

1. Inclusion

To develop and embed a consistently inclusive approach to SEND provision so that pupils with SEND can access an ambitious curriculum, participate fully in school life, develop key foundational skills and achieve well from their individual starting points.

- 1.1 To develop a shared understanding of adaptive teaching so that barriers to learning are identified and addressed consistently across the school.
- 1.2 To establish and develop the Sun Support Base and The Hub as part of Ludlow's graduated approach, enabling pupils with additional needs to access learning successfully and participate fully in school life.
- 1.3 To strengthen the development of foundational skills for pupils with SEND so that they can access an ambitious curriculum and achieve well from their individual starting points.

2. Curriculum and Teaching

To enhance the impact of the school's coaching model by developing coaching expertise across the staff team and increasing opportunities for purposeful peer-to-peer support, so that highly effective teaching is consistently delivered and pupils make secure progress through the curriculum at every stage.

- 2.1 To strengthen quality and consistency of the teaching of foundational knowledge and skills, ensuring that all pupils acquire the essential learning required to access and succeed across the curriculum.
- 2.2 To ensure new staff rapidly develop expertise in the Ludlow Way, leading to consistent implementation of agreed teaching strategies across the school.
- 2.3 To develop Pupil Premium Champions who support teachers to ensure the curriculum provides rich experiences that raise aspirations and broaden horizons, particularly for disadvantaged pupils, so that all pupils develop ambitious goals for their future.

3. Achievement

To raise attainment and progress in reading and maths at the end of KS2, with a specific focus on disadvantaged pupils, by strengthening the teaching, tracking and targeted support of foundational skills and reading comprehension across the school.

- 3.1 To ensure rigorous and responsive tracking of foundational skills (reading fluency, handwriting, spelling and key number facts) so that gaps for disadvantaged pupils are identified early and addressed through high-quality teaching and targeted intervention.
- 3.2 To ensure disadvantaged pupils receive timely, precise and effective academic support that accelerates progress in reading and maths and reduces attainment gaps by the end of KS2.
- 3.3 To further improve the teaching of reading comprehension, leading to a greater number of children, particularly disadvantaged pupils, achieving the expected standard at the end of KS2.

4. Attendance and Behaviour

To implement a new whole-school behaviour approach that is understood and applied consistently by all staff, leading to pupils demonstrating self-discipline, managing their behaviour positively and showing consistently high levels of respect for others.

- 4.1 To develop and implement a new behaviour policy and shared language that is understood and applied consistently by all staff.
- 4.2 To support pupils by teaching and modelling self-help strategies so that they increasingly develop personal responsibility, manage their emotions effectively and show respect for others.
- 4.3 To identify and remove barriers to attendance for disadvantaged pupils and pupils with SEND, resulting in sustained improvements in attendance and reductions in persistent absence.

5. Personal development and well-being

To develop a shared understanding of neurobiology across the school community in order to further enhance the personal development curriculum, enabling pupils to better understand themselves and others, develop greater independence, raise aspirations, and confidently use strategies to self-advocate and manage their own needs.

5.1 To broaden pupils' experiences beyond the classroom through a range of enrichment, community and life-skills opportunities, enabling them to develop confidence, independence and aspirations.

5.2 To develop pupils' understanding of neurobiology and self-regulation so that they become 'Brain Best' learners who understand how their brains work and can use appropriate strategies to support their learning and wellbeing.

5.3 To refine the school's personal development programme so that it is accessible, meaningful and impactful for all pupils, regardless of their individual needs, strengths or barriers to learning.

6. Leadership and Governance

To strengthen trust and partnership between the school, families and the wider community by developing meaningful opportunities for engagement, collaboration and dialogue, so that families feel connected to and actively involved in their children's education.

6.1 To increase the representation and engagement of all groups within the parent community, ensuring that a diverse range of voices contribute to school life and improvement.

6.2 To foster a strong sense of belonging by developing and increasing opportunities for families, community partners and the school to work together in support of pupils' success.