

SIP HALF YEARLY REVIEW 2025

ABLE & TALENTED

1. SLT monitoring cycle to ensure that all children have access to depth subject teaching, extension and challenging learning tasks throughout the curriculum.

Teachers have been observing their subjects across all Key stages and there has been a lot of additional time spent on ensuring that there is progression in skill set and learning.

2. The hard work, effort and positive outcomes are instantly recognised for all children and rewards given; success celebrated.

3. Teachers continue to plan and facilitate “hook” lessons to ensure all learning is stimulating and enables our children to be creative and intuitive with their responses.

4. The Able and Talented register is updated on a termly basis by all Class Teachers and other specialist subjects such as Music and PE.

5. Class teams continued to deliver Quality First Teaching and making reasonable adjustments to ensure that we are incorporating Ordinarily Provision into our delivering of teaching and offering adaptive learning environments. Pupil feedback demonstrated that children felt confident to share that they feel they are continually challenged to meet their full potential.

6. We celebrate the success of high achieving children by showcasing their talents and skills both in and out of school.

7. The success of Buddy classes enables peer modelling and we actively encourage opportunities of support from the Secondary Schools and Brunel, a local university.

Sarah Tosdevin
December 2025

ART

To ensure consumables and equipment are available – as budget allows

To ensure displays are regularly changed and represent different areas of the curriculum - completed

To look back in to displaying work in the community - Station art updated

To continue take part in further art courses if they are available - Booked

To continue to monitor planning and progression across KS1 and 2 for Art (monitoring cycle) during this process I will:

- 1) Review the new KS2 planning and assessment and how it is being implemented - ongoing
- 2) Consider the new year 6 planning to be more creative and less “copying” – This has now been re-written for creativity
- 3) Review ks1 planning and assessment for creativity and progression - This has now been re-written for progression

How to complete this:

- 4) Re-plan year 1 and 2 plans for art to ensure they show progression and creativity. - completed
- 5) Research and implement how the new assessment process for ks2 could be implemented in to ks1 – this is now being trialled

To observe lessons and monitor delivery of – this has been carried out for all year groups except reception

To organize and art themed day – linked to another area of the curriculum

Could classes work in their book buddy classes?

Look in to “Take one picture Completed

Lisa McGlauglin

December 2025

ASSESSMENT

1. To ensure appropriate assessments are carried out across year groups.

The assessment calendar was reviewed, updated and shared with staff. Class teachers in Years 3,4 and 5 were reminded to give numbers of children in their year group who would require a differentiated assessment e.g. some children in Year 4 complete a KS1 assessment or a Year 3 NFER assessment. Assessment Week for Years 3 – 5 was before the October half-term. Class teachers reported that this was better than having the assessment week after the half-term holiday.

2. To use data analysis to accurately track the progress of Pupil Premium and other vulnerable groups.

Assessment data on Sims was used to track the achievement of pupil premium children and other vulnerable groups. The successes, issues and barriers to learning for these groups were discussed during pupil progress meetings along with actions to address concerns.

3. To continue to narrow the gap between the attainment of SEN and non-SEN children.

During pupil progress meetings, class teachers identified groups of children who were making or not making expected progress. This information was used to measure the impact of the interventions the children were participating in. Current interventions were reviewed and updated to address the gaps.

4. To complete analysis of Foundation data as well as analysis of internal Spring and Summer data for KS1 and KS2 to identify areas of strength and areas to work on.
Foundation data was submitted and discussed with the EYFS teachers. The PL identified the children for interventions. These have been carried out by the staff in the phase.
5. To continue to identify gaps in learning and to ensure they are being addressed.
Baseline assessments from intervention programmes and outcomes from the Autumn assessments have been used to identify which children to receive further support from bespoke interventions. Curriculum planning have taken into account opportunities to address gaps and misconceptions.
6. To review targets for core subjects so that it accurately reflects the NC and the coverage across the year.
Maths subject leader has been reviewing targets starting with LKS2. The termly target ranges were reviewed with SIMs support in July 2025 and adjusted to give a fair reflection of where children should be at each term.
7. To continue monitoring intervention programmes so that their effectiveness can be assessed.
Staff delivering interventions have recorded baseline data and using this to measure progress.
8. To analyse Foundation subject data so that it can be used to the betterment of the curriculum.
The Humanities subject leader reviewed and updated the targets for geography and history for each year group.
Class teachers completed the assessments for each of the foundation subjects and these were shared with each subject leader in the July INSET.
9. To continue to develop the assessment of Science so that it is possible to accurately track progress.
Planning to review the accuracy of the current system for assessing science with support from SIMs.

Shruti Mistry
December 2025

COMPUTING

Finish update assessment targets for each year group based of the new units of work.

I waited for the cluster before deciding on what to do for computing assessment. Schools are in agreement that there is no definitive way of assessing computing. Since the meeting, I have now begun to re-write the targets to adjust for our newly implemented computing curriculum.

All year groups have started the new curriculum and some units have been added that we have not been able to complete before due to lacking of resources.

To develop the teaching and progression of E-safety across the school

We are teaching e-safety within the teach computing curriculum. For example, when Year 4 do their photo editing unit, we are encouraging staff to discuss the dangers of AI and photo editing software and how we have to be careful at taking images for granted.

In Year 5 we are talking about how social media can be dangerous when posting videos online. In Year 1 (and, then continued through the school), we talk about how we need to keep passwords safe and not to share them.

Renew licences as necessary. Including:

- Rapid read (Pearsons education)]
- Google Sync
- subscription for 2Simple.
- Charge from Amar for running / updating ipads
- Licences have been renewed as necessary.
- Continue to support staff with computing curriculum

Since the start of the year, we have had some computing issues due to our upgrade to windows

The children all completed their unit on systems and networks in classes. Since the half term, we have now got logins again for the children and they are completing a unit of work in the computing suite.

New units in Year 5 have started – for example Computer Aided Design – using crumbles to programmed a device to work. Both Year 6 and 5 are doing this unit this year, as my hope is next year the children when progressing to Year 6 from year 5 will have an advanced knowledge on coding crumbles and we can really work on the design part for DT. On our training day, I reviewed the curriculum and seen the majority of units had been ongoing last year without a problem. But I used the time to support some year groups where their units were more challenging and they have needed support.

Buy / update resources (including computers) as necessarily

Over the summer we upgraded to windows 11 which has been a mammoth undertaking. We have brought several new machines for staff for the classrooms, and have also added SSDs to our computers in the computing suite. This has meant that they are faster for the children to work on.

Purchased Crumbles for our computer aided design in Year 6 which has also allowed Year 5 to use them to complete some coding work and see coding in action. I have also then purchased sparkles and switches to add to the crumble sets to allow them to explore more options within these

David Fox
December 2025

DESIGN AND FOOD TECHNOLOGY

To continue to monitor DT resources closely, ensuring that equipment is replaced promptly as needs arise.

Curriculum planning has been reviewed and further embedded within year-group planning to strengthen progression and consistency across the school.

Our after-school cookery club for Year 6 launched successfully this term, with the club scheduled to run through to the spring.

In addition, four pupils from Year 5 are being selected to take part in a Design Technology and Engineering Day at St. John's School, Potter Street, providing an excellent enrichment opportunity.

I am also in the process of developing a new key concept overview document to support staff understanding and coherence across the DT curriculum.

Charlotte Quigley
December 2025

ENGLISH

To continue to promote the love for reading with a whole school book swap

- Successful book swap on world book day- lots of surplus books to stock staff shelves in classroom too.

To continue to develop writing skills with a focus on grammar for children across the whole school.

- Interventions in place across ks2 to ensure children are able to understand SPaG analytically for the end of key stage tests but also embed and apply the skills of grammar to their written work.

To continue to fund resources for engaging lessons across the school.

- Limited budget - staff finding alternative ways to create 'hook' lessons

To continue to develop spelling skills across the whole school.

- Work in progress - coordinators are breaking national curriculum word lists down more into more age-appropriate lists with the view to link to handwriting booklets and activities to be started in September 2026.
- NFER spelling tests are not reflective of the words the year groups are spelling and aimed more at end of KS so this will be addressed by creating new spelling tests with the age-appropriate words as it is marked independently and scores are not combined with the SPaG paper result - at discussion stage.
- Interventions in place for dyslexic children and SEN in EYFS AND KS 1 with their phonics

To continue to ensure that handwriting is consistent and a priority across the school.

- Handwriting booklets for both left and right-handed children with addition fine motor skills activities are in the process of being designed. They will include the spellings as mentioned above.
- As new Year 3 and 4 booklets are designed with mindfulness/fine motor colouring, this is also being added to the Year 1 and 2 booklets for next year. The booklets now look consistent and progressive from Year 1 -4.

To continue to embed the new phonics scheme across the school, ensuring that we amend and adapt the lessons to suit our children.

- This is happening across EYFS and KS1.
- Interventions set up from week 2.

Heidi Ivory and Rebecca Petley

December 2025

FOUNDATION STAGE

- Consumables purchased in Summer Term for the new term.
- Moderation meetings within the LA have been attended in the Summer term. Aswell as a speech and language course. Tas have attended Language Link courses, Phonics and Communication and Language sessions.
- Supervision documents sent out half termly.
- Nursey and Reception have both held Parent workshops in the Autumn term.
- Bucket Time introduced to close the gaps.
- New Reception Baseline delivered to all children in Reception.

Alice Blakeley-Cox

December 2025

GEOGRAPHY

To renew membership members of the Geographical Association (Primary Geography - group plan), which provides additional resources, lesson plan ideas plus a termly journal.

- Renewed payment for the Geographical Association completed

Update end of year assessment targets for each year group.

Targets updated, shared and used in the end of year foundation assessments for 2025.

To promote history through a range of experiences.

- New VR experiences for 4 – South America
- Planning one for Yr 5 – in Spring Term on volcanoes.

To audit the geography curriculum to ensure all children, particularly the most disadvantaged and those with special educational needs, have access to good quality teaching and learning.

- Book look completed (July) to check for any overlapping lessons and progression. (Spring/Summer Term)
- Short Geography lesson observations in all year groups.

To monitor the sequencing of lessons within units across the school.

- All up to date MTPs collected and checked for sequencing and progression/cross-overs. Year groups spoken to where changes are necessary.
- Short geography lesson observations in all year groups.

Emma Andrews
December 2025

HISTORY

To renew membership with Historical Association (Primary History – School plan), which provides online information, additional resources, lesson plan ideas plus a termly journal.

- Renewed payment for the Historical Association completed

Liaise with local secondary school humanities coordinator (Haydon School) to support the curriculum across KS1, KS2 and into KS3. Discussion of potential opportunities for children.

- (Spring/Summer Term target)

To monitor the sequencing of lessons within units across the school.

- All up to date MTPs collected and checked for sequencing and progression/cross-overs. Year groups spoken to where changes are necessary.
- Short history lesson observations in all year groups.

To promote history through a range of experiences.

- New VR experiences for 6 – WWII
- Planning one for Yr 3– in Spring Term on The Stone Age.

Emma Andrews
December 2025

LIBRARY

A member of staff continues to be paid to oversee the running of the library including putting new books on the system, sorting out overdue book notices etc. Librarians from Y6 support this.

The library is sorted through on a regular basis to ensure material is relevant and up to date. Books are removed from the system when necessary.

In July 2025 there was a big sort out of the reading books to streamline the different schemes we had available and make sure they linked to our phonics teaching.

We ran the book fair in October 2025 and gained a good amount of commission from this. Our March 2026 book fair is booked as is the September 2026 one.

Reception, Year 1 & Year 2 all went on a trip to Northwood Hills library where they learnt how they could become a member and how to use the library etc. (October/November 2025)

A member of staff from Northwood Hills library came to Harlyn to visit the Nursery in November 2025.

Natalie Jones
December 2025

MATHS

1) Ensure clear progression in the Maths curriculum and all Year groups have sequential lessons that follow the MTP, adapted to suit cohort needs and showing effective differentiation

Actions:

- Audit MTPs and class planning to ensure sequencing aligns with the school's curriculum intent and NC expectations.
- Conduct planning scrutiny and learning walks focusing on progression and differentiation.
- Work with year-group teams to adapt MTPs to reflect cohort needs, including SEND and higher attainers.
- Provide examples of adapted lesson sequences showing differentiation in tasks, scaffolding, and outcomes

2) Provide CPD and ensure all staff are confident and capable in adapting planning and teaching to meet changing needs

Actions

- Deliver CPD/INSET sessions on adaptive teaching, use of manipulatives, and deep questioning.
- Model and share best practice through peer observations and coaching.
- Use staff meeting time for moderation and joint planning focusing on scaffolding and challenge.
- Provide individual support to ECTs and support staff.

3) Ensure arithmetic and times tables skills are progressive (across both Key Stages), with targeted support in KS2 to improve fluency

Actions:

- Review and refine the school's progression map for arithmetic and times tables.
- Implement daily arithmetic starters and weekly fluency sessions across KS1 & KS2.
- Provide targeted support and practice opportunities for pupils below expected standard in KS2.
- Introduce consistent times tables practice using online tools (e.g Purple Mash, Doodle, Top Marks) and small-group sessions.
- Share strategies with parents to support practice at home.

4) Implement effective interventions to close gaps in Maths attainment and progress

Actions:

- Use assessment data to identify pupils requiring additional support.
- Implement short, focused intervention sessions (using programs such as online Doodle/Twinkl resources or bespoke teacher-led sessions).
- Track impact through pre- and post-intervention assessments.
- Liaise with SENCo and support staff to ensure interventions are well matched to individual needs.

Summary of Expected Outcomes by End of Year

- Clear, progressive maths curriculum across all year groups.
- Confident staff delivering adaptive, well-differentiated lessons.
- Improved fluency and recall of arithmetic and times tables.
- Reduced attainment gaps through targeted, effective interventions

Noorin Mussa
December 2025

MFL (FRENCH)

The Primary Languages Network (PLN) scheme of work is fully embedded and shows clear progression in French across KS2. Core language skills — listening, speaking, reading, and writing — continue to develop, with pupils showing increasing confidence and independence.

I have observed all year groups this term and am pleased with the curriculum coverage, lesson sequencing, and learning objectives. Teachers use the Primary Languages Network (PLN) scheme effectively as a reference rather than a script. The Video2Teach or Click2Teach programs provide a foundation for lessons, but all teachers tailor activities to enhance engagement and learning. This approach clearly demonstrates increased staff confidence in using the scheme of work to deliver high-quality French lessons.

We also celebrated European Languages Day with a whole-school assembly, where pupils were introduced to a variety of languages and cultural facts. Following the assembly, each class took part in a range of language-focused activities, including games, and creative tasks, designed to develop curiosity and engagement with different European languages. The day was very well received by both staff and pupils, fostering enthusiasm for language learning across the school.

In terms of assessment, teachers continue to use stamps, verbal feedback, and whole-school marