



School Improvement – Five Year Plan (2021 - 2026)

Improving teaching and learning is at the heart of our School Improvement Plan

'Together we succeed'

Together we will inspire confident learners who will thrive in a changing world.

Our vision is to instil in pupils a passionate commitment to learning, preparing them to be happy, productive, responsible, ethical, creative and compassionate members of society.

Together, we will equip pupils with the mindset and skills to thrive. We will create a culture of mutual respect and acceptance where children are ready to move onto their next stage of learning having mastered the knowledge, skills and values to achieve their dreams.

Our school strives to be the heartbeat of the local community, fostering positive and effective links with all stakeholders and partners.



Vision 2026

In 2026 Werrington will be a school where pupils make exceptional progress in both academic achievement and personal development, so that all pupils set off on their future learning journeys as confident, ambitious learners with the personal skills and aptitudes to thrive. They will be proficient in the use of the ever-changing technologies that are available to them.

In 2026 Werrington will be a school where we have a challenging, inclusive curriculum with reading at its heart. Our curriculum will foster questioning, curiosity and imagination and provide outstanding opportunities to succeed, including making extensive use of our wonderful outdoor areas, so that our pupils gain the knowledge, skills and life experiences needed in order to thrive for the rest of their lives as ethical, informed global citizens. The 'golden threads' of our curriculum ensure that it is bespoke to the needs of our school community.

In 2026 Werrington will be a school where our pupils will be adept at making connections between their existing knowledge and understanding of the world, with any new information that they encounter. They will be resilient, passionate and tenacious learners.

In 2026 Werrington will be a warm and welcoming school where our pastoral and academic systems operate seamlessly together as one, to ensure that everyone at Werrington has a voice and a choice. The school will have a caring, community-centred ethos where every child is (and feels) cherished and valued, where children are happy to recognise their own success and that of others.

In 2026 Werrington will be a school where we have the highest expectations of pupils and ourselves, where every pupil, no matter their starting point, is expected to try their best, show respect and keep themselves and others safe.

In 2026 Werrington will be a school where we have truly great, evidence-informed teaching and learning, where we collaborate as a whole staff on finding out what works and we evaluate our practice regularly against what we know works. Staff will have access to the very best education research findings and professional development, embracing change and innovation.

In 2026 Werrington will be a school where we have the full support of our wider community, where our active partnership with parents encourages the highest aspirations, where parents work with us to foster curiosity and imagination in their children.

In 2026 Werrington will be a school where we cherish health and wellbeing, where every single one of us is wholly committed to our work, but has time to enjoy life beyond Werrington Primary School, with family and friends, so that the work/home balance is in true harmony and we embody a celebratory, sustainable approach to life.

In 2026 Werrington will be a school where the 'Werrington Way' provides a core set of values that we live by (Respect, Honesty, Resilience, Excellence, Cooperation and Kindness). These direct our every interaction to the point where they are woven through us like words in a stick of rock.

