Termly Action Plan (TAP)- Summer 26 (April-July '26)

(Key actions drawn from SIDP & shared with all staff. Governors included in termly planning and review meetings at Standards Sub-Committee.)

Priority:	Key Objective:	Success Criteria:	Ofsted Area:	School Vision:
1.	● To increase 3 year rolling average of attainment in Phonics check to national and then above national with a positive trend by April 2027	● Three year rolling average attainment in Phonics check shows a positive trend towards national average with trajectory indicating above by 2029 ● Consistent systems are embedded and pupil, staff and parent voice is positive. Early reading is well resourced and follow up Wensum Hub visit recognises progress made.	● Curriculum & Teaching Achievement ● Leadership ● Early Years	Love of learning Make it Your Best Persevere Skills for Life
2.	● To further develop breadth and sustainability of SEND inclusion strategy in school to meet needs of children	● School is able to meet or substantially needs of all children on roll. ● There is an ongoing commitment to review and develop SEND provision and a fully inclusive and flexible attitude towards all children.	● Curriculum & Teaching Achievement ● Leadership ● Inclusion	Love of learning Make it Your Best Persevere Skills for Life
3.	● To achieve objectives outlined in Climate and Development plan (2025-27)	● School can evidence tangible reductions of own impact on climate change ● School grounds and environment has been improved for all to enjoy ● Education about climate change is effective and enhances understanding for all children	● Leadership & Management ● Curriculum ● Personal Development & Wellbeing	Love of learning Make it Your Best Persevere Skills for Life

4.	• To fully implement the statutory changes in RSHE provision from September 2026	• RSHE curriculum is fully compliant with all statutory requirements. • RSHE provision in school is effective and well taught, and meets the needs of all the children.	• Leadership & Management • Curriculum • Personal Development & Wellbeing • Safeguarding	Love of learning Make it Your Best Persevere Skills for Life
5.	• To develop the provision for children at lunchtimes to encourage positive play and interactions	• Behaviour at lunchtimes is positive and there are few recorded incidents of problems. • Pupil voice indicates that the vast majority of children feel happy and enjoy their free time.	• Attendance & Behaviour • Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life
6	• To further develop parental engagement with additional opportunities to work with children in school.	• An increased range of termly 'stay and play' type events have been attended. • Parental voice is positive and relationships are generally good.	• Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life

KEY : Completed tasks

Intent:	Implementation:	Who	Resource/Time	Key Milestones
To increase 3 year rolling average of attainment in Phonics check to national and then above national through developing staff expertise, fluency, resourcing, interventions and parental engagement.	Summer term: • Organise parent drop in session to model support • Create parent phonics pack to give out at parents eve and future start of Y1 • Order additional grow and code charts and sound card packs from Wensum Hub • Subject lead meeting with Y2 teacher re: developing fluency • Update guided reading stock • Train HLTA (LS) in intervention (Keep Up) • Train TA (RM) in intervention (Keep Up) • Maintain twice daily phonics and follow up groups • Introduce Blending Blast • Update school website information • Contact Norfolk Reading volunteers • Organise training for high quality talk and listening • Audit and replace reading for pleasure stock • Started fluency check at end of Y1 • Revised how assessment is used to be more precise	KL (Subject Lead)	Match funding from Wensum Hub	All actions completed by end of Summer term. Tracking data shows positive trends at end of term.

Intent:	Implementation:	Who	Resource/Time	Key Milestones
To further develop inclusive provision with focus on sustainability and self-sufficiency	Summer Term • Training for interventions- & implementation eg lego therapy, drawing, play doh, play therapy • Ongoing investment in Child Therapy Service online training • Development of front of school into sensory garden • Development of Nest room into sensory room • Train staff in Step Up • Hold mid-year TA appraisals focus: interventions able to offer	HT SENDCO LS/CH	Annual fee for Child Therapy subscription £1000 for sensory room equipment £500 for sensory garden planting	All need to be completed by end of summer term.

Intent:	Implementation	Who	Resource/T	

To take action to reduce impact of climate change, improve the school grounds for people and nature, ensure effective education about climate change and become more energy efficient.	Summer Term • To find funding for renovation of school pond • To include within pond renovation wider consideration of habitats for animals and invertebrates • To complete renovation of school pond • Development of front of school into sensory garden • Establish ECO-club for children • Eagle Owls 'Conservation in Schools- project (FWAG) Incl birdboxes and wildflower planting (link to sensory garden)	HT	Pond renovation £6k approx Sensory garden - seek donations and allocate £1k from additional SEND funds	Pond completed in May half-term Sensory garden work from Easter holiday and gradually add to it FWAG - June/July ECO club- June/July

To be fully compliant with the statutory changes to RSHE by September 2026 and to then review and refine the implementation of the changes to ensure the best possible provision for children in the school	Summer Term • Incorporate statutory RSHE 2026 preparation into the school improvement plan. • Update the RSHE policy in line with new guidance; appoint a governor to liaise with RSHE lead. (SH). • Discuss policy and draft plan at Standards SC (March '26) and with nominated governor (SH) (March'26) • Write letter to parents in April '26 explaining last year of old system and new changes for 2026-27 and will gather views at end of academic year. • Review health and safeguarding data (e.g. CPOMS) • Review behaviour logs • Discuss with staff key priorities • Review latest pupil voice and conduct tailored pupil voice survey • Map draft curriculum to new DfE guidance. • Share draft curriculum at Standards SC in March'26 • Discuss and share resources with teaching staff in summer term 26. • Evaluate current resources for compliance and relevance and incorporate into draft curriculum where appropriate • Use trusted sources: PSHE Association, Pol-Ed, NSPCC. Oak Academy • Join PSHE Association. • Share the compliance briefing with families • Create feedback channels and respond transparently • Share RSHE policy and curriculum overview • Host parent information sessions and provide opt-out guidance	HT Teachers Standards Nominated Governor (SH)	Small fee for membership of PSHE Association HT and staff time	All need to be completed by end of summer term.

To encourage positive play and interactions at lunchtimes.	Summer Term • Investment in new equipment • One football pitch & mandatory ref and rota rule • New benches and tubs for drawing and colouring • Blackboards up in reading shack • Craft boxes in reading shack • Class boxes of equipment to encourage better looking after by children- rewards and consequences • Colour coded equipment for each class	HT	£500 for equipment	All need to be completed by end of summer term.

To further develop parental engagement with additional opportunities to work with children in school.	Summer Term • French Language Cafe (July) • Maintain Open Tray afternoons in half-terms without a formal parents' evening	NM Teachers	£100 for cafe Teacher time	All need to be completed by end of summer term.