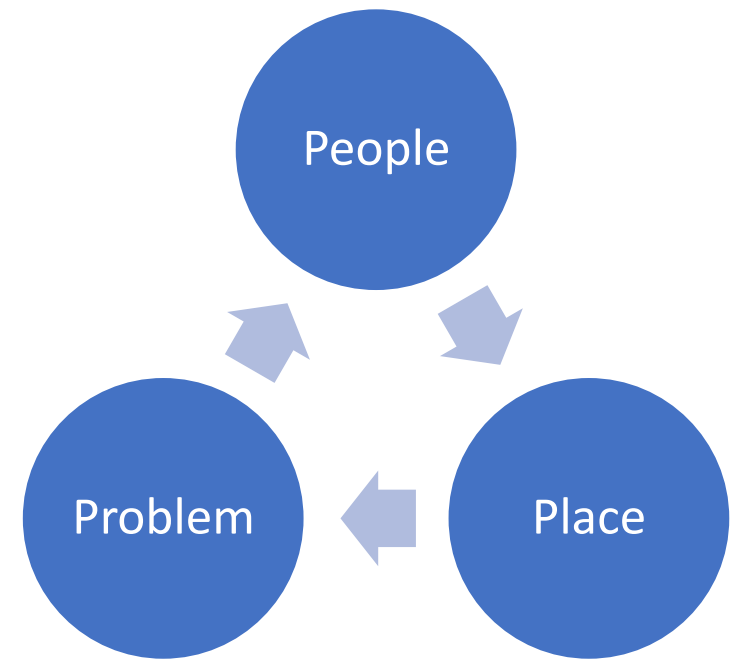


### Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.

**BOTHEREDNESS NEEDS TO  
BE A DELIBERATE DAILY  
ACT THAT IS BUILT INTO  
THE TEACHING ROUTINE.**

**#ADULTSCHANCE**



**Priority 3: To further narrow gaps for pupils in RWM:**

- **To narrow gaps for all pupils including disadvantaged pupils and girls in mathematics by engineering success in solving mathematical problems.**
- **To improve outcomes at GDS in writing at KS2 for all pupils.**

Objective	Planned action (steps)	Outcomes
<p>To further improve outcomes in mathematics through improving children's confidence and fluency when tackling problem solving.</p>	<ul style="list-style-type: none"> <li>○ Through the DSAT Maths Hub, continue to develop staff's subject knowledge around teaching mathematical problem- solving skills. Ensure this is disseminated to all staff through staff meetings delivered by subject leads.</li> <li>○ Continue to embed the use of Gareth Metcalfe's Deconstructing Word Problems:               <ul style="list-style-type: none"> <li>When solving worded mathematical problems in DSAT, support staff to consistently-                   <ul style="list-style-type: none"> <li>● acknowledge the emotional experience of problem-solving.</li> <li>● think of mathematical fluency and reasoning as the building blocks of mathematical problem-solving.</li> <li>● encourage children to consider what they already know and to use this to make connections in their mathematical thinking.</li> <li>● engineer success in solving worded problems through the use of worked examples to enable all children to analyse the use of different strategies.</li> <li>● gradually reveal the information in worded problems so that children think about the mathematical structure of the question before rushing to solve it.</li> <li>● model the use of concrete materials and bar models to represent the structure of the mathematics ensuring that all children visualise problems.</li> <li>● draw children's attention to the important parts of worded questions through the use of minimally different questions.</li> <li>● encourage children to reflect on their problem solving and communicate their ideas to others.</li> </ul> </li> </ul> </li> <li>○ Continue to use non-routine mathematical challenges from NRich:               <ul style="list-style-type: none"> <li>When solving non-standard mathematical problems in DSAT, support staff to -                   <ul style="list-style-type: none"> <li>● acknowledge the emotional experience of problem-solving.</li> </ul> </li> </ul> </li> </ul>	<p>Book scrutiny evidences improved confidence solving problems.</p> <p>Outcomes in maths improves for pupils by the end of KS2: this is evidenced through improvements to the 2025/6 maths Y6 outcomes for all pupils and disadvantaged.</p> <p>Teachers report that they more confidently understand how to teach children to solve problems in mathematics.</p>

	<ul style="list-style-type: none"> <li>• think of mathematical fluency and reasoning as the building blocks of mathematical problem-solving.</li> <li>• encourage children to consider what they already know and to use this to make connections in their mathematical thinking.</li> <li>• teach the problem-solving skills of <ul style="list-style-type: none"> <li>- act it out or draw</li> <li>- simplify</li> <li>- using what you know</li> <li>- use trial and improvement</li> <li>- look for patterns</li> <li>- use a list or table</li> <li>- working systematically</li> <li>- working backwards</li> </ul> </li> </ul>	
<p>To further improve outcomes at greater depth standard by the end of KS2</p>	<p>Training for staff including Y6 staff to develop strategies to improve outcomes at KS2 in GDS writing:</p> <ul style="list-style-type: none"> <li>- Train staff to accurately teach and assess GDS in writing, focusing on children’s ability to write effectively for a range of purposes and audience, distinguish between the language of speech and writing, choosing the appropriate register, control levels of formality and use a range of punctuation.</li> <li>- Train staff to identify GDS potential early (all KS2 staff), and track ‘potential GDS’ in pupil progress meetings. Identify the strongest EXP to support this tracking and aspiration.</li> <li>- Teachers to plan additional opportunities for writing which will support potential GDS outcomes.</li> <li>- Teachers will be supported to ensure children have opportunities to edit and improve writing (strong exp samples).</li> <li>- Teachers subject knowledge is supported, so that they are able to model writing like a GDS writer.</li> <li>- Y6 DSAT hubs receive specific training from DSAT in all of the above, and this is disseminated at a school level.</li> </ul> <p>Ensure assessment of writing across the trust is accurate, including assessment of GDS. Adapt the current practise of cross moderation, so that senior leaders monitor carefully the accuracy of moderation in DSAT teams.</p>	<p>The % pupils achieving GDS in writing improves by the end of KS2 2026, and the gap between GDS in writing at Y6 and GDS in reading and maths is narrowed.</p>

## Staff Tasks Towards DEP Implementation

### **Philippa Cousins**

- Perform responsibilities as Headteacher
- Act as Team Leader (Appraisal) for all staff
- Organise and lead INSET training and staff training
- Monitor:
  - Teaching and Learning
  - Planning and Assessment
  - Targeted support
- Perform responsibilities as Inclusion Lead, including monitoring Pupil Premium pupils
- Act as Safeguarding lead
- Support EG and RT to ensure SEN provision is high quality
- Perform duties as LAC lead
- Co-lead DT
- Work alongside Local School Board to develop roles
- Report to Local School Board and write termly headteacher reports
- Develop leadership of the school
- Support Pupil Voice Development

### **Danielle Jenkinson**

- Perform duties as Assistant headteacher
- Act as Mentor to students (KS2)
- Lead curriculum and assessment development
- Teach effectively in Y6
- Lead parent workshop/ talk for own class across the year
- Ensure strong outcomes are at least maintained
- Monitor planning and standards in own subject area and broader T+L with PC
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly
- Perform duties as Deputy Safeguarding Lead
- Perform duties as Mental Health and Well-being Lead

### **Luke Heyes**

- Perform duties as Assistant headteacher
- Lead English
- Lead diversity, children's university, EAL and anti-racism development
- Co-lead DT

- Teach effectively in Y5
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year
- Update your class page on the website regularly
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Perform duties as Deputy Safeguarding Lead

### **Sara Kelly**

- EYFS Lead
- Teach effectively in Foundation Stage
- Lead PSHRE across school
- Act as Mentor to students (EYFS)
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

### **Emma Gill**

- Perform duties as SENCO
- Ensure standards are raised for SEN pupils
- Teach effectively in Y1
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

### **Rebecca Tembey**

- Perform duties as SENCO
- Ensure standards are raised for SEN pupils
- Teach effectively in Y3
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly
- Perform duties as Early Help Lead and lead effectively on allocated cases.

### **Cathy Charlesworth**

- Teach effectively in Y1

- Ensure strong outcomes are at least maintained
- Take on responsibilities associated with Phonics leader/ RWI lead
- Co-lead Art across the school
- Lead parent workshop/ talk for own class across the year
- Ensure phonics delivery across whole school remains high profile
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

#### **Sara McCurdy**

- Lead RE across school
- Teach effectively in Y4
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

#### **Emma Oxbby**

- Lead PE across school
- Lead OPAL Sports across school
- Act as Mentor to students (EYFS)
- Teach effectively in Y2
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

#### **Lucy Oliver (when returns from maternity)**

- Lead MFL
- Teach effectively in Y3
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

#### **Ruth Brumwell**

- Lead History across school
- Teach effectively in Foundation Stage

- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

#### **Kasey Farmer**

- Lead Geography across school
- Teach effectively in Y2
- Act as mentor to students (KS1)
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

#### **Sarah Hawcroft**

- Lead Science across school
- Co-lead Art across school
- Teach effectively in Y4
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

#### **Victoria Lambert**

- Lead Computing across school
- Teach effectively in Y5
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

#### **Claire Langford**

- Lead Music across school
- Teach effectively in Y4
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year

- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

### **Zoe Markham**

- Lead maths
- Teach effectively in Y6
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class across the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

### **Alex Chadburn**

- Teach effectively in Foundation Stage- nursery
- Attend and perform responsibilities as an ECT
- Liaise with office staff to timetable children's admission in to nursery and 30 hours entitlement
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class throughout the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

### **Eleanor Garland**

- Teach effectively in year 5
- Attend and perform responsibilities as an ECT
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class throughout the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

### **Lucy Emmerson**

- Teach effectively in year 3
- Attend and perform responsibilities as an ECT
- Ensure strong outcomes are at least maintained
- Lead parent workshop/ talk for own class throughout the year
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly