

Prior Heath Infant School  
School Development Plan  
2025-26



**Independence, Perseverance, Teamwork, Kindness and Responsibility**

## Key priorities for improvement 2025-26

**Our key priorities this academic year are:**

**1. To ensure that provision across the school meets the PSED / SEND needs of individual children and classes.**

Our intent is to enable all children to be regulated and ready to learn so that they are able to access learning across the curriculum. We want our children's PSED and SEND needs identified early and addressed effectively. This will enable barriers to learning to be removed so that our most vulnerable children can achieve and thrive.

**2. To further strengthen provision for the lowest 20% of children within the teaching and learning of phonics.**

Our intent is to ensure that children leave Prior Heath with an ability to read with fluency so that they are able to manage the general demands of the KS2 curriculum. We aim to continually identify children that are not able to keep up with our SSP programme and implement effective intervention to address gaps in their knowledge and understanding. Through staff CPD, mentoring and regular monitoring, we will ensure that there is consistency of approach to the delivery of phonics across the school and provision for the lowest 20% of our learners is as impactful as it can be.

**3. To further strengthen provision for lowest 20% of children in the teaching and learning of writing.**

Our intent is to ensure that all children are sufficiently supported in writing. We will track and monitor pupils effectively and implement appropriate provision to increase the number of children achieving at least the expected standard. Whole school writing CPD will be provided and a refined monitoring schedule will be in place to ensure consistency of approach. Teachers and support staff will be held accountable through the performance management process and through the governor monitoring schedule.

**4. To improve provision for the lowest 20% of children in the foundation subjects.**

Our intent is to ensure that the lowest 20% of children are targeted within each foundation subject so that there is an increase in the number of children meeting the end of year expectations. We want all children to be equipped with the necessary skills and knowledge to enable them to access the next stage of their educational journey. Through our use of continuous provision and play projects, we aim to provide continual opportunities for children to overlearn the knowledge and skills that they have been taught to address any gaps that have been identified through assessment.

## Prior Heath School Improvement Plan 2025-26

### Priority 1:

**To ensure that provision across the school meets the PSED / SEND needs of individual children and whole classes.**

### Link Governors:

Paul Heagren (Inclusion)

Ammelia Davidge Stringer (Safeguarding)

### The current picture:

A steadily increasing number of children in our school are requiring additional support with their emotional regulation in order to successfully access the learning.

72% of children met GLD in 2024/25 compared to 81% in 2023/24. This decrease was predominantly due to the number of children not meeting the self-regulation aspect of the PSED Early Learning Goal (9 children, 15%). In 2023/24 this figure was 7%. 7 out of the 9 children not meeting the PSED ELG were boys. We recognise that self-regulation may prove to be a barrier for these children in KS1 which we need to address.

We have also seen a steady increase in the number of children on our SEND register (from 15 (8.3%) in 2021/22 to 29 (16.1%) in 2024/25).

### Success criteria:

- Children are equipped with strategies to begin to regulate their own emotions.
- Effective provision and interventions are in place to support children with their emotional regulation.
- Staff are equipped with the knowledge and skills to support children as part of the Ordinarily Available provision.
- Year R data for 2025/26 shows an increase in the number of children meeting the PSED ELGs.
- The children in KS1 that did not meet the ELG for PSED have met or exceeded their progress target.
- Children included on the SEND register have met or exceeded their personal progress targets.
- Parents have a better understanding of how to support their children with their emotional regulation.

Actions (Implementation)	Lead member(s) of staff	Resources / time / Cost	By when?	Monitoring / accountability (including governance)
Evaluate summer term transition arrangements and amend where necessary.	All teaching staff	Staff meeting time	End of September 2025	Monitored by SLT.
Identify individuals that require intervention to support their PSED.	Isla Nelson (SEND Manager) Sarah Haygarth (AHT)	Leadership time	Ongoing through termly pupil progress meetings	Monitored by HT through SLT meetings.
Implement a PSED	Sarah Haygarth	-	End of September	<ul style="list-style-type: none"> <li>• Monitored by HT.</li> </ul>

baseline in Year R.	(Early Years Leader)		2025	<ul style="list-style-type: none"> <li>Included as a focus for Early Year Governor monitoring visit.</li> </ul>
Deliver whole school and individual training to enable staff members to deliver specific interventions.	SLT	Staff meeting time and INSET	Ongoing	<ul style="list-style-type: none"> <li>Included as part of SEND Manager's PM targets monitored by HT.</li> <li>Training reported to governors within termly HT report.</li> </ul>
Monitor the implemented interventions and analyse impact.	SLT	Senior Leadership time	Ongoing	<ul style="list-style-type: none"> <li>Monitored by HT within SLT data reporting.</li> <li>Data monitored as part of Achievement Governor monitoring.</li> <li>Data reported to FGB termly.</li> </ul>
Introduce a PSED focus in pupil progress meetings and SEND clinics.	SLT	Senior Leadership time	End of autumn term 2025	<ul style="list-style-type: none"> <li>Monitored by HT within SLT data reporting.</li> <li>Included within AHT and SEND Manager's PM targets.</li> </ul>
Adapt PSHE planning documents in response to the needs of individual classes.	Rachel Bates (PSHE Leader)	Class teacher release time and cover cost	Ongoing	Included within PSHE Leader's PM targets, monitored by HT.
When necessary, deliver a bespoke PSHE programme in accordance with individual needs.	Rachel Bates (PSHE Leader)	Class teacher release time and cover cost	Ongoing	
Create termly reading spines based upon school values and PSED needs of the children within the class.	All teaching staff	Cost of purchasing additional books	End of every term	Monitored by PSHE Leader as part of monitoring schedule. Evidence added to subject leadership file.
Implement the simplified school rules: <ul style="list-style-type: none"> <li>Be safe</li> <li>Show Respect</li> <li>Listen</li> </ul> and share with all members of the school community.	SLT	-	End of September 2025	<ul style="list-style-type: none"> <li>Monitored by SLT as part of learning walks and pupil conferencing.</li> <li>Included as a focus as part of the Behaviour Governor's monitoring schedule.</li> </ul>
Increase the ELSA and emotional coaching offer.	Isla Nelson (SEND Manager)	Cost of ELSA and TA hours  Cost of ELSA supervision sessions	End of autumn term 2025	<ul style="list-style-type: none"> <li>Monitored by HT.</li> <li>SEND Manager to report on individual progress of children receiving ELSA and emotional coaching as part of SLT meeting schedule.</li> </ul>
Monitor the impact of ELSA and Emotional Coaching and respond to	Isla Nelson (SEND Manager)	Leadership release time	Ongoing	

any identified areas of improvements.				
Introduce a structured lunchtime play club.	Isla Nelson (SEND Manager)	Cost of support staff lunchtime cover and club resources	End of September 2025	<ul style="list-style-type: none"> <li>Monitored by HT.</li> <li>Use of pupil conferencing to evaluate impact of provision.</li> <li>Included as a focus as part of the Inclusion Governor's monitoring visit.</li> </ul>
Monitor the use of restorative conversations and comic strips. Identify areas of improvement or individual training needs and address.	Isla Nelson (SEND Manager)	Staff meeting time for additional training and leadership time for 1:1 mentoring of staff	Ongoing	<ul style="list-style-type: none"> <li>Monitored by SLT through CPOMS records.</li> <li>Included as a focus as part of the Behaviour Governor's monitoring schedule.</li> </ul>
Use continuous provision opportunities to teach self-regulation strategies.	SLT	Cost of CP resources	Ongoing	<ul style="list-style-type: none"> <li>Monitored by SLT through learning walks and pupil conferencing.</li> <li>Included as a focus as part of the Behaviour Governor's monitoring schedule.</li> </ul>
Introduce the use of 'something else' cards across the school to aid self-regulation.	Isla Nelson (SEND Manager)	Leadership time for staff training	End of September 2025	<ul style="list-style-type: none"> <li>Monitored by SEND Manager through classroom observations and pupil conferencing.</li> <li>Included as a focus as part of the Inclusion Governor's monitoring schedule.</li> </ul>
Implement individualised timetables where necessary.	SLT	Cost of support staff cover and resources where necessary	Ongoing	Governors to monitor through termly HT reports.
Include PSED monitoring activities within the half-termly Governor monitoring schedule.	Lindsey Chivers (Headteacher) and Paul Heagren (CofG)	Leadership and Governor time	Ongoing	CofG and Clerk to governors to ensure this is included within FGB agenda and governor monitoring schedule.
Continue to include monitoring of SEND provision within the half-termly Governor monitoring schedule.	Lindsey Chivers (Headteacher) and Paul Heagren (CofG)	Leadership and Governor time	Ongoing	

## Prior Heath School Improvement Plan 2025-26

**Priority 2 – To further strengthen provision for the lowest 20% of children within the teaching and learning of phonics.**

**Link Governors:**

Kealey Taylor (EYFS, Curriculum and Teaching and Achievement)  
Paul Heagren (Inclusion)

**The current picture:**

20% of children in Year R at the end of 2024/25 did not achieve the ELG for Literacy. There was not a significant gender difference (5 girls, 7 boys).

In 2024/25, 17% of children in Year 1 did not meet the pass mark for the phonics screening check compared to 12% in 2023/24. Of the 10 children that did not meet the 32 pass mark, 6 were girls and 4 were boys.

We recognise that intervention is required for these children in KS1 to ensure that they meet the expected standard for reading at the end of KS1. This will enable them to access the KS2 curriculum when they transfer to junior school.

This academic year, two new teaching staff have joined Prior Heath. Neither staff member has had previous experience of teaching the ULS phonics programme that we use.

**Success criteria:**

- Staff new to Prior Heath are trained in the established ULS phonics programme and are able to confidently deliver daily phonics lessons to the whole-class or planned interventions.
- The ULS phonics programme is consistently delivered across the school ensuring fidelity to the school’s individual approach to the scheme.
- At least 80% of children have achieved the pass mark for the phonics screening check in Year 1.
- At least 90% of children have achieved the pass mark for the phonics screening check retaken in Year 2. (8/10 children)

Actions (Implementation)	Lead member(s) of staff / Governor	Resources / time / cost	By when?	Monitoring / accountability (including governance)
Identify whole school and individual staff CPD needs and provide necessary training.	Sarah Haygarth (English Leader)	Leadership time, staff meeting time and class teacher cover time where necessary	Ongoing	<ul style="list-style-type: none"> <li>• Monitored by HT.</li> <li>• Training information included within HT termly report to FGB.</li> </ul>
Complete monitoring of phonics provision and identify areas of development.	Sarah Haygarth (English Leader)	Leadership time	End of autumn 2025	Included as part of English Leader’s PM targets, monitored by HT.

Provide mentoring to new members of staff.	Sarah Haygarth (English Leader)	Leadership time and class teacher release time	Ongoing	<ul style="list-style-type: none"> <li>Monitored by HT.</li> <li>Monitored by Well-being Governor through staff interviews and annual staff survey results.</li> </ul>
Analyse half-termly phonics data and implement any identified actions.	All class teachers	Staff meeting time	Ongoing	<ul style="list-style-type: none"> <li>Monitored by English Leader as part of subject leader monitoring schedule.</li> <li>Phonics data reported to FGB through update provided by Achievement Governor.</li> </ul>
Analyse the impact of phonics interventions within pupil progress meetings and SEND clinics and implement changes to provision where needed.	Sarah Haygarth (English Leader) and Isla Nelson (SEND Manager).	Leadership time and class teacher release time	Ongoing	<ul style="list-style-type: none"> <li>SEND Manager and English Leader to report to HT within SLT meetings scheduled in line with pupil progress meetings and SEND clinics.</li> <li>Phonics data reported to FGB through update provided by Achievement Governor.</li> </ul>
Deliver parent phonics information sessions.	Sarah Haygarth (English Leader)	Leadership time	End of the Autumn term 2025	<ul style="list-style-type: none"> <li>Monitored by HT. Included within English Leader's PM targets.</li> <li>Monitored by parent liaison governor and included within 'parent partnership' section of HT report to FGB.</li> </ul>
Create and publish accessible phonics guides for parents.	Sarah Haygarth (English Leader)	Leadership time and cost of resources	End of Autumn term 2025	
Plan and deliver daily phonics interventions, timetabled within provision mapping	All class teachers	Class teacher and support staff time	Ongoing	Monitored by English Leader and SEND Manager within pupil progress meetings and SEND clinics, observations of interventions and pupil conferencing.
Include phonics monitoring activities within governor monitoring schedule.	Lindsey Chivers (Headteacher) and Paul Heagren (CofG)	Leadership and Governor time	Ongoing	CofG and clerk to governors to ensure that this is included within the governor monitoring schedule.
Work with KS2 English leaders to identify strengths and weaknesses in provision and implement change as necessary.	Sarah Haygarth (English Leader)	Staff meeting time and class teacher release time	End spring term	Monitored by HT.
Implement individualised phonics programmes for individuals where necessary.	Sarah Haygarth (English Leader)	Cost of resources and class teacher and / or support staff time	Ongoing	Monitored by English Leader. Included as a focus as part of the Inclusion Governor's monitoring schedule.

## Prior Heath School Improvement Plan 2025-26

### Priority 3 – To further strengthen provision for lowest 20% of children in the teaching and learning of writing.

#### Link Governors:

Kealey Taylor (EYFS, Curriculum and Teaching and Achievement)

Paul Heagren (Inclusion)

#### The current picture:

20% of children in Year R at the end of 2024/25 did not achieve the ELG for Literacy.

At the end of Year 1 in 2024/25, 37% of children did not meet the expected standard for writing.

At the end of KS1 in 2024/25, 22% of children did not achieve the expected standard for writing.

#### Success criteria:

- All staff members are confidently and effectively using colourful semantics as the main tool for the teaching of writing.
- Colourful semantics is being used with writing intervention provision.
- Colourful semantics resources are being used independently by the children within continuous provision.
- The number of children meeting EXS for writing at the end of Year 1 has increased.
- The number of children meeting EXS for writing at the end of KS1 has increased from 63%.

Actions (Implementation)	Lead member(s) of staff	Resources / time / cost / source	By when?	Monitoring / accountability (including governance)
Include the use of colourful semantics in the planning of writing.	Sarah Haygarth (English Leader)	PPA time  English Leader time	Ongoing	<ul style="list-style-type: none"> <li>• Monitored by English Leader as part of monitoring schedule.</li> <li>• Progress against actions reported to HT within SLT meetings and PM review meetings.</li> <li>• Progress against actions reported to governors during FGB meetings and writing included as a focus area during governor monitoring by Curriculum and Achievement Governor.</li> </ul>
Include opportunities for the use of colourful semantics within areas of continuous provision.	Sarah Haygarth (English Leader)	Support staff time to create resources	End of September 2025	
Use visual scaffolding within the teaching of writing.	All class teachers	Staff meeting time for further training	Ongoing	
Adapt Year 1 writing planning to reflect writing milestones. Remove the teaching of specific genre.	Year 1 class teachers	PPA time  English Leader time	Ongoing	
Monitor the planning and teaching of writing.	Sarah Haygarth (English Leader)	English Leader time	Ongoing	
Identify whole school and individual training needs in the teaching of writing	Sarah Haygarth (English Leader)	English Leader time  Staff meeting and /	Ongoing	

and address these needs through further training or mentoring.		or INSET time		
Evaluate the impact and effectiveness of previous texts used for in the teaching of writing and update as necessary.	All class teachers	PPA time	Ongoing	Monitored by English Leader as part of monitoring schedule.
Implement a teaching programme to ensure a consistent approach to the teaching of handwriting across the school.	Sarah Haygarth (English Leader)	English Leader time Staff meeting time and / or INSET time	End of autumn term 2025	Monitored by HT as part of English Leader's PM targets.
Adapt assessment milestone documents for writing in line with writing framework recommendations.	Sarah Haygarth (English Leader)	English Leader time Staff meeting time	By the beginning of each term	Monitored by HT.
Complete termly writing moderation sessions to ensure consistency of judgement across the school.	All class teachers	Staff meeting time	By the end of each term	Monitored by English Leader.
Use pupil progress meetings and SEND clinics to analyse writing assessment data and evaluate the impact of writing interventions.	Sarah Haygarth (English Lead) and Isla Nelson (SEND Manager)	SLT time	Ongoing	<ul style="list-style-type: none"> <li>• Monitored by HT through data reporting in SLT meetings.</li> <li>• Termly writing data reported to governors in FGB meetings.</li> </ul>

## Prior Heath School Improvement Plan 2024-25

**Priority 4 – To improve provision for the lowest 20% of children in the foundation subjects.**

**Link Governors:**

Kealey Taylor (EYFS, Curriculum and Teaching and Achievement)

Paul Heagren (Inclusion)

**The current picture:**

Children are assessed in the foundation subjects using end of unit, 'I can,' statements. The lowest 20% of children are identified through the assessment data and are tracked by subject leaders. These children now need to be specifically targeted through continuous provision opportunities, documented within provision mapping. Continuous provision needs to be planned effectively to enable pre-learning and over-learning opportunities within the foundation subjects.

**Success criteria:**

- Provision mapping shows evidence of the lowest 20% of children being targeted within the foundation subjects.
- Subject leader data shows an increase in the number of children meeting the expected standard within their subject area.
- Subject leaders can evidence how continuous provision is being used to target the lowest 20% of children in their subject area.
- The lowest 20% of children are able to talk about their learning in the foundation subjects during pupil conferencing and can identify how the provision helps them to learn.

Actions (Implementation)	Lead member(s) of staff	Resources / time / cost	By when?	Monitoring / accountability (including governance)
Continue to amend continuous provision year group progression documents to reflect the needs of the cohort.	All class teachers	Staff meeting time	Ongoing	Monitored by SLT.
Foundation subject leaders to monitor CP opportunities within their subject areas.	Foundation subject leaders	Subject leader release time	Ongoing	Included as part of subject leader PM targets, monitored by HT.
Teachers to complete foundation subject assessments using, 'I can,' statements identified within planning documents.	All class teachers	PPA time	End of each term	<ul style="list-style-type: none"> <li>• Monitored termly by foundation subject leaders.</li> <li>• Subject leaders to report on data analysis in SLT meetings.</li> </ul>
Teachers to include foundation subject intervention information within provision mapping.	All class teachers	PPA time Staff meeting time	Ongoing	Monitored by SEND Manager and AHT through pupil progress meetings and SEND clinics.
Subject leaders to meet	All subject leaders	Staff meeting time	End of autumn	Included within subject leader PM targets, monitored by HT.

with KS2 colleagues to address any weaknesses within their subject curriculum and implement changes where necessary.		Subject leader time	term – meeting 1 Further meetings in spring and summer terms where necessary	
Subject leaders to audit CP resources against curriculum objectives and address any gaps.	All subject leaders	Subject leader release time	Ongoing	
SEND clinics and pupil progress meetings to include analysis of foundation subject provision.	Sarah Haygarth (AHT) and Isla Nelson (SEND Manager)	SLT time	End of every term	Monitored by HT through data reporting in SLT meetings.
Subject leaders to evaluate termly assessment data and address any identified areas of improvement.	All subject leaders	Subject leader time	End of every term	<ul style="list-style-type: none"> <li>• Included within subject leader PM targets, monitored by HT.</li> <li>• Included as a focus within Inclusion Governor’s monitoring schedule.</li> </ul>
Subject leaders to identify and track bottom 20% of children within their subject.	All subject leaders	Subject leader time	Ongoing	
Subject leaders to amend planning documents in response to data analysis.	All subject leaders	Subject leader time	Ongoing	
Where appropriate, ISPs to include foundation subject intervention.	Isla Nelson (SEND Manager)	PPA time SEND Manager time	Ongoing	Monitored by SEND Manager within termly SEND clinics.
Subject leaders to meet with SLT termly to report on findings from tracking of lowest 20% and progress of identified children.	SLT	SLT time Staff meeting time	Ongoing	Monitored by HT.

## Prior Heath School Improvement Plan 2025-26

### Costing information

Area of significant spend	Estimated cost
Additional hours for support staff for: <ul style="list-style-type: none"> <li>- CPD (INSET)</li> <li>- Cover to release other TAs for CPD activities</li> </ul>	£4000
Teacher release cover for: <ul style="list-style-type: none"> <li>- CPD</li> <li>- Management release time</li> <li>- Subject leadership time</li> </ul>	£5000
Training costs	£3000
External consultant costs including safeguarding audit.	£2000
Teaching and learning resources	£2000 (Funded by PTA)
Curriculum subscriptions including: <ul style="list-style-type: none"> <li>- Tapestry</li> <li>- Avantis</li> <li>- Unlocking Letters &amp; Sounds</li> <li>- Sparkyard - out of the Ark – Music Software</li> <li>- Bailey Solutions – Library Software</li> <li>-</li> </ul>	£2000
IT including website development, SIMS Next Generation, updating current resources.	£10,000

## Prior Heath School Improvement Plan 2025-26

Other areas of development	Link Governor(s)
<b>Equality and Diversity</b> <ul style="list-style-type: none"> <li>• Explore diversifying the school's logo.</li> <li>• Continue to replace resources with more up to date and more inclusive resources within the continuous provision.</li> </ul>	<b>Paul Heagren</b> (Inclusion)
<b>Safeguarding</b> <ul style="list-style-type: none"> <li>• DSL and DDSL to continue to complete filtering and monitoring checks schedule.</li> <li>• Personalise the teaching of safeguarding for vulnerable children, including those with SEND.</li> <li>• Continue to regularly include safeguarding information / updates in newsletters.</li> <li>• Organise an external safeguarding audit.</li> <li>• Improve the visibility of safeguarding around the school e.g. children's displays.</li> </ul>	<b>Ammelia Davidge Stringer</b> (Safeguarding)
<b>Health and Safety</b> <ul style="list-style-type: none"> <li>• Replacement of external fence.</li> <li>• Ongoing management of tree works.</li> </ul>	<b>Helen Dalford</b> (Health and Safety)
<b>Environment</b> <ul style="list-style-type: none"> <li>• Continue to fundraise for the second phase of the new library.</li> <li>• Continue painting schedule of internal areas.</li> <li>• Refurbishment of the staff toilets</li> <li>• Resurfacing of the Year R outdoor space.</li> <li>• Install drainage solutions for the Year R outdoor space, medical room and roof.</li> </ul>	<b>Brian Chester</b> (Finance) and <b>Helen Dalford</b> (Health and Safety)
<b>Pupils, parents and stake holders</b> <ul style="list-style-type: none"> <li>• Create curriculum videos and parent guides and share via the school website.</li> <li>• Invite parents to attend information / training sessions e.g. subject mornings.</li> <li>• Continue to develop links with other local schools / trusts.</li> </ul>	<b>Leah Iles</b> (Personal Development and Well-being) and <b>Kealey Taylor</b> (Curriculum and Teaching and EYFS)
<b>Well-being</b> <ul style="list-style-type: none"> <li>• Continue to promote and explore links between physical and mental health.</li> <li>• Continue to evaluate the effectiveness of school policies and systems to alleviate unnecessary demands on staff.</li> <li>• Continue to obtain feedback from staff through annual well-being survey and create an action plan in response.</li> <li>• Where possible, implement any recommendations set out by unions.</li> <li>• Create a staff menopause policy.</li> </ul>	<b>Leah Iles</b> (Personal Development and Well-being)
<b>IT</b> <ul style="list-style-type: none"> <li>• Update 50% of the existing tablets.</li> <li>• Re-design website.</li> <li>• Update SIMS and FMS.</li> </ul>	<b>Brian Chester</b> (Finance) and <b>Mark Prentice</b> (Compliance)
<b>Other</b> <ul style="list-style-type: none"> <li>• Engage in commissioning process for catering services.</li> <li>• Begin succession planning for key roles.</li> </ul>	