

PRIORITY 1: OUTCOMES

PHONICS - Improving Outcomes for **Disadvantaged Pupils** (Phonics Focus) by Increasing the percentage of pupils passing the phonics screening check by implementing the RWI programme effectively and providing rapid targeted interventions for pupils who did not pass in Year 1. Phonics Intervention strategies - more rigour, measureable

GLD - Improving Outcomes for **Disadvantaged Pupils** (GLD Focus) by increasing the percentage of pupils achieving a good level of development in speaking, word reading, writing and numerical patterns



Hexham First School School Development Plan Summary 2025 / 2026



PRIORITY 2: WRITING

Raise the quality and consistency of writing outcomes across Reception to Year 4, ensuring pupils are confident in transcription, sentence construction, and written composition inline with new Writing Framework, 20205

- Writing Objective 1: Integrate systematic dictation practice using simple sentences with GPCs and common exception words in KS1 and 2 to improve spelling and sentence composition fluency, achieving an 85% accuracy rate by July 2025.
- Writing Objective 2: By the end of the next academic year, ensure that all Reception and Year 1 pupils develop fluency in foundational handwriting skills, including correct pencil grip, letter formation, and handwriting families, through explicit, regular handwriting instruction beyond phonics sessions

PRIORITY 3 : SEND provision

- Monitor the impact of new therapeutic classrooms in KS2. Conduct regular monitoring and evaluation of therapeutic classroom effectiveness.
- Review current SEND provision and identify areas for improvement.
- Develop an online provision map that includes targets, normal ways of working, interventions, and do's and don'ts.
- Create a map listing ordinarily available provision for each area of SEND need (e.g., communication and interaction, ASD, ADHD).
- Ensure teachers have a the depth of knowledgeable about the pupils in their class who are disadvantaged, SEND, open to social care and monitor progress and achievement closely ensuring timely support and interventions are in place
- Conduct a comprehensive review of pupils with SEND exhibiting challenging behaviour, including those with EHC plans.

PRIORITY 4 Attendance, Behaviour and Attitudes

- Review and update the behaviour policy to reflect consistent use of rewards and consequences, including reasonable adjustments for SEND pupils.
- Conduct a comprehensive review of pupils with SEND exhibiting challenging behaviour, including those with EHC plans.
- Enhance Multi-Agency and Parental Engagement
- Define Criteria and Process for Suspension and Permanent Exclusion

PRIORITY 5 : CPD

- Ensure clarity on adaptive teaching through coaching and training, Develop a coaching framework for adaptive teaching, incorporating Walk-Thrus - (focused, informal observation conducted by school leaders) Provide training sessions for staff on adaptive teaching strategies.
- To embed effective scaffolding strategies consistently across all classrooms to support pupil learning, promote independence, and close gaps, particularly for disadvantaged pupils and those with SEND.

Kind Respectful Resilient Ambitious Independent