

Federation Improvement Plan 2026 / 27



The following plan is a living document and as such is regularly changing.

This version was printed on:
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For the most up to date details please see a member of the Senior Leadership Team

Federation Improvement Plan

2026 / 27

Section 1

Key Information

Aims and Values

The aims, values and vision below have been written by the children, parents, governors and staff. We believe that a shared set of beliefs will ensure that all stakeholders join forces to ensure progression in all areas.

Values:

Our stakeholders at Ormesby Village Infant and Junior Schools Federation have decided upon the following set of core values (although we regularly include others) that underpin everything we do. These values will guide the children and adults through periods of change and development on our journey to being the best we can be.

- Respect
- Honesty
- Family
- Aspiration
- Nurturing
- Friendship
- Togetherness
- Resilience

Aims:

The aim of Ormesby Village Infant & Junior Schools Federation is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on ethical and moral teaching and lead us to build a caring family. Our school aims to promote an environment where all feel happy, safe and secure. At our Infant school, all stakeholders are always **learning to grow: growing to learn** as they develop how they interact, learn and play together. At our Junior school, everyone **aspires** to be the best they can be, everyone **acquires** the knowledge and skills to be a valuable future citizen of the world and everyone **achieves** success from the many opportunities they are provided with no matter what their starting points.

By the time a child leaves Ormesby Village Infant and Junior Schools Federation they will have:

- Become a valued member of a diverse and accepting community
- Experienced a rich and varied curriculum
- Made progress in order to be the best they can be
- Gained the skills needed to become a life-long learner
- Celebrated success and been celebrated

Vision:

At Ormesby Village Infant and Junior Schools Federation we have a clear vision for the future. It is our vision that our Federation of schools will continue to be a nurturing environment underpinned by strong morals and British values. Embedded throughout our school from our logo to our playground, we are a family community where each child is treated as an individual, and the strongest and most exciting teaching helps them to discover and develop their unique talents and abilities.

Current OFSTED:

Infant School - Good – December 2022 – Section 8

Junior School – Good with Outstanding Behaviour – November 2024 – Section 5

In-House School Data End of Year 2025-26

Strengths

- EYFS GLD was just above/in line with National Average seeing a two-year rising trend.
- KS1 the percentage of children in Year 1 achieving Expected in Phonics Screening Check increased by 3% on the previous year standing above National Average of 77% in 2026. Three-year rising trend achieved.
- KS1 Reading at Expected was in line with/just above National Average.
- KS1 Maths at Expected was in line with National Average.
- KS2 Year 4 Multiplication Check three-year falling trend 91%, 85% and 70% has been addressed as 2026 saw figures rise to 83%.
- KS2 Maths at Expected and Greater Depth were in line National Averages.
- KS2 Reading at Expected and Greater Depth were in line with National Averages.
- KS2 Greater Depth in GPS has improved on the previous year.
- KS2 shows low prior attainer progress is in line with or above average in Reading, Writing in Maths, with it being particularly strong in Reading and Maths.
- KS2 Pupils with SEND support make good progress in Reading.
- KS2 EAL pupils make good progress in Reading.
- KS2 Girls made better progress than Boys in Reading.
- KS2 Disadvantaged pupils made better progress in Writing than non-disadvantaged pupils.
- KS2 EAL pupils and pupils with SEN support have made good progress in Maths.

Areas for Development - Priorities

- EYFS: GLD was better than the previous two years, but results need to continue to improve in order to remain above National Average 67.7% and return to where results were in 2022.
- EYFS Literacy and CLL strands need to be above National Average.
- EYFS Maths strand needs to be higher.
- KS1: Raise the attainment of pupils achieving Expected in RWM as this has fallen from the previous year. Three-year falling trend.
- KS1: Raise the attainment of pupils achieving Greater Depth in RWM as this has fallen from the previous year. Three-year falling trend.
- KS1 Raise the attainment in Writing at Expected and Greater Depth as it fell from the previous year. Three-year falling trend.
- KS1 Year 2 Phonics Re-sits showed a decline from the previous year with 42%, three out of seven pupils achieving the threshold. Three-year falling trend.
- KS1 Writing at Expected and Greater Depth needs to be higher.
- KS1 Reading at Greater Depth was just below National Average.
- KS1 Maths at Greater Depth was just below National Average.
- KS2 GPS four-year rising trend fell from the previous year and was just below National Average.
- KS2 Reading as Expected was just below National Average.
- KS2 Writing at Expected and Greater Depth were below National Average.
- KS2: Continue to improve the attainment of pupils achieving Greater Depth in RWM to bring it above National Average.
- KS2 Middle Prior attainers progress is below average in Reading, Writing and Maths
- KS2 High prior attainers progress is just below average in Reading, Writing and Maths.

- KS2 RWM Expected combined dropped from previous year and is below National Average.
- KS2 RWM Higher Standard combined is below National Average dropping from the previous year.
- EYFS GLD: (Good Level of Development) 0.1% above National Average
- EYFS GLD: Average Number of Good Levels of Development 14.9, 0.5 points above National Average at 14.4
- KS1 Reading: in line with the previous year at Expected and just below at Greater Depth than the previous year.
- KS1 Writing: 21% lower than the previous year at Expected and 3% lower than the previous year at Greater Depth.
- KS1 Maths: 3% above the previous year at Expected but 7% below previous year at Greater Depth.
- KS1 Phonics Screening Check 5% above National Average.
- KS2: None of our progress measures were below floor standards.
- KS2 Reading: 5% below National Average
 - KS2 Writing: 14% below National Average
 - KS2 Maths: 1% below National Average

Pupil Premium

EYFS

Number and Number Patterns 3/3 pupils at Expected. Word Reading and Comprehension 2/3 and 3/3 pupils at Expected respectively. Writing 2/3 pupils at Expected. 2/3 pupils achieved GLD.

KS1

Whole School – 10 PP pupils – Maths 4/10 pupils achieved Expected. Reading 3/10 pupils achieved Expected. Writing 3/10 pupils achieved Expected.

Year 1 - Maths 1/3 pupils at Expected+ with 0/3 at GDS / Writing 0/3 pupils at Expected+ with 0/3 pupils at GDS / Reading 0/3 pupils at Expected+ with 0/3 pupils at GDS – Phonics 2/3 pupils achieved threshold in Phonics Screening Check.

Year 2 – Maths 3/4 pupils at Expected+ with 1/4 at Greater Depth / Writing 3/4 pupils at Expected+ with 0/4 pupils at GDS / Reading 3/4 pupils at Expected+ with 0/4 pupils at GDS – Phonics 1/2 pupils achieved threshold in Phonics Screening Check. 25% achieved Greater Depth in Maths, which was above National Average.

KS2

Year 6 – Maths 3/5 pupils at Expected+ with 0/5 at Greater Depth / Writing 3/5 pupils at Expected+ with 0/5 pupils at GDS / Reading 4/5 pupils at Expected+ with 1/5 pupils at GDS.

Year 5 – Maths 5/9 pupils at Expected+ with 2/9 at GDS / Writing 4/9 pupils at Expected+ with 1/9 pupils at GDS / Reading 7/9 pupils at Expected+ with 2/9 pupils at GDS.

Year 4 – Maths 5/7 pupils at Expected+ with 1/7 at GDS / Writing 4/7 pupils at Expected+ with 0/7 pupils at GDS / Reading 5/7 pupils at Expected+ with 2/7 pupils at GDS.

Year 3 – Maths 2/5 pupils at Expected+ with 0/5 at GDS / Writing 1/5 pupils at Expected+ with 0/5 pupils at GDS / Reading 2/5 pupils at Expected+ with 2/5 pupils at GDS.

Results by Key Stage

EYFS

Reception (29)

Level	Number of Children for GLD	Percentage
A (Significantly Below)	0	0%
1 (Emerging)	8	28%
2 (Expected)	21	72.4%

Year 1 Phonics Screening (29)

Key Stage 1 Phonics

Year 1 Phonics Screening (29)

Score	Number of Children	Percentage
0-10	1 (S&L SRB)	3.4%
11-20	3 (S&L SRB, S&L & EHCP)	10.3%
21-31	1 (1 child with 23 does not access normal Phonics)	3.4%
32-40	24	83% (5/29 17% scored full marks)

Year 2 Phonics Screening Re-Sits (7)

Score	Number of Children	Percentage
0-10	1 (EHCP Non Verbal)	14%
11-20	2 (EHCP & SEND)	29%
21-31	1 (1 child with score of 28 SEND)	14%
32-40	3	43%

*Two children scored marginally lower than previous year. Three children made significant progress on previous year's score.

Key Stage 1

Year 2 KS1 Optional SATs Results (29)

SATs Scaled Score	Reading	Maths	GPS
0 (Did not take test or were absent)	7 – 24%	8 – 28%	9 - 31%
1-99	4 – 14%	11 – 38%	1 - 3%
100-109	13 – 45%	9 – 31%	11 - 38%
110+	5 – 17%	1 – 3%	8 - 28%
100+	18 – 62%	10 – 34%	19 - 66%

Year 2 KS1 Teacher Assessments (29)

Level	Reading	Writing	Maths
Pre-Key Stage	2 - 7%	3 – 10%	4 - 14%
Working Towards	6 - 21%	11 – 38%	4 – 14%
Expected	17 – 59%	12 – 41%	17 – 59%
Greater Depth	4 - 14%	0 – 0%	4 – 14%
Expected+	21 – 72%	12 – 41%	21 – 72%
Combined Expected (RWM)	14 – 48%		
Combined Greater Depth (RWM)	0 - 0%		

Greater Depth in Two Areas	2- 7%
Greater Depth in One Area	4 – 14%

*Three-year declining trend in combined EXP 69% - 56% - 48% and GDS 7% - 3% - 0%)

Key Stage 2

Year 4 Multiplication Check (29)

Score	Number of Children	Percentage
0-5	0	0%
6-10	0	0%
11-15	2 (12, 14)	7%
16-20	3 (16, 19 & 20)	10%
21-25	24	83% (11/38% scored full marks)

*Previous 2 years 91% and 85% at 21-25.

Year 6 KS2 SATs Results (27)

SATs Scaled Score	Reading	Maths	Writing (TA)	GPS
Pre-Key Stage	0	0	0	0
0 (Below Level of Tests or Absent)	0	0	0	0
N/A-99	8 – 30%	7 – 26%	9 -33%	9 – 33%
100-109	11 – 40%	14 – 52%	16 - 59%	13 – 48%
110+	8 – 30% (1 x 120 scaled score)	6 – 22% (1 x 120 scaled score)	0 - 0%	5 – 19% (2 x 120 scaled score)
100+	19 – 70%	20 – 74%	16 - 59%	18 – 67%
Combined RWM EXP	12/44%			
Combined RGM EXP	15/56%			
Combined RWM GDS	0/0%			
Combined RGM GDS	3/11%			

* Combined 44% (Previous years 31 – 45 – 57 - 67 - 44).

Year 6 KS2 Teacher Assessments (27)

Level	Reading	Writing	Maths	Science
Pre-Key Stage	0	2/7%	0	0
Working Towards/Has Not Met	6/22%	9/33%	10/37%	11/41%
Expected	11/41%	16/59%	12/44%	16/59%
Greater Depth	10/37%	0/0%	6/22%	0
Expected +	21/78%	16/59%	18/67%	16/59%
Combined RWM at Expected+	14/52%			
Combined RWM at Greater Depth	0/0%			
Greater Depth in Two Areas	5/19%			

Greater Depth in One Area	6/22%	
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*LA Writing Moderation denied a child GDS.

French MFL KS2 Summer Assessments 2026 (Language Angels)

	Year 3	Year 4	Year 5	Year 6
Below (1)	1/3%	1/3%	0/0%	1/4%
Towards (1)	2/7%	0/0%	0/0%	2/7%
Meeting/Expected (2)	3/10%	5/17%	1/4%	5/19%
Exceeding (3)	15/52%	15/52%	12/43%	7/26%
Mastery (3)	5/17%	4/14%	12/43%	12/44%
Expected +	23/79%	24/83%	25/89%	24/89%

KS2 Progress Measures

	School	National
Reading	-0.7	0.05
Writing	-3.9	0.06
Maths	-1.0	0.04

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Section 2

*This overview provides the top priorities from each of the four areas. For a more detailed picture, please see the yearly overview. (*Current Year)*

Three-Year Overview (Towards Outstanding)

	Identified Priorities	Budget Implications
YEAR 1	- Continue to enable the Federation of schools to work collaboratively together. - Address all improvement targets from most recent Ofsted reports, in particular preparing Infants for another Ofsted inspection. - Alongside the Chair of Governors, ensure Governor roles and monitoring cycle are clearer and embedded. - Continue to ensure highest quality of teaching by refreshing the teaching approach; taking more risks and enhancing pupil engagement as well as their attitudes towards learning. - Increase the exposure to difference and diversity for all pupils. - Continue to provide opportunities to raise pupil aspirations and attitudes towards learning. - Ensure positive behaviour is established and maintained in both schools utilising all tools at the school's disposal. . - Continue to embed the Federation's Climate and Sustainability Plan. - Using INDES applications ensure Federation acquires the financial support required to recruit support staff to meet specific needs. - Ensure HIDE area is utilised more effectively with recruitment of more staff.	New resources to improve the curriculum. Release Time for leaders to work with others. Training External Validation from inside and outside Norfolk
		Can this provision be provided from within the current budget plan? Yes
YEAR 2*	- Develop further links with other schools and colleges for out-reach/specialist support to enrich the curriculum. - Ensure more school groups are using our immersive learning classroom in order to bring further funds into the school. - Ensure behaviour standards remain highest as possible. - Ensure teaching and learning remains at the highest possible levels through robust and effective training and monitoring. - Maintain strong attainment and progress. - Increase the outdoor learning package available to pupils. - Review the Federation's Climate and Sustainability Plan. - Address succession planning of senior management. j	Training Costs Outreach/Support work External Validation from inside and outside Norfolk Training
		Can this provision be provided from within the current budget plan? Yes
YEAR 3	- Ensure RWM attainment and progress remains strong across the school in each year group. - Ensure the gender gap is diminished. - Ensure the behaviour and safety of the school remains at the highest of levels. - Ensure EYFS outcomes remain above National Average, achieving a consistent number of pupils at an Expected level across the curriculum. - Ensure teaching and learning continues to be engaging, pacey and enables pupils to guide the path of their own education. - Ensure subject leaders can evidence from subject assessments that good progress is being made across the curriculum. - Review the Federation's Climate and Sustainability Plan.	Training costs Improved Resources Training External Validation from inside and outside Norfolk
		Can this provision be provided from within the current budget plan? Yes

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Section 3

Review of Previous Year

For the detailed review document, please see a member of the Senior Leadership Team or enquire at the school office.

Infant School Target – Junior School Target – Combined Target

	Target Achieved	Working towards	Not Achieved
Curriculum and Teaching			
To ensure learning activities enable pupils to realise the high expectations within the curriculum. (Federation)	✓		
To embed the foundations of writing consistently across the Federation. (Federation)		✓	
To continue to improve the fluency of number, reasoning and problem-solving across the schools. (Federation)	✓		
To ensure misconceptions are systematically identified and clear next steps are provided to make learning better. (Federation)	✓		
To implement the statutory changes in the PSHE/RSHE curriculum. (Federation)	✓		
To ensure Quality Skills Mark for History is upgraded from Silver to Gold. (Federation)			✓
To evolve the climate and sustainability plan of the Federation in connection with the outdoor learning programme across the Federation. (Federation)	✓		
To continue to ensure the teaching or reading is prioritised across the Federation. (Federation)	✓		
Personal Development and Well-Being			
To continue to evolve the opportunities open to pupils to gain greater aspiration and exposure to diversity (Federation)	✓		
To further evolve the transitional procedures of the Federation. (Federation)	✓		
To evolve the pastoral capacity of the schools to improve pupils' mental health and well-being. (Federation)	✓		
Attendance and Behaviour			
To continue to ensure the importance of strong attendance is maintained across the Federation. (Federation)	✓		
To ensure all pupils are supported to maintain the highest of expectations for behaviour and attitudes towards learning across the Federation. (Federation)		✓	
Leadership and Governance			
To continue to embed the Federation vision and ethos in order to progress both schools forward. (Federation)		✓	
To ensure new Governors develop effectively in their roles and enhance effectiveness of Governance. (Federation Governors)	✓		
To improve the Federation's premises. (Federation)	✓		
To ensure continued impactful staff training is arranged. (Federation)	✓		
To continue to ensure staff well-being and workload remains positive. (Federation)	✓		
To ensure the provision for SEND continues to evolve successfully. (Federation)	✓		
To continue to manage the budgets of the Federation schools effectively.		✓	
Achievement			
To continue to ensure the percentage of pupils achieving Expected and Higher Standard in RWM across the school, including disadvantaged and pupils with SEND remains above-average year on year. (Federation)		✓	
To ensure pupils with any disadvantage (PP, FSM, EAL, SEND & CLA) are effectively supported in order to narrow the gap to those without disadvantage. (Federation)		✓	
Inclusion			
Continue to monitor the pupil premium strategy and inform school practice accordingly. (Federation)		✓	
To ensure pupils with any disadvantage (PP, FSM, EAL, SEND & CLA) are effectively supported in order to narrow the gap to those without disadvantage. (Federation)		✓	

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Section 4

Current OFSTED grading: **INFANT SCHOOL – GOOD** (December 2022)

In order to further raise the quality of the education that we offer our children, the school has highlighted these key themes for improvement:

- 1) Some staff do not have up-to-date, detailed knowledge of how to support pupils with specific SEND. This means that changes and adaptations to the curriculum and provision are not always tailored as precisely as they might be. Leaders should ensure that new staff have up-to-date, detailed training to enable them to meet the specific needs of the pupils they work with.

Current OFSTED grading: **JUNIOR SCHOOL – GOOD with OUTSTANDING BEHAVIOUR** (November 2024)

In order to further raise the quality of the education that we offer our children, the school has highlighted these key themes for improvement:

- 2) Some learning activities do not enable pupils to achieve the ambitious curriculum aims. As a result of this, some pupils do not learn as well as they could. The school must ensure that learning activities enable pupils to realise the high expectations within the curriculum.
- 3) Some teachers do not systematically identify misconceptions and errors in written work. As a result of this, some pupils continue to make the same mistakes and misunderstanding may persist. The school must ensure that teachers systematically check learning and that pupils are provided with next steps to help them to learn better.

Rationale

Some staff do not have up-to-date, detailed knowledge of how to support pupils with specific SEND. This means that changes and adaptations to the curriculum and provision are not always tailored as precisely as they might be. Leaders should ensure that new staff have up-to-date, detailed training to enable them to meet the specific needs of the pupils they work with.

At the time of the last inspection, the school employed a SENDCo, who worked one day per week in each school. In order to improve the support for SEND pupils, a change of staff has enabled two full-time SENDCos to be trained with the National qualification to work collaboratively across the Federation alongside two Teaching Assistants trained to work in each school to specifically support SEND children. A centralised provision map enables the interventions organised to be managed effectively tracking the attainment and overall progress of SEND pupils against their targets in their Individual Education Plans or EHCPs. All pupils' information regarding their additional needs is shared with all staff to ensure all are aware of how to support them effectively.

Some learning activities do not enable pupils to achieve the ambitious curriculum aims. As a result of this, some pupils do not learn as well as they could. The school must ensure that learning activities enable pupils to realise the high expectations within the curriculum.

At the time of the most recent inspection, four classes were observed teaching in Mathematics. It was felt that challenge in two of the classes did not match the school's ambitious expectations and curriculum and undermined the potential outcomes the pupils may have achieved. As a result, the school invested in stronger training to implement greater challenge for all pupils, particularly in Mathematics. This approach in ensuring

greater challenge was evident in all lessons also provided the most confident pupils with opportunities to grasp a deeper understanding of reasoning and problem-solving in a variety of mathematical contexts. In Mathematics, a sequence of learning plan was devised and shared to ensure clarity over lesson adaptations were evident.

Some teachers do not systematically identify misconceptions and errors in written work. As a result of this, some pupils continue to make the same mistakes and misunderstanding may persist. The school must ensure that teachers systematically check learning and that pupils are provided with next steps to help them to learn better.

At the most recent inspection, a pupil book scrutiny in writing identified misconceptions in their spelling and grammar which had not been addressed sufficiently enough and as a result, children continued to make similar mistakes over a period of time. This meant that our Effective Feedback and Marking Policy needed to be adjusted with staff and the expectations surrounding regularity and depth of marking were reinforced. The pupils' writing books are reviewed every three weeks to ensure effectiveness of marking remains of the highest quality.

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Section 5/Section 8 Inspections

Actions for the **Infant School** from Section 8 OFSTED report (December 2022)

Actions for the **Junior School** from Section 5 OFSTED report (November 2024)

(Also, see You Said, We Did document for further detail)

What does the school need to do to improve further:	Actions carried out and planned:
Some staff do not have up-to-date, detailed knowledge of how to support pupils with specific SEND. This means that changes and adaptations to the curriculum and provision are not always tailored as precisely as they might be. Leaders should ensure that new staff have up-to-date, detailed training to enable them to meet the specific needs of the pupils they work with.	Actions carried out 2025/26 - Two NASEN SENDCos continued to work collaboratively across the Federation full-time. - Using the support of external sources, the graduated provision maps for each school were completed - Ensured SENDIASS cafés were held regularly to provide access to specialist support for parents and families of children with SEND. Actions planned for 2026/27 - Make more effective use of the two SENDCO Now trained TAs to provide more targeted SEND support. - Revise approach to INDES completion - Implement revised approach to parent-teacher meetings for children with SEND. Hold main parent-teacher meeting first and then SENDCos follow up with parents at another meeting. - Obtain external validation of SEND provision.
Some learning activities do not enable pupils to achieve the ambitious curriculum aims. As a result of this, some pupils do not learn as well as they could. The school must ensure that learning activities enable pupils to realise the high expectations within the curriculum.	Actions carried out 2025/26 - Whole staff training regarding how best to make challenge in lesson planning more impactful for our more able pupils, especially in Mathematics. - Introduction of a weekly Sequence of Learning in Maths evidencing the planned adaptations for the less confident to access the content and for the most confident to be able to be challenged more deeply. - Subject Coordinators worked collaboratively on cross-phase Maths projects where the older children prepared Maths activities for the younger children. - STEM enrichment sessions arranged so all children can be challenged at their appropriate level more deeply in Mathematics. - VNET Maths Communities attended to share best practice and update latest mathematical understanding. Actions planned for 2026/27 - Continued external support and validation of challenge in lessons (VNET). - Ensure all leaders are prepared to articulate the impact of their subjects, particularly in Maths.
Some teachers do not systematically identify misconceptions and errors in written work. As a result of this, some pupils continue to make the same mistakes and misunderstanding may persist. The school must ensure that teachers systematically check learning and that pupils are provided with next steps to help them to learn better.	Actions carried out 2025/26 - Improved effective feedback and marking policy sharing the best ways to undertake whole class feedback, particularly for independent writing. - Improved effective marking policy to give pupils clearer and more regular feedback to address misconceptions in their work sooner enabling them to make greater progress more swiftly. - Book Scrutinies for different subjects built into Teacher Meeting time to enable all teachers to quality assure the marking effectiveness through our learning. - Expectations for teachers to ensure marking is more regular and more thorough in order to address any misconceptions swiftly. Actions planned for 2026/27 - Continue with three weekly checks of writing books. - Quality assure pupil books with external sources. - Subject leaders to build in effective feedback and marking reviews during their monitoring cycles. - Review effective marking and feedback in other nearby schools. - Engage in Norfolk Writing project to raise attainment in KS2.

Section 6

DETAILED ACTION PLANS 2026/27

Leadership and Governance

(Vision and Ethos, Staff Development, Staff Workload & Well-Being, Off-Rolling, Inclusion, Management and Safeguarding)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To ensure Governance continues to be effective and impactful. (Federation Governors)	Recruit new co-opted Governors to fill all vacancies. (Two vacancies outstanding) New Parent Governor recruited in September 2026. Ensure new Governors understand their positions and new roles assigned (Newly directed roles if required) Update and share Ofsted Readiness Pack regarding all key information about the school to prepare new and existing Governors further. Streamline the number of staff on Governing Body. Enable Governors to have a greater presence with parents. Ensure Governors access regular and appropriate training, particularly finance and this is recorded on their training profile. Governor training signposted by clerk and managed by Vice-Chair. Ensure skills audit of Governors is updated and completed for any new Governors. Implement a regular cycle of senior/subject leaders to attend to be challenged over their areas of responsibility. Challenge continues to be evident via questions sent to Head in advance of meetings. Challenge needs to be equally shared amongst others. Continue with Governor Challenge Days so that they help prepare for inspection by Ofsted and still possess	Sept 2026 – Oct 2027	BY / LG / JC FGB	Challenge within FGB meetings will increase and be clearly evidenced for all areas. Governors to attend more training. Evidenced through clerk and on GovHub. Governors will feel more confident in their knowledge of the school and more confident in presenting staff with challenging questions. Governors are more visible in school aiding and supporting school improvement. Staff/Pupils/Parents more aware of Governing Body members. Staff will be more prepared to articulate confidently about their areas to Ofsted by practising with Governors on Challenge Days. Governors' confidence will also increase.	FGB minutes Governor Challenge Day minutes Governor Log

	a narrow SIDP focus and pupils and staff are able to speak together. Embed further the monitoring cycle established and agreed at the start of the year and shared with all staff to ensure SEND, Safeguarding and other key areas of the school are being monitored regularly by Governors. Governors to continue to attend Broader Horizons Governor Network for networking and updates. Quality Assurance of Governance to be arranged, if needed, for another area. Governors and Senior Leaders' actions strive to have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils achieve and thrive. Increase Governance review of disadvantaged pupils.				
2. To ensure the premises of the Federation develops further. (Federation)	Using Devolved Capital ensure areas of the school are improved aesthetically and certain areas are re-purposed or re-designed to improve provision on offer or increase safety. Look into costs of refurbishing Infant and Junior staff rooms. Ensure the immersive classroom is placed on to a programme of hardware maintenance. Junior outdoor area requires tree canopy maintenance to enable greater light to be exposed to the bees. Continued maintenance of	Sept 2026 – Oct 2027	SLT, AO'C & Staff	School builds stronger reputation with a wider community. More pupils speak positively about the school and are proud of its appearance. Schools continue to look ready for learning and fit for education.	Budget allocated to improvements Survey to gauge opinion of improvements. Governor minutes for approval.

	surrounding trees/bushes and presentation of site. Remedial tree works from LA tree surveys to also be factored in. Ensure corridors and offices are decorated. New carpets in corridor and in HT Infant office. New carpet to be placed in Reception classes as these are beyond restoration, despite cleaning them. Update previous quote received. Where required purchase new laptops/tablets/hardware for staff or children to enhance provision. Support from PTFA fundraising. New signage for Infant school to be commissioned. Complete the fire risk assessor's appraisal at both schools now that all remedial actions from the previous one have been completed.				
3. To ensure staff training remains purposeful and impactful across the Federation, particularly in relation to SEND. (Federation)	Enable subject leaders to attend impactful CPD to develop their knowledge and skillset further to lead. Leaders always ensure that new staff have up-to-date, detailed training to enable them to meet the specific needs of the pupils they work with. Staff continue to access nationally accredited leadership courses, Ofsted Inspector Training, NPQEYL, NPQEH, NPQH, NPQML, NPQSEND and NPQSL. Governors to challenge senior/middle leaders on their subject areas by inviting them to share their impact at FGB meetings. Challenge Days with Governors to assist to prepare school staff, pupils and Governors for an inspection. Builds better practice and confidence.	Sept 2026 – Oct 2027	BY AMc/EA SLT Subject Leads TAs	Staff to achieve accreditation to enhance leadership skills. Subject leaders effectively monitoring subjects, recording evidence and sharing feedback to staff. Staff will have up-to-date evidence on how subject areas are operating in school, enabling them to have a far greater understanding of their impact. Staff confidently aware of curriculum areas. Subject leaders all aware of how many pupils are at Expected in their subjects in each class. (Target 75%) NPQH EA to complete successfully in 2027. NPQEYL EB to be completed successfully 2027.	Training records Governor minutes Lesson observation records Learning Walks Subject Leader Files Book Looks Subject Leader Monitoring Forms Subject Leader Class Data

	Teacher meetings used to enable subject leaders to articulate how their subjects are organised and feedback on monitoring reviews. VNET Subject Communities for subject leaders to attend and stay up-to-date with the latest subject knowledge and approaches. Linked to Behaviour and Attitudes ensure STEP ON and UP training remains up to date. Steps Lead Professionals in school to update their own training and that of rest of school staff. Teachers to carry out peer to peer observations (Lesson Study) to augment their own teaching quality. Subject leaders to work collaboratively on action planning and cross-phase projects. VNET SIP visits to provide further quality assurance of key areas of the school, as well as peer reviews with Broader Horizons. (SEND/Early Years) Broader Horizons joint schools' staff training to be arranged.			Support LB to research an SEND interest. (Establish impact for the school)	
4. To ensure staff well-being and workload is positive and manageable. (Federation)	Reinvigorate half-termly timetabled meetings for different staff groups to voice any concerns. Monitor and address any concerns swiftly to avoid discontent. Ensure an open door policy exists across the Federation. Ensure all staff feel valued and appreciated. Gratitude and praise whenever needed. Commemorate World Mental Health Day 2026 as a Federation to promote positive well being. Ensure well-being events are regularly held and suitably attended.	Sept 2026 – Oct 2027	BY / AMc / SV / EA	Staff remain enthusiastic and positive. Staff are fully aware they are supported and feel valued for the work they do. Staff appreciate available time and support to get things done, when and where possible. Staff feel safe and listened to. Staff access supervision if required.	Staff Surveys Staff Attendance

	Ensure performance management of staff continues robustly to provide another avenue for a voice. Ensure staff have delegated responsibilities and are involved in decision making enabling ownership over new approaches. Share Norfolk Support Line/IPRS Services. Provide release time/support to staff to achieve tasks, where possible. Provide staff with support and trust to lead and develop the school themselves. Ensure staff have access to regular and impactful training. Better Balance Education was previously hired to support staff well being, however supervision seems to be the best type of assistance staff would benefit from. Sally Rundell also offers corporate well being packages at Rise Up Restart.				
5. To further develop the supportive and inclusive reach of the Federation's SEND provision. (Federation)	Ensure policy and SEND Information Report are updated accordingly and websites are also updated. Additional staff (Infant) undertaking nationally-accredited SEND training with Ambition/Inspiration provider. Fully-funded places available. SENDCOs to arrange further SENDIASS workshops for parents to gain additional information and support. Ensure staff have up-to-date, detailed knowledge of how to support pupils with specific SEND. This is best achieved through regular sharing of information across the school (EHCP documents etc.). Staff attending training to upskill their knowledge of specific additional needs. It also	Sept 2026 – Oct 2027	AMc EA LF / SD / BY	Graduated Provision Maps are updated and are fully costed for each school. Staff able to track SEND pupil intervention impact, not to mention the additional support pupils may be having. Schools have self-evaluated themselves accurately to support additional funding applications. Stronger awareness of where the school's SEN provision lies. Both schools use the graduated provision map tool and WellComm programme effectively to the same	Graduated Provision Map used by staff. IPSEF document Pupil Data

	requires changes and adaptations to the curriculum and provision to ensure they are always tailored as precisely as they can be. INDES applications completed by SENDCOs and submitted for all relevant children with the hope that the highest levels of need will obtain the schools further funding to recruit staff/acquire resources. Continue the additional SEND clinics for parents of children with SEND to have a meeting with SENDCOs. In liaison with the Headteacher, ensure the new style graduated provision maps for each school are reviewed, understood and updated prior to submission to LA. Ensure there is triangulation with INDES and IEPs. SENDCOs to ensure teachers review their IEPs to bring them more strongly in line with the child's INDES application. Needs seen match the support being implemented in class. Learning walks completed as part of monitoring cycle to gauge how well SEND children are being supported and how well staff are enabling the gap between non-send peers to be closed. Ensure all interventions are being tracked, with staff recording whether or not their The SENDCOs will continue to monitor the impact of the graduated provision mapping tool ensuring all systems are updated and both schools are using the tool effectively. SENDCOs supervise the continued use of Wellcomm by ensuring all staff are confident in its use. Ensure Reception children are all screened as normal procedure. Monitor delivery			level. All Reception children screened in Wellcomm. Parental attendance at SENDIASS workshops expands. Stronger outcomes for children with SEND in Reading, Writing and Maths from their starting points. All children attending APs or SRBs feel safe.	
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	of programme to ensure children are assessed accurately. Meet with SEND/Inclusion Advisors to support the implementation of the IPSEF across both schools and advise on additional support. Continue to use CPOMS as the recording system for all SEND related matters. SENDCOs to ensure external settings are utilised such as SRBs and APs to better support specific children and provide them with specialist support. Ensure pupil voice is collected from the children attending such provisions to ensure they feel safe and valued. The SENCOs will review and update the IPSEF to prioritise future targets/outcomes for SEND across the Federation.				
6. To implement a chargeable programme of extra-curricular activities, supervision and enrichment.	Due to the cessation of Sports Premium Funding it is imperative that the Federation moves to ensuring after-school club supervision and any extra-curricular activities are chargeable from January 2027. Liaise with Finance Officer and Governors to identify costs of each provider (Premier, Michelle Bailey Gymnastics & ASC) and create breakdown of figures to identify how much parents are going to need to pay to enable their children to attend. Cost breakdown must cover all outgoings, so school is not operating at a loss or needing to subsidise shortfalls Liaise with providers to ensure they are willing to continue and to determine minimum numbers required to make the offer cost effective. Inform parents of new chargeable programme and payment procedures.	Sept 2026 - Oct 2027	BY / JHe / AMc	Accurate and Effective Charging Programme established. Ensure all costs are paid for in advance in order to book child into club. Enrichment/Wrap around care offer does not diminish.	Pupil Surveys Parent Surveys Club Attendance Figures

	Revisit Government grant schemes to see if these are viable in supporting new programme offer.				
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Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2026/27 budget	Paid by Cluster/PTA/Other Sources
1-6	Training Courses	£3000 in Junior school £3000 at the Infant school	✓			
2	Building Re-development & IT Hardware – New Computers/Tablets/Laptops - Flooring/Trees/Staff Rooms (Devolved Formula Capital)	£10,000			Closed Schools Fund Account Monies	✓ Devolved Capital
3-6	Online Software, Training and Maintenance Package for Immersive Learning Classroom	£500-£1000 annual fee	✓			
1-6	VNET Support Package	£4000 approximately per school	✓			
5	CPOMS	£1400 annual subscription for both schools (£700 at each)	✓			

Curriculum and Teaching

(Curriculum Design, Coverage & Curriculum Delivery, Early Years, Inclusion, (Pedagogy), Reading and Destinations)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To ensure the teaching of Writing achieves greater outcomes across the Federation. (Federation)	Engage in the RISE Norfolk Writing Project to improve outcomes. Junior School chosen as one of 22 schools fully immersed in this project and invited to participate in conferences, meetings with Sally Rundell and other resourceful training. Infant English Lead and Junior English Lead will continue to work collaboratively to ensure teaching staff will all prioritise the quality of writing over the volume produced. Sentence construction should support coherence and cohesion.	Sept 2026 – Oct 2027	SV/EA and Teaching Staff	Teachers have accurate judgement levels in writing. School creates its own standardisation materials for fiction and non-fiction genres of writing. Quality of teaching is consistently strong in Writing lessons in 88% (8/9 teachers) of lessons termly drop-ins/formal lesson observations. Teaching sequences are in place effectively. Independent writing is strong with the use of editing and improving taking place evidently in 80% of relevant cohorts (24/30 pupils) from half-termly focus.	Pupils' Writing School data KS2 SATS Pupil Asset data

	Writing should be purposeful and directed at an audience. Pupils should be taught to revise, edit, and proofread their writing. Guided writing is a valid and valuable approach. Use consistent planning structures across year groups. Overall, focus on quality, teach writing as a craft, and build a culture where writing matters. This is to be monitored regularly for impact and effectiveness. All staff familiarize themselves with the new (non-statutory) writing framework elements. Identify areas for development from audit and then look to launch an improved writing programme for 2026-27 with new suggested elements built in. Alongside these improvements, ensure children's writing is more greatly independent in EYFS/KS1. Ready to Write posters visible and referred to in all writing areas. Drawing Club to continue in EYFS, as well as Pens of Power and Perfect Pencil Grip. Acquire improved outdoor Writing and Number resources for Reception using the Inclusion grant. Ensure all classes have sounds mats being used to aid independent spellings. Ensure fine motor skills and mark making skills are focused on in Reception each day. Ensure long term writing plans are reviewed and updated. Ensure monitoring is impactful to hold other teachers accountable for their writing effectiveness. Achieved in three-weekly writing scrutinies. Ensure teaching sequence of writing is clear with good sentence level work evident.		Writing presentation is good. Handwriting and letter formation is good in 70% (21/30 pupils) of cohorts from half-termly focus. Boys and pupils with SEND support are the groups who make the poorest progress in Writing, so greater evidence that progress for these two groups is improving. Higher and Middle Prior Attainers achieve better outcomes in Writing. Pupil attainment at Expected using the following milestones below based on teacher predictions and previous cohort attainment by the end of the year. Termly review feeding into pupil progress meetings. SMART milestones based on current cohort attainment <table><tr><th>Year</th><th>Autumn</th><th>Spring</th><th>Summer</th></tr><tr><td>R</td><td>45%</td><td>50%</td><td>55%</td></tr><tr><td>1</td><td>60%</td><td>65%</td><td>70%</td></tr><tr><td>2</td><td>60%</td><td>65%</td><td>70%</td></tr><tr><td>3</td><td>50%</td><td>55%</td><td>60%</td></tr><tr><td>4</td><td>50%</td><td>55%</td><td>60%</td></tr><tr><td>5</td><td>60%</td><td>70%</td><td>75%</td></tr><tr><td>6</td><td>60%</td><td>65%</td><td>70%</td></tr></table> KS1 Milestones Higher Standard: Autumn: 3% Spring: 6% Summer: 9% KS2 Milestones Higher Standard: Autumn: 3% Spring: 6% Summer: 9%	Year	Autumn	Spring	Summer	R	45%	50%	55%	1	60%	65%	70%	2	60%	65%	70%	3	50%	55%	60%	4	50%	55%	60%	5	60%	70%	75%	6	60%	65%	70%	
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4	50%	55%	60%																																	
5	60%	70%	75%																																	
6	60%	65%	70%																																	

	Continue Federation standardisation exercises across the Federation, beginning this year with a new fiction piece of work. Ensure SV/EA implements renewed handwriting/spelling approach. VNET Emma Adcock supporting to ensure the writing curriculum is effectively strengthened. EA to embed improved discreet grammar and punctuation requirements for each genre of writing being taught. To ensure writing moderation takes place internally and externally across the school enabling teachers to be confident in making accurate judgements. Establish greater conversational skill development opportunities at the Infant school in EYFS building on what we talk about, what we read about in Year 1 to improve what we write about in Year 2. Raise the attainment in writing at Expected and at greater Depth across the Federation. Ensure middle and higher prior attainers in KS2 achieve more successfully. Staff aware of who these children are and target them specifically. SV on Writing Essentials training with Emma Adcock.				
2. To continue to improve the use and application of reasoning and problem-solving strategies across the	Ensure children are taught the same objective but it is made accessible to all through differentiation using manipulatives, annotations and/or adult support. (unless the child is on a different curriculum)	Sept 2026 – Oct 2027	LMc/RH/AMc	Number of pupils achieving Expected in Maths is improved in all years, but particularly at the end of KS1 and KS2. Number of pupils achieving GLD higher with an improvement on the the previous year's outcomes in Number and Numerical Patterns. Results from Calculation audit will improve in all year groups	Maths data Pupil Books Maths monitoring Maths tests School data KS2 SATS

Federation. (Federation)	Continue with maths cafes/workshops for parents to see how pupils are taught maths in schools. Continue to raise the profile of the subject with another week of Inspirational maths collaborating the different ages of pupils across the Federation. Consistent use of ten in ten type activities in every maths lesson - JNR Every maths lesson begins with a fluency activity – INF Maths word of the day continues to embed understanding. Promoting use of TTRS to become fluent in tables facts and in readiness for the Year 4 multiplication check including at Year 2. To ensure the teaching of times tables is consistent with the calculations policy. To ensure the use of manipulatives to reinforce concepts. Use White Rose Maths resources - Fluency Bee and Power of 2 - for catch up interventions. All pupils have access to Maths White Rose books to consolidate mathematical understanding across KS1 and KS2. Books also used as a homework resource. Raise the attainment in Maths at Expected and at greater Depth across the Federation. Selected children to engage in the Inspiration Shine programme for most confident mathematicians. Ensure middle and higher prior attainers in KS2 achieve more successfully. Staff aware of who these children are and target them specifically. Attend LA KS2 QLA session from SATS 2026 in order to identify areas of poor achievement and adapt			Year 6 will show improvement in the Arithmetic paper from baseline results Children's books will show reasoning using stem sentences Children in Year 2 to Year 6 are practising their times tables on TTRS for 3 x 5 minutes each week The teaching of times tables is consistent with the calculations policy Evidence of manipulatives being used in lesson observations, photos in books TAs are using Fluency Bee and the Power of 2. The outcomes of the Multiplication Check continue to excel. Higher and Middle Prior Attainers achieve improved outcomes.	Pupil Asset data KS1 Milestones By the end of: Autumn Percentage of pupils at Expected will be 65%. Spring Percentage of pupils at Expected will be 70%. Summer Percentage of pupils at Expected will be 75%. KS2 Milestones By the end of: Autumn Percentage of pupils at Expected will be 65%. Spring Percentage of pupils at Expected will be 70%. Summer Percentage of pupils at Expected will be 75%. KS1 Milestones Higher Standard: Autumn: 6% Spring: 9% Summer: 12% KS2 Milestones Higher Standard: Autumn: 3% Spring: 6% Summer: 10%
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	planning to build greater practice in these area.				
3. To continue to ensure the teaching or reading is effective across the Federation. (Federation)	Foster a culture of reading for pleasure to improve comprehension and vocabulary across the school. Ensure children with SEN/additional needs are provided with regular keep up and catch up sessions to narrow the gap to their peers. Improve reading sessions ensuring comprehension sessions are taught well and frequently. Ensure library spaces are improved and reading material reviewed and updated. Class readers to be available in the library as well as "Teacher recommended" shelves. Continue with Junior Librarians to lead reading clubs at lunchtimes and ensure the library is well used and maintained. Ensure Little Wandle is taught and kept on time to maximise progression. Ensure Little Wandle Phonics programme is utilised effectively in the Infant school, including the interventions of Catch Up and Keep Up. At the Junior school ensure the Little Wandle 7+ intervention is used with the Year 3 and 4 children who still have not passed the phonics screening check or read less confidently. Ensure all TAs are trained and up-to-date with knowledge of Little Wandle. Purchase new card holder resources. Ensure all classes practise reading five times a week. Ensuring pupils who do not read out of school have	Sept 2026 – Oct 2027	EA & SV Teaching Staff	Reading has a significant importance across the Federation. Reading systems for Phonics well embedded and producing consistently high results. The importance of Reading is seen as a key ingredient to pupil success by the pupils themselves. Reading intervention effectively used for all pupils requiring support. Phonics Screening Check scores increase on the previous year. Boys making stronger progress in reading.	Reading Data Pupil surveys School data KS2 SATS Pupil Asset data KS1 Milestones By the end of: Autumn Percentage of pupils at Expected will be 65%. Spring Percentage of pupils at Expected will be 70%. Summer Percentage of pupils at Expected will be 75%. Progress in reading ages from Salford baseline Tests. KS2 Milestones By the end of: Autumn Percentage of pupils at Expected will be 65%. Spring Percentage of pupils at Expected will be 70%. Summer Percentage of pupils at Expected will be 75%. KS1 Milestones Higher Standard: Autumn: 6% Spring: 9% Summer: 12% KS2 Milestones Higher Standard: Autumn: 3% Spring: 6% Summer: 10%

	opportunities to practise within school. Ensure reading comprehension is practised within classes focussing on the key skills of inference, summarising, retrieval, explain and compare. Ensure fluency and prosody skills are also practised during guided reading sessions. Ensure class novels are read daily in each class to maintain use of high quality texts. At least one per term. Raise the attainment in reading at Expected and at greater Depth across the Federation. Ensure middle and higher prior attainers in KS2 achieve more successfully. Staff aware of who these children are and target them specifically.				
3. To ensure learning activities enable pupils to realise the high expectations within the curriculum and ensure misconceptions are systematically identified with clear next steps being provided to make learning better. (Junior)	All teaching staff must ensure all lesson planning contains evident adaptations, namely challenge to ensure the most confident learners make the best progress they can across the curriculum. Planning scrutinies and lesson observations to verify that teachers have ensured there is sufficient challenge available to all learners. Staff need to discipline their children so that they fully understand where the challenges are in their learning, how they can locate another challenge should one be completed and why challenge is important. Ensure the marking and feedback policy is understood and applied consistently by all staff. Teaching staff to ensure marking is regular, with an increase in detailed	Sept 2026 - Oct 2027	Teaching Staff BY / AMc	All lessons have clear challenge for all learners. All pupils are able articulate where the challenge is and where they can get more. Pupil books show that teachers have been identifying misconceptions swiftly and providing regular opportunities for children to respond to feedback Pink to Purple. Children know the next steps in their learning.	Pupil Surveys Book Scrutinies and Lesson Observations Work Scrutinies Lesson Observations Book Looks

	feedback in written work addressing misconceptions at the earliest possible moments so that pupils do not continue to make the same errors. Teaching staff will provide pupils with regular opportunities to edit and refine their work from Pink to Purple and ensure all pupils respond to such detailed feedback so that it is more evident that errors will not continue to happen. This is particularly important in Writing sessions for pupils to learn how to edit. Teaching staff through their detailed feedback will ensure clear next steps for the children are present and the children are fully aware of them.				
4. To continue embedding the climate and sustainability plan alongside the outdoor learning offer of the Federation. (Federation)	Review the Climate and Sustainability Plan with Governor Working Party and update it. Continue with Norse to promote another "Meat Free" day at both schools later in the year. Food waste and plastic packaging reduced – food waste bins purchased separated from main packaging waste. Another application for sheep to be housed at school for study and workshop. Energy saving meters managed by the safety committee members at both schools to ensure energy is not wasted unnecessarily. Further training from Learning through Landscapes to be purchased. Additional colony of bees to be acquired in order to expand the bee conservation and enable more children to participate in bee management. Honey produce sold at	Sept 2026 – Oct 2027	Teaching Staff BY / LG / JC	Pupils learning life skills, such as survival instincts and first aid. Pupils using the area for pastoral purposes also as an area to reflect and de-escalate. Children learning a lot about bee and other animal conservation. Increased pupil understanding of how everyone must look after our world and the best ways in which this can be done.	Pupil surveys Outdoor Learning Booklet Climate and Sustainability Plan

	Summer Fayre and monies reinvested in bee programme. Further embed outdoor learning into both curriculums by ensuring space is used regularly for such purpose, linking use to subject action plans (History/Geography/Science). Regularly evidence use of outdoor learning shared on social media and websites.				
5. To continue to ensure the disadvantaged children have barriers to their learning identified quickly and overcome with effective initiatives. (Federation)	Staff working closely with children with SEND or pupils eligible for Pupil Premium/EAL/CLA/FSM need to identify any such barriers swiftly and liaise with SENDCOs for further investigation. Ensure all information about children shared with relevant staff. Once barriers are identified liaise as class teams together and implement suitable interventions to support improvements. Share initiatives used with parents to encourage further support in the home. Ensure Pupil Premium Strategy updated, applied and reviewed. Identified children to be swiftly linked to external specialists to further help and advice to overcome their barriers.	Sept 2026 - Oct 2027	All Staff BY / AMc	Children with possible barriers identified swiftly and suitable support implemented. Disadvantaged children close the gap to non-disadvantaged pupils. PP data shows strong achievement in RWM from the starting points.	Pupil Data Pupil Surveys Case Studies
6. To ensure all statutory RSHE changes are implemented. (Federation)	Subject Leaders to liaise with RSHE LA adviser on this topic. Gain access to Padlet and resources to enable a review of policy, scheme of work and resources. Signpost families to relevant and appropriate information on RSHE. Staff to access any further training to understand new material and new resources. The Learning Platform webinars to be accessed.	Sept 2026 - Oct 2027	LB / CB All Staff BY/ AMc	Policy and approach compliant with new guidance. Content from scheme of work followed, which includes new material. Pupils show a greater understanding of RSHE.	Pupil Surveys Parents Surveys RSHE Data

	Senior Leaders to ensure school provision is compliant once above undertaken.				
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Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2026/27 budget	Paid by Cluster/PTA/Other Sources
1-7	Training Courses	£3000 at the Junior School and £4000 at the Infant	✓			
1, 2 and 3	IT Subscriptions and Licences (Immersive.co.uk software and maintenance)	£1000	✓			
3	Improved Reading Material/Intervention Packages (New Little Wandle Books)	£1000	✓			
4	Outdoor Learning in the curriculum or after-school club/Bee costs	£1000	✓			Sports' Premium
4	Electric Car Charging Points Maintenance	£400 (4 x £100 per unit annually)			✓	

Achievement

(Assessment (Formative & Summative), Inclusion, Attainment & Progress (SATS))

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To ensure the percentage of pupils achieving Expected and Greater Depth/Higher Standard in RWM across the schools, including disadvantaged and pupils with SEND remains in line with or above National average. (Federation)	Middle and Higher Prior Attainers progress in Reading, Writing and Maths needs to be in line with or above average. Staff to concentrate on identifying who these children are and targeting them specifically to aid greater outcomes being achieved. Continue the drive to ensure disadvantaged children achieve consistently well across the curriculum, particularly those with SEND (although this may depend on the type of additional needs they have). Staff to utilise adaptive teaching strategies, which all have recently received training in (Sept INSET), to	Sept 2026 – Oct 2027	BY/AMc Teachers	Pupil outcomes are at least in line with or above National Averages in RWM. Pupil Progress Measures are above floor standards and in line with National Averages. Disadvantaged pupils achieve better outcomes. (PP) Children with SEND achieve better outcomes.	SATS Pupil Outcomes NTS Standardised Tests

	make the curriculums more accessible and supportive. Staff to ensure all teaching plans and sequences of learning include clear adaptations in order to make lessons accessible to all abilities of learners. Subject coordinator monitoring will need to be happy that this exists for their subjects identified from scrutinies. Staff will address pockets of apathy. Staff will reward and praise positive examples of expected behaviour and correct attitudes to learning. Teaching staff are able to utilise interventions effectively through deployed TA to identify the smaller increments of progress made by children with SEND or who are Disadvantaged. Progress records maintained from these interventions will demonstrate how well such learners are doing in their lessons. These interventions will be run with the explicit driving force to close the gap with their peers. Teaching staff to ensure that all planning includes clear challenge activities for all learners, especially those considered the most confident in specific subjects, so that these pupils can be pushed more deeply into their learning. This can be evident from lesson observations and scrutinies (planning and book). Teaching staff will ensure marking and feedback are completed regularly and effectively. Marked work identifies misconceptions swiftly, there is feedback from this to the child and pupils are given time to respond to such feedback in order to evidence their Pink to Purple pen improvements. SENDCOs to ensure all pupils with SEND have an accurate and smart IEP, which is triangulated with their INDES applications and the school's graduated provision map.			Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum. Any gaps are quickly narrowing. Achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing. Any dropping trends are addressed. Greater percentage of children achieve Expected in a combined RWM at KS1 and KS2 than the previous year. Greater percentage of children achieve Greater Depth in a combined RWM at KS1 and KS2 than the previous year. Maintain Phonics Screening Check above National Average of 76.7% (2026) Maintain Multiplication Check above Norfolk Average See Data Analysis document from 2026-26 for more detailed breakdown.	
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	Ensure all interventions are tracked by staff and that this records the smaller steps of progress made by pupils with SEND. Ensure children with SEN/additional needs are provided with regular keep up and catch up sessions to narrow the gap to their peers in Little Wandle reading sessions. Engage in RISE Norfolk Writing Project as one of 22 Norfolk Schools to raise writing outcomes in KS2.				
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Major Financial Implications

Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2026/27 budget	Paid by Cluster/PTA/Other Sources
1	Additional Resources/Schemes of Work Subscriptions	£1000	✓			
1	Staff Training/Supply Cover costs to attend NWP.	£1000	✓			
1	Intervention Programmes	£800	✓			

Inclusion

(Access to an appropriate Curriculum, Equality of Provision, Opportunities)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To ensure that the Pupil Premium Strategy continues to be monitored regularly and includes high-quality training and support for staff. (Federation)	Review and complete the annual updated Pupil Premium Strategy for each school and ensure this is on the websites before December. Update the estimated spending breakdown of pupil premium funding. Understand the latest Government changes around extending pupil premium and free school meals.	Sept 2026 - Oct 2027	BY/AMc	Pupil Premium Strategy completed before December deadline in both schools effectively and published on websites. Pupil Premium children achieve well across the curriculum from their starting points. Pupil outcomes in writing outcomes in 2026/27 show that more than 50% of disadvantaged pupils met the expected standard.	Pupil Premium Strategy Pupil Asset PP Outcomes

	Ensure staff record activities undertaken with specific pupils eligible for Pupil Premium. Ensure all teaching and class-based support staff access Adaptive Teaching workshop (Sept INSET) and build such strategies into their quality first teaching. Following this, ensure formal lesson observations utilise adaptive teaching as a focus. How well do teaching staff implement these strategies and enable greater access to the curriculum? Improve oral language skills and vocabulary among disadvantaged pupils by providing opportunities for children to speak more in lessons about their work or provide further opportunities for children to present to others and speak in front of others. Improve reading, writing and maths attainment among disadvantaged pupils at the end of the academic year. Quality first teaching with high expectations and support to help pupils improve from their starting points. To support the above outcomes being achieved, where possible, ensure specific interventions target disadvantaged pupils. Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers. Regular reviews of attendance each half-term. Improved emotional well-being and increased strength of relationships between home and school. Ensure Pastoral provision is effective and current and uses several strategies to help pupils thrive should they need such support.			Pupil outcomes in maths outcomes in 2026/27 show that more than 50% of disadvantaged pupils met the expected standard. Pupil outcomes in reading outcomes in 2026/27 show that more than 50% of disadvantaged pupils met the expected standard. Sustained high attendance from 2026/27 demonstrated by the overall absence rate for all pupils being no more than 92%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 25%. Children displaying signs of emotional needs are reduced or have sufficient support in place to provide them with strategies to self-manage their needs more strongly. Children and families have forged stronger relationships between home and School. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	
2. To ensure pupils with any disadvantage (PP, FSM, EAL, SEND & CLA) are effectively supported in order to	Ensure the Government inclusion grant is utilised effectively on upskilling staff, providing additional and supportive resources or providing further adult support in the short-term for specific children to overcome their barriers.	Sept 2026 – Oct 2027	AMc/EA LF/SD	SEND children making solid progress from their starting points and this can be measured accurately. Disadvantaged children access a plethora of opportunities and this can be recorded and tracked.	Centralised Provision Map IEPs

narrow the gap to those without disadvantage. (Federation)	All staff working on additional support or interventions with children to track and record what is being undertaken and a measure of the impact these are having. Ensure all processes of school are inclusive and enable as many disadvantaged pupils to represent the school as possible in different contexts, sports, music, pupil voice committees. SENDCOs to ensure all pupils with SEND have an accurate and smart IEP, which is triangulated with their INDES applications and the school's graduated provision map. Staff use the graduated provision map effectively to understand the children and their needs more closely. Using this information to better personalise learning. Staff to ensure barriers, such as negative behaviour, are tackled proactively. PBSPs are in place for children requiring such support, there is good liaison with parents and, where needed, external advice and guidance is sought. Ensure all interventions are tracked by staff and that this records the smaller steps of progress made by pupils with SEND. Ensure children with SEN/additional needs are provided with regular keep up and catch up sessions to narrow the gap to their peers in Little Wandle reading sessions. INDES applications used to acquire further funding to recruit more support staff. In turn, better supporting those pupils with SEND. Implement variation on parent-teacher meetings by offering families additional meetings with SENDCOs. Use of external specialists to support pupils with SEND further.			Graduated Provision Maps effectively run in both schools.	
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Major Financial Implications

Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2026/27 budget	Paid by Cluster/PTA/Other Sources
2	Additional Resources	£1000	✓ Inclusion Grant			Pupil Premium
1	Trips to other parts of country (Reward Trips/Attendance Trip)	£1000	✓			Pupil Premium
2	Staff Training	£2000	✓			

Attendance and Behaviour

(Attitudes to Learning, Behaviour, Attendance, Inclusion, Exclusions and Bullying)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To ensure strong attendance is maintained across the Federation. (Federation)	Ensure attendance reviews are conducted weekly by HT/DHT. Any persistent absenteeism is promptly addressed and families of concern raised with SLT and LA Attendance Team, as well as any other support agencies. Consider EHAPs for family support. Home visits implemented for any persistent absenteeism. Using the Working Together to improve school attendance document engage with families to support attendance issues regarding mental health etc. Provide parents with links to Just One Norfolk and CAMHS. Distribute annual letter from LA regarding FPN. Ensure policy is updated also in line with changes.	Sept 2026 – Oct 2027	AMc / BY	Pupil attendance remains at or above Government threshold of 96% in each school. Number of people taking holidays reduces. Recognition of pupils with highest attendance using reward strategies. Percentage of attendees on reward trip remains high.	Attendance figures

	Ensure letters go to families identified as a concern. These will include regular poor attendance, broken weeks, below 90% and a second follow up letter about still being below 90% persistent absenteeism. Fast track families with poorest attendance for fining. Continue with weekly attendance awards promoting weekly winners on the websites. Termly 100% attendance certificates too. Use of Attendance award trip to incentivise those to attend school better. Consider bicycle vouchers for the child with the best attendance in each school.				
2. To maintain the highest of expectations for behaviour and attitudes towards learning across the Federation. (Federation)	Bespoke PBSP (Behaviour plans) using Roots and Fruits approach assisting to manage and de-escalate behavior earlier. Exploit the support of schools and communities' team, SEND and Inclusion Team, SRBs and Alternative Provisions. Evolve the inclusion rooms to be short-term reflection areas, where children are able to calm and then reflect before returning to class to continue with learning. The majority of children show self-discipline and dedication to their learning. Older pupils' set a fine example for others to follow, but there are some children who do not do this regularly enough. However, where behaviours fall short staff are swift to address it. Recruit further support staff at both schools to assist specific children displaying behaviours that challenge and harm. Dependent on successful	Sept 2026 – Oct 2027	BY / AMc / All Staff	Number of more severe behavioural incidents reduced from pupils who do not behave as expected. Pupils continue to show positive aptitude for the new 5Rs. Emotional need is fully supported and pupils are able to focus on learning across the Federation. Video of pupils demonstrating a guide to the best forms of Attitudes to learning finished. Peer Mentors are actively using restorative approaches dealing with minor issues. Achieve the Diana Award for Anti-Bullying. Promote positive mental health in primary education. Approach helps to build resilience and appropriate behaviour in young children. Pupils' attitudes are more positive, prepared and focused to engage and learn.	Break Observations Detention Log Behaviour Incident Book Vulnerable Children Log Class Observations Teacher Feedback Pupil Survey

	INDES applications for further funding for the increased level of need. Ensure staff access regular training in Step On/Up in order to manage children with more highly challenging behavior. Ensure Lead Professional training remains up to date. Use visits from the Benjamin Foundation/Play Therapist to support those displaying more emotional needs requiring more specialist intervention. Ensure Zones of Regulation training is completed with staff. These boards to be used consistently across the two schools to enable children to identify how they are feeling to staff, who in turn can address this with intervention preventing a deterioration of behaviour. Ensure staff follow these up with pupils. Further training sessions for staff to be able to deliver DESTY in both schools. Seek further funding for this in exchange for a case study. ILT to prepare and create a video for all children of the school to promote a guide to the best Attitudes to learning. JLT did this last year and it was exceptional in promoting the school. Ensure NEST and HIDE provisions at each school are utilised effectively staff numbers permitting. This nurture support would also help any pupils with mental health. Recruit staff to utilise the HIDE provision more effectively. Aim of this is to provide an outlet for certain children who are unable to manage their emotions in the classroom. Teachers and TAs to ensure they address any drop in behaviour swiftly and at the earliest point to avoid any escalation in negative behaviours.			Pupils are more resilient to expectations upon them.	
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	Accept the use of suspensions/exclusions are sometimes necessary as a last resort when other avenues have been explored and exhausted and/or behaviours that challenge/harm have reached such a regular and severe level that they are impacting on the effectiveness of learning and the well-being of the children/staff. Ensure sensory circuits continue effectively and daily at the beginning of school to regulate those requiring such support. Continue to track the impact of sensory circuits. Further embed the immersive learning environment space into both Infant and Junior curriculums, not to mention use the provision to support those with any sensory needs. Utilise the outdoor spaces at both school sites more greatly to develop nurture/therapy element to improve behaviour, not to mention embedding the use of the spaces into the curriculum at each school. Peer Mentors (Juniors) to raise the awareness of mental health and well-being with pupils by writing articles about it on the nurture blog/magazine/leading assemblies. Mental Health Awareness Day display. Commemorate Mental Health Awareness Day (10th Oct) – Wear something yellow. Continue the Anti-Bullying drive by achieving the Diana Award. DHT to be instrumental as our Mental Health Champion in helping promote Mental Health in the Workplace this year with JLT support. Continue cross-phase opportunities to enable younger pupils the chance to aspire to the older children and the older children to be given the				
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	additional responsibility of looking after the younger children.				
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Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2026/27 budget	Paid by Cluster/PTA/Other Sources
2	Nurture Resources (Both Schools)	£500	✓			✓
2	Junior Duke/Mini Duke/Outdoor Learning (Both Schools)	£600	✓			Pupil Premium
2	DESTY CPD	£700				✓ Virtual School (in exchange for a case study of its impact)

Personal Development and Well-Being

(SMSC, British Values, Careers' Guidance, Well-Being, Healthy Living, Citizenship, Inclusion, Equality & Diversity and Future Preparation)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To continue exposing pupils to greater aspiration and diversity (Federation)	Provide broader experiences and stronger appreciation of other cultures, ethnicities and religions by arranging opportunities where these can take place. Invite speakers to host professional visit meetings to talk about their careers, e.g. doctors, firemen, designers etc. This increases equality and diversity. Implement school-run careers' fayre. Survey pupils regarding their career interests from Years 4, 5 and 6. In collaboration with the JLT, collate findings and make contact with the most popular careers to come in and speak to pupils. Make links with schools in other parts of the country. Continue with Ormesby University to award pupils with a graduation for all the	Sept 2026 – Oct 2027	BY / AMc / Staff	Virtual links with another school outside Norfolk will be in place. Multiple careers will visit to inspire pupils and give them more knowledge about future choices. Pupil Survey shows pupils have a greater appreciation and future ambition. Higher aspirations of children wanting to continue education/skilled vocational work More pupils offered the chance to represent the school at different events. Higher proportion of pupils representing the school. Better understanding of the world around us. Stronger appreciation for and understanding of diversity alongside acceptance of difference.	Pupil Surveys

	extra-curricular clubs they attend over the year. Implement opportunities for pupils to lead on curriculum celebration events with parents invited in to share in the occasions. Liaise with UEA to discuss the possibility of a trip for all Year 6 children. ENSFC to carry our careers' event/entrepreneurial sessions. New workshops are being prepared for such sessions. Give children greater opportunities to represent the school to develop confidence and self-esteem, through sporting, competitive and/or artistic elements. Increase opportunities for ILT/JLT/Peer Mentors/Pupil voice to lead and be courageous advocates for social action on a national and local scale. Look at implementing Junior Duke/Mini Duke to help children accomplish a variety of challenges and develop life skills, namely resilience and a growth mindset. This could be solely for Pupil Premium children. To organise trips to other areas of the UK to improve understanding and appreciation of other cultures and religions within Britain. Greater understanding of British Values from the children. JLT/ILT to prepare an assembly on this for each school.				
2. To ensure transitional processes across the Federation continue effectively. (Federation)	Ensure further cross-phase elements take place across the year, this year we are looking at a PE theme. Infant and Junior staff are to link across the schools with subject-specific roles working collaboratively. Creating joint action plans, knowing the beginning and end points of their subjects and pushing for pupils to hold more responsibilities. Stronger transitional works with the Ormesby Pre-School. SENCos and EYFS Lead to work with staff from Pre-School. Transition sessions to begin in Summer term up to twice a week. Staff to spend time in Pre-School to	Sept 2026 – Oct 2027	All Staff	Transition for children moving from Pre-School to Reception will be smooth and less settling time needed. By knowing all Reception children better in-house moderation will be more accurate and effective. Staff forge more effective relationships with our youngest children enabling them to thrive more. KS1 to KS2 and KS2 to KS3 transitions will be much more effective.	Foundation Stage Assessments Pupil Survey Parental Survey

	see pupils in their setting. Monitor how this training is being implemented. Staff from Infant school to spend time working with children with additional needs to build rapport with them. Use 360 tour of the Junior school to prepare children joining. This is linked to our website. Prepare a similar version for the Infants. Continue with transition packs. Visits from High Schools to prepare Year 6. Years 5 & 6 trips to High Schools. Additional trips to respective High Schools for pupils with SEND.				
3. To continue to support pupils pastorally and emotionally in order to enhance their mental health and well-being. (Federation)	Consider the wider impact of the end of the Sports Premium funding on the extra-curricular and enrichment offer at both schools. Ensure financial implication on the continuation of clubs and Continue to utilise daily sensory circuits in each school at the beginning of the day. Adapted each year to meet the needs of individual children. Ensure children from each class have weekly sessions inside the NEST. Recruit staff to utilise the HIDE provision more effectively. Aim of this is to provide an outlet for certain children who are unable to manage their emotions in the classroom. Continue to access the Benjamin Foundation and Play Therapist for therapeutic support for the children requiring such assistance. Ensure the evidence of the impact of the personal development programme is clearer on the outcomes and experiences of pupils including the groups of pupils listed above. Ensure reduction in support staff does not impact the pastoral provision quality negatively. Provide continued training opportunities to staff to deal with children's emotions. Enable pastoral staff to visit other settings where pastoral provision is strong.	Sept 2026 – Oct 2027	BY All Teaching Staff Pastoral Support Staff	Children are supported more emotionally and in turn spiritually. Children's SMSC qualities are augmented by being at Ormesby Positive praise from users and their parents.	School Distinctiveness Observations Learning Walks Surveys

	Mental Health Champion liaises with pastoral staff to ensure awareness of maintaining a positive mental health is raised. Pastoral provision to continue to be shared on our social media pages to raise its profile positively.				
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Major Financial Implications

Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2026/27 budget	Paid by Cluster/PTA/Other Sources
1	Trips to other parts of country (Reward Trips/Attendance Trip)	£1000	✓			Pupil Premium
2	Staff Training	£1000	✓			
1	Ormesby University – Robes/Caps (if more needed)	£500			✓	

Early Years

(Assessment, Transition, Achievement, Inclusion, Curriculum and Teaching, Attendance and Behaviour, Personal Development and Well-Being)

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. To ensure the percentage of pupils achieving GLD is in line with or above National average. (Infant)	Focus heavily on the seven areas to ensure children are able to achieve more strongly, particularly in Word Reading, Number and Writing. Improved outdoor resources courtesy of the Inclusion Grant to support all pupils has provided stimulation to Writing and Number. Ensure Phonics is tailored to need the needs of specific children demonstrating early on that they are unable to sit on the carpet and focus on sounds for any length of time. Bespoke sounds session with specific children. Liaise with parents to reinforce the sounds being learn at home.	Sept 2026 – Oct 2027	BY / AMc / EB, SS, JH	Percentage of pupils achieving GLD is at least in line with, but ideally above National Average. In 2025-26, 72.4% achieved GLD with National Average being 72.3%. In 2025-26, Word Reading 72.4%, Writing 72.4% and Numerical Patterns 75.9%. Comprehension 93.1% and Number 86.2%. Ensure outcomes are in line with or above National Averages in 2026-27 (dependent on Reception cohort and level of SEND) National Averages in 2025-26 Literacy: 79.2% Maths: 81.2% CLL: 84.1%	Pupil Surveys Pupil Data RBA

	Hold Little Wandle workshop and other subject cafes with parents. Share expectations of where the children need to be at by the end of the year in order to achieve GLD. Use school's new, bespoke assessment system ORIMAP moving on from Tapestry. (Observing, Recording, Informing, Monitoring and Assessing Pupils) which enables more time to be better spent with the children watching what they do when engaging with the learning activities. Hope is that this will allow greater opportunities to capture evidence of pupils' achievements.				
2. To ensure those children deemed disadvantaged (SEND, CLA and those who may face other barriers to their learning and/or well-being) develop a detailed understanding across the seven areas of learning and development.	Understand the dynamic of the new intake after detailed conversations and liaison with pre-school settings and parents. Read and share all relevant documentation regarding children in Reception cohort who have highly complex needs, so all are aware of the level of support required. Depending on the level of complex needs being managed, consideration for additional external appraisal may be required from the SEND and Inclusion Team. Seek additional support from this team for any behaviours that harm and challenge. Ensure Wellcomm assessments are completed for all Reception children to be used as an early identification tool. In liaison with parents, discuss the implementation of a transition timetable to assist children with highly complex needs settle at a softer pace. Acquire additional support from College students seeking an Early years placement. Ensure the Government inclusion grant is utilised effectively on upskilling staff, providing additional and supportive resources or providing further adult support in the short-term for specific children to overcome their barriers. Purchase of new sandpit, Writing and Number sheds and other	Sept 2026 – Oct 2027	BY, EB, SS and JH	Disadvantaged pupils in Early Years achieve more strongly than the previous year. In 2025-26, (2/3) 66% of PP children to achieve Expected in all areas of learning. In 2025-26, zero out of four children with SEND achieved Expected in Word Reading and Writing. Three out of four achieved Expected in Comprehension. Three out of four children with SEND achieved Expected in Number but only one achieved Expected in Numerical Patterns. All children no matter what their starting points are prepared to the best of our ability for the next phase in their learning journey.	Foundation Stage Assessments Pupil Data RBA

	resources to stimulate the outdoor learning environment and immerse children in greater choice to undertake number and mark-making activities.				
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Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2026/27 budget	Paid by Cluster/PTA/Other Sources
1	Additional Resources to develop the Early Years offer.	£2000	✓ Inclusion Grant			Pupil Premium
2	Staff Training	£1000	✓			