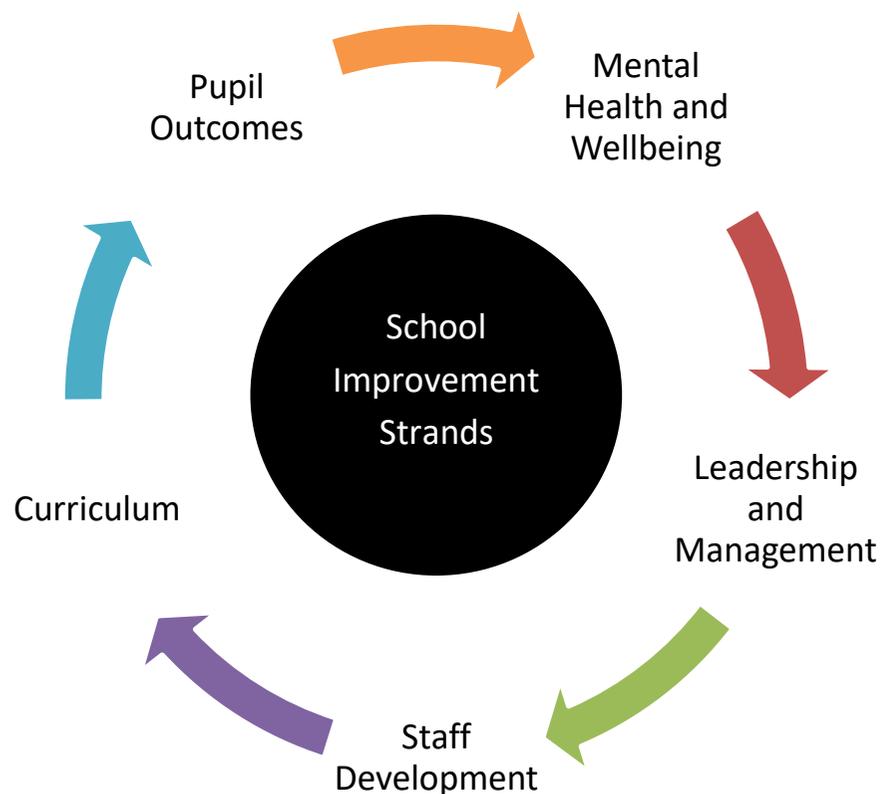
In 2026 Werrington will be a school where we have the highest reputation, one we genuinely deserve, where our excellence is manifest, where the best teachers and support staff want to come and work here whilst benefiting through the growing opportunities presented by our Werrington Career Pathway.

In 2026 Werrington will be a school where all our children are equipped with the skills to overcome conflict, embrace innovation and are able to use initiative and a growing entrepreneurialism to ask questions and solve problems. They will continue to be confident speakers who can hold authentic conversations with adults and children.

In 2026 Werrington will be a school where our pupils will be global citizens who actively engage with promoting sustainability and equality. They will have a deep, embedded understanding of the drivers of migration and conflict and the social challenges that these local and global issues present.

In 2026 Werrington will be a school where we are working at the heart of the Potteries Educational Trust, successfully collaborating with our partner schools to secure the very best outcomes for our children and communities.

School Improvement Plan



- **Mental Health and Wellbeing** – Working with our wider school community to ensure that everyone feels safe, knows how to stay both physically and mentally well and where all members of the community play an integral role in the life of the school.
- **Leadership and Management** – Encourage and facilitate leadership opportunities at all levels with the strategic overview of developing the whole child.
- **Staff Development** – Every teacher needs to improve, not because they are not good enough, but because they can be even better
- **Curriculum** – Embed mastery across our bespoke Werrington curriculum
- **Pupil Outcomes** – Happy, resilient, independent learners intrinsically motivated and making good progress from their different starting points

Strand One – Mental Health and Wellbeing

1.1 - Refine the role of pastoral provision in school so that provision operates seamlessly across the school and the wider community

1.2 - Embed our core values – the Werrington Way – in all aspects of school life so that they are understood, taught and promoted by all associated with the school

1.3 - Further consider and develop strategies or activities which increase pupils' (and parents) sense of aspiration - Positive Relationships ensure that 'everyone has a voice and a choice'

1.4 - Continue to work with our MAT to ensure a smooth, well planned transition journey for our pupils

1.5 - Develop and embed the 'Werrington Six Ways to Wellbeing'

1.6 - Continue to support staff to achieve a healthy work/home balance

Strand Two – Leadership and Management

- 2.1 - Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that Werrington can become an 'employer of choice'
- 2.2 - Further develop leadership at all levels, in order to ensure a sustained and strategic approach to school improvement – Consider opportunities for staff at all levels to take on a leadership role within a working group (School &/or MAT). Research and develop opportunities for pupils to become leaders.
- 2.3 - Develop a coaching ethos – develop into a coaching school to support school improvement and professional development
- 2.4 - Conduct a comprehensive review of the 'lessons learned from lockdown'
- 2.5 - Build on previous progress made in communication and parental engagement so that parents/carers and the wider community feel a part of our school and positive perceptions of the school continue to grow and spread.
- 2.6 - Consider opportunities to extend the 'outreach' of the skills and expertise of our staff so that we continue to grow in reputation and capacity for supporting the development of others

Strand Three – Staff Development

- 3.1 - Develop the strength of teacher subject knowledge, across a range of subjects, through tailored CPD and coaching.
- 3.2 - Develop the skills, subject knowledge and expertise of support staff, as well as teachers' deployment skills, to maximise the impact of their work on pupil outcomes.
- 3.3 - Ensure consistency in the quality of teaching & learning, across the school, by effectively embedding an understanding of the principles of effective T&L through a coaching model of development.
- 3.4 - Support the professional development of all staff by establishing a set of career pathways/matrix
- 3.5 - Provide effective coaching, mentoring and ongoing support to all staff to develop their practice (both with and beyond the classroom/school)
- 3.6 - Take a lead role in working groups across our MAT to improve pedagogy

Strand Four - Curriculum

- 4.1 - Support staff (via coaching, training) to ensure the implementation of the curriculum is closely aligned to the intent and there is strong evidence of skills and knowledge progression across all subjects.
- 4.2 - Embed a 'mastery' approach across the whole curriculum
- 4.3 - Embed retrieval practice in teaching across all year groups so that children remember more and that learning builds on prior knowledge – Further improve pupils' recall of core knowledge and skills across all curriculum areas
- 4.4 - Ensure that our bespoke curriculum is broad, balanced and relevant and that its implementation is effective. Embed our 'golden threads' of: equality, innovation, conflict, sustainability, community and migration.
- 4.5 - Continue to develop pupils' oracy skills and vocabulary
- 4.6 - Further enhance links with our MAT partners to ensure a smooth transition journey in terms of knowledge and skills progression from age 3 to 18

Strand Five – Pupil Outcomes

- 5.1 - Improve outcomes in all areas, whatever the starting points, so that pupils are ready for the next stage in their education.
- 5.2 - Ensure effective use of assessment by staff so that they plan next steps carefully to ensure rapid progress and close any gaps which exist.
- 5.3 - Increase opportunities for moderation (both in-house and externally) for all year groups to develop staff knowledge of expected standards in all areas of learning (inc. non-core).
- 5.4 - Monitor, adapt & develop the quality/range of interventions across the school in order to ensure that they target the most important elements and that they demonstrate the greatest impact.
- 5.5 - Review & refine provision for children with SEND or those eligible for PP funding, adapting to changes & budget constraints, so that there is evidence of exemplary practice and a focus on ensuring equity within outcomes.
- 5.6 - Inclusivity: 'No one is left behind'. Ensure that pupils love coming to school and make excellent progress because staff tailor provision to meet individual learning and pastoral needs

Strand One – Mental Health and Wellbeing

<p>1.1 - Refine the role of pastoral provision in school so that provision operates seamlessly across the school and the wider community</p>	<ul style="list-style-type: none"> ▪ Continued & regular safeguarding, e-safety & PREVENT training for pupils & parents - improve the whole school community's understanding of safe online behaviour for our children. Ensure safeguarding policies and procedures are robust and effective. ▪ Increase the school's capacity to support mental health issues across our school community ▪ Ensure pastoral care systems are robust and fit for purpose so that every child has 'a voice and a choice' – Liaise with PET partners to share good practice ▪ A culture of wellbeing and safeguarding exists that centres on the needs of our school community, is constantly reflective and responsive to changes
<p>1.2 - Embed our core values – the Werrington Way – in all aspects of school life so that they are understood, taught and promoted by all associated with the school</p>	<ul style="list-style-type: none"> ▪ Embed 'Positive relationships Policy' ▪ Respect - Children understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities ▪ Continue to build resilience (growth mindset) and appetite to 'work hard' ▪ Teach pupils to self-regulate – Make explicit what 'good learning at Werrington' looks like ▪ Continue to provide quality opportunities for pupils to work collaboratively with pupils from other schools ▪ Continue to find opportunities for pupils to explore 'keeping safe' ▪ Continue to improve pupils' playtime/lunchtime experience by embedding structured play - Embed strategies that ensures positive learning attitudes, and that play and lunch times are more effective for supporting all pupils with their learning, development and well-being.
<p>1.3 - Further consider and develop strategies or activities which increase pupils' (and parents) sense of aspiration - Positive Relationships ensure that 'everyone has a voice and a choice'</p>	<ul style="list-style-type: none"> ▪ Our pupils are keen learners. They take responsibility for their learning and become learners for life ▪ All pupils equipped with strategies which enable them to have authentic conversations with themselves, their peers and teachers ▪ Develop child mental health awareness within the curriculum ▪ Enhance opportunities for pupils and families to visit businesses, high schools, colleges and universities ▪ Develop/enhance employability skills in schools eg resilience, confidence, independence, collaboration & risk-taking
<p>1.4 - Continue to work with our MAT to ensure a smooth, well planned transition journey for our pupils</p>	<ul style="list-style-type: none"> ▪ Further enhance links with local High Schools to smooth the transition process for pupils ▪ Enhance links with PVI/ Pre-School providers ▪ Keeping children safe is at the heart of the PET and our school's work and values with all staff and leaders working diligently to make sure that children are safe and that they understand how to keep themselves safe and healthy. ▪ Involve everyone at Werrington (and PET) in thinking about how well we prepare pupils for life beyond school & what we could do better – School Council, parents, staff, governors, local Universities, employers
<p>1.5 - Develop and embed the 'Werrington Six Ways to Wellbeing'</p>	<ul style="list-style-type: none"> ▪ Relaunch 'Werrington Six Ways to Wellbeing'. Investigate extending across PET ▪ Learning Support Staff to lead on the six areas ▪ Provide appropriate CPD to staff – Mental Health. Develop CPD to promote/enhance social and emotional aspects of learning ▪ Children are provided with a broad range of personal development opportunities and experience over an extended period of time. ▪ Children have opportunities to make a highly positive, tangible contribution to the life of the school and wider community
<p>1.6 - Continue to support staff to achieve a healthy work/home balance</p>	<ul style="list-style-type: none"> ▪ Encourage staff to engage with 'Health Assured' App ▪ Conduct and respond to 'workload surveys' ▪ All staff to be off site by 5:30pm

Strand Two – Leadership and Management

<p>2.1 - Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that Werrington can become an 'employer of choice'</p>	<ul style="list-style-type: none"> ▪ Continue to develop 'core offer' for staff ▪ Investigate apprenticeship options ▪ Develop role of middle leaders to ensure all have the knowledge, understanding and skills to further develop the whole curriculum including outdoor learning ▪ Revisit 'Werrington Behaviours Framework'. Create and promote Werrington Career Pathways ▪ Teachers and support staff value the support and professional development they receive. High quality professional development for all staff ensures a culture of high expectations and excellence in teaching and leadership
<p>2.2 - Further develop leadership at all levels, in order to ensure a sustained and strategic approach to school improvement – Consider opportunities for staff at all levels to take on a leadership role within a working group (School &/or MAT). Research and develop opportunities for pupils to become leaders.</p>	<ul style="list-style-type: none"> ▪ Leaders across PET work very well together to embed the school's values and ambition across all aspects for the school's work. ▪ Leaders act on a deep and accurate understanding of the school's performance ▪ Encourage every member of staff to be in at least one 'team' to develop an aspect of the school – everyone has the chance to be strategic and have an input into direction of the school. ▪ Increase distributive leadership in securing improved practice and increased amounts of outstanding teaching and learning across the whole school ▪ All staff see themselves as leaders in line with their experience and career development ▪ Strong, effective teamwork between governors and school leaders and a common understanding of the school's priorities and progress.
<p>2.3 - Develop a coaching ethos – develop into a coaching school to support school improvement and professional development</p>	<ul style="list-style-type: none"> ▪ Provide 'coaching' for SLT - Ensure real clarity on the difference between coaching, mentoring and feedback ▪ Train staff to be coaches/mentors – initially linked to Early Career Pathway ▪ Give leaders/staff the opportunity to practice coaching - Make time and space for coaches to spend the time practising asking powerful questions to help the coachee with their thinking. Ensure coaching becomes a part of the Werrington culture
<p>2.4 - Conduct a comprehensive review of the 'lessons learned from lockdown'</p>	<ul style="list-style-type: none"> ▪ Complete 'Keep, Change, Do more of, Do less of' analysis/evaluation ▪ Develop the curriculum and the technology for curriculum delivery so that it can be delivered effectively online ▪ Enhance competencies in use of IT – staff, pupils and parents ▪ To improve the IT service infrastructure so that it supports effective online learning, e.g. wifi quality ▪ To investigate options to provide very child with a chrome book that they can use at home and on site to support learning
<p>2.5 - Build on previous progress made in communication and parental engagement so that parents/carers and the wider community feel a part of our school and positive perceptions of the school continue to grow and spread.</p>	<ul style="list-style-type: none"> ▪ To increase governor engagement with parents, staff and pupils ▪ Promote curriculum learning and resources on the website ▪ Run parent workshops on how to support learning in different subjects at home - Develop parents' IT skills including Google Classroom so that they can support online learning at home - Offer a variety of Family learning sessions, Parent Information sessions, Coffee Mornings, etc. for parents to engage with the school ▪ Very strong relationship between the school and community, with parental engagement and support for their children's learning at the heart of the school community. Culture of learning in the school that engages families and the community.
<p>2.6 - Consider opportunities to extend the 'outreach' of the skills and expertise of our staff so that we continue to grow in reputation and capacity for supporting the development of others</p>	<ul style="list-style-type: none"> ▪ Offer support as required to other establishments within PET – create an 'offer' list? ▪ Engage with creation of PET 'free school' ▪ Relaunch 'TeachMeets'. Investigate opportunity to host CPD conference ▪ Further develop collaborative partnerships with other primary schools – eg Seven Stars

Strand Three – Staff Development

<p>3.1 - Develop the strength of teacher subject knowledge, across a range of subjects, through tailored CPD and coaching.</p>	<ul style="list-style-type: none"> ▪ Leaders and teachers are experts on learning. ▪ Further develop teacher subject knowledge to provide support and challenge for all pupils, including higher attainers ▪ Bespoke CPD Action Plan developed, linked to individual and whole school needs ▪ All curriculum leaders ensure that (a) the learning in their subjects are well sequenced, (b) taught in a highly effective manner that (c) leads to good outcomes for all pupils.
<p>3.2 - Develop the skills, subject knowledge and expertise of support staff, as well as teachers' deployment skills, to maximise the impact of their work on pupil outcomes.</p>	<ul style="list-style-type: none"> ▪ Latest 'evidence based' research shared with staff – 'Research Director' to summarise for staff on a termly / half termly basis (Developing 'evidence-based' teaching & learning strategies) ▪ Source/Enrol staff on training courses/webinars to develop their subject knowledge particularly in the foundation subjects ▪ Embed/design quality assurance process – review book scrutiny and lesson observation forms; review QA process for assessment ▪ Embed 'open door' approach so that all staff share good practice
<p>3.3 - Ensure consistency in the quality of teaching & learning, across the school, by effectively embedding an understanding of the principles of effective T&L through a coaching model of development.</p>	<ul style="list-style-type: none"> ▪ Staff understanding of how we learn is 'up to date' and this is helping to shape new practice. ▪ Ensure that there are more opportunities for pupils to master the objective (not just cover them) – ensure quality of teaching is always consistent ▪ Expect pupils to reason and think more deeply – build resilience and resourcefulness ▪ Ensure that feedback and assessment are at the core of all teaching ▪ WalkTHRU's professional development programme enhanced by wider research ▪ Continue to build strong partnership links with other schools to share good practice and use them to further enhance the quality of education and CPD of staff
<p>3.4 - Support the professional development of all staff by establishing a set of career pathways/matrix</p>	<ul style="list-style-type: none"> ▪ Create and publish Career Pathway document ▪ Create opportunities for staff to engage in, and share, evidence-informed research ▪ Professional development for all staff is at the heart and focus on the craft of teaching ▪ Liaise with external providers to secure accreditation/qualification routes for staff
<p>3.5 - Provide effective coaching, mentoring and ongoing support to all staff to develop their practice (both with and beyond the classroom/school)</p>	<ul style="list-style-type: none"> ▪ Ensure leaders and staff have real clarity on the difference between coaching, mentoring and feedback ▪ Give leaders/staff the opportunity to practice coaching - Make time and space for coaches to spend the time practising asking powerful questions to help the coachee with their thinking. Ensure coaching becomes a part of the Werrington culture ▪ Embed/adopt 'Early Careers pathway'
<p>3.6 - Take a lead role in working groups across our MAT to improve pedagogy</p>	<ul style="list-style-type: none"> ▪ 'Open classroom' culture where visitors are encouraged to drop in and see classroom practice ▪ Develop the 'Werrington Way' for classroom pedagogy ▪ Encourage staff to engage with PET Teaching & learning groups ▪ Invite High School staff into school to observe and work with primary school staff. Enable our staff to observe and support Y7 and Y8 lessons in High School if possible/appropriate.

Strand Four – Curriculum

<p>4.1 - Support staff to ensure the implementation of the curriculum is closely aligned to the intent and there is strong evidence of skills and knowledge progression across all subjects.</p>	<ul style="list-style-type: none"> ▪ Develop a coaching model to support development of staff curriculum management knowledge ▪ Planned, high quality staff PD meetings ▪ Train and support subject leaders to monitor using subject health checks ▪ Develop subject leader expertise and the subject leader team ▪ Ensure effective use of additional adults to support knowledge and skills progression – investigate pre-teach options ▪ Reading is prioritised to allow/ensure access to the full curriculum offer
<p>4.2 - Embed a ‘mastery’ approach across the whole curriculum</p>	<ul style="list-style-type: none"> ▪ Develop/implement and embed our ‘mastery’ curriculum – an ambitious curriculum designed to give all pupils knowledge and cultural capital needed to succeed in life ▪ To monitor our curriculum offer to ensure that it maximises opportunities for individuals to achieve their agreed learning outcomes ▪ Ensure school premises are well-equipped and designed to support curriculum delivery ▪ Ensure (inquisitive) pupils have the skills and opportunities to ask questions willingly (That extend and deepen understanding) ▪ Ensure that pupils can see the purpose & meaning in everything they learn – a curriculum that establishes the ‘why’ before the ‘what’.
<p>4.3 - Embed retrieval practice in teaching across all year groups so that children remember more and that learning builds on prior knowledge – Further improve pupils’ recall of core knowledge and skills across all curriculum areas</p>	<ul style="list-style-type: none"> ▪ Staff PD on ‘retrieval practice’ – linked with ‘Rosenshines Principles’ ▪ To plan formative assessment of knowledge through retrieval practice into the curriculum matched to the knowledge organisers and previous lessons - plan in how to assess the knowledge the children have learned at the end of each unit. ▪ Promote deeper thinking and a greater shared understanding of the curriculum and pedagogical subject knowledge. ▪ Pupils are adept at making connections between new and existing knowledge
<p>4.4 - Ensure that our bespoke curriculum is broad, balanced and relevant and that it’s implementation is effective. Embed our ‘golden threads’ of: equality, innovation, conflict, sustainability, community and migration.</p>	<ul style="list-style-type: none"> ▪ Leaders monitor the quality of curriculum planning and delivery and its impact on pupil achievement ▪ Involve everyone in the school community in evaluating the curriculum; what we do well and what could be better - Gather pupil views on what they think the school does well and what could be improved – curriculum focus including exit interview for Y6 pupils ▪ Our pupils are confident, enthusiastic mathematicians. They use mathematical strategies with joy and are skilled problem solvers ▪ Create opportunities for pupils to apply their mathematical knowledge and skills across the curriculum ▪ Give all staff members the opportunity to develop curriculum design and subject knowledge expertise ▪ Involve parents in supporting their children across the curriculum at home and at school – Develop ‘curriculum booklets’ for parents ▪ Fully integrate forest school, residential trips, etc into the curriculum design to strengthen subject strands
<p>4.5 - Continue to develop pupils’ oracy skills and vocabulary</p>	<ul style="list-style-type: none"> ▪ Reading is at the heart of our curriculum. Our pupils love reading and read widely and often. They are able to communicate skilfully in written and spoken English for a range of purposes ▪ Pupils are exposed to a wide range of vocabulary (Word-rich learning environments). Curriculum provides opportunities for ‘thoughtful conversations’ – pupils are able to articulate their knowledge, understanding and skills ▪ Ensure that the learning environment communicates our values and vision, complements our curriculum and promotes curiosity. Develop ‘role play’ areas across the whole school
<p>4.6 - Further enhance links with our MAT partners to ensure a smooth transition journey in terms of knowledge and skills progression from age 3 to 18</p>	<ul style="list-style-type: none"> ▪ Our pupils are well-equipped for the next stage of their education and beyond; prepared for the future by a curriculum that is carefully designed for them ▪ Invite key High School staff (Heads of Y7, English and Maths) into school to observe and work with Y5 and Y6 staff. Enable our Y5 and Y6 staff to observe and support Y7 lessons in High School.

Strand Five – Pupil Outcomes

<p>5.1 - Improve outcomes in all areas, whatever the starting points, so that pupils are ready for the next stage in their education.</p>	<ul style="list-style-type: none"> ▪ To ensure that the school is well placed to continue to provide the outstanding resources and experiences that enable us to meet the needs of all our pupils ▪ Review effectiveness of Pupil Progress meetings ▪ Audit effectiveness of assessment & quality assurance systems and respond accordingly ▪ Pupils are encouraged/supported to become adept at making connections between existing and new knowledge ▪ Promote reading that equips children with knowledge, understanding and cultural capital in a clear progression ▪ Resilience and tenacity is promoted
<p>5.2 - Ensure effective use of assessment by staff so that they plan next steps carefully to ensure rapid progress and close any gaps which exist.</p>	<ul style="list-style-type: none"> ▪ Continue and be more effective with smart use of assessment/feedback that leads to good learning and progress for all pupils without undue workload on staff. ▪ Review and redevelop assessment systems to monitor achievement - Teachers and leaders use assessment well to: help pupils embed knowledge fluently; check understanding; inform teaching
<p>5.3 - Increase opportunities for moderation (both in-house and externally) for all year groups to develop staff knowledge of expected standards in all areas of learning (inc. non-core).</p>	<ul style="list-style-type: none"> ▪ Enhance links with other primary schools – Seven Stars & potential new PET partners – to provide purposeful moderation opportunities ▪ Continue to build ‘exemplars’ of what ARE looks like across all subject areas – ‘High expectations’ are maintained
<p>5.4 - Monitor, adapt & develop the quality/range of interventions across the school in order to ensure that they target the most important elements and that they demonstrate the greatest impact.</p>	<ul style="list-style-type: none"> ▪ Ensure the right type of intervention for potentially vulnerable pupils ▪ Ensure that teaching assistant time is targeted for maximum effectiveness in raising standards, targeted high quality, structured intervention, enhancing provision and the smooth running of the school ▪ We have a sharp focus on ensuring that (in particular our younger) children gain: phonic knowledge and language comprehension necessary to read; the skills to communicate which gives them the foundations for future learning
<p>5.5 - Review & refine provision for children with SEND or those eligible for PP funding, adapting to changes & budget constraints, so that there is evidence of exemplary practice and a focus on ensuring equity within outcomes.</p>	<ul style="list-style-type: none"> ▪ To continue to provide a high standard of parental engagement and outreach support ▪ Ensure that curriculum design and delivery supports learning of disadvantaged pupils and pupils with SEND ▪ Use specialist interventions to enable access to the curriculum and to help pupils to catch up ▪ To further develop timely and personalised interventions for pupils to make at least expected progress (multiagency support, home support, parent workshops). This includes effective implementation, tracking and evaluation of any behaviour support programmes
<p>5.6 - Inclusivity: ‘No one is left behind’. Ensure that pupils love coming to school and make excellent progress because staff tailor provision to meet individual learning and pastoral needs</p>	<ul style="list-style-type: none"> ▪ Our pupils love coming to school. They make excellent progress because teachers and leaders tailor provision to meet their individual learning and pastoral needs ▪ Involve everyone in the school community in evaluating inclusion; what we do well and what could be better ▪ Develop effective interventions that ensure pupils catch up and keep up, particularly disadvantaged pupils ▪ Recognise barriers to learning and provide effective support to pupils to remove them ▪ To further develop collaborative working relationships with multi-agency teams to improve outcomes for pupils ▪ Use the school’s locality for enrichment opportunities that nurtures children’s all round development and supports the effective delivery of the school curriculum.



Werrington Primary School

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inspire confident
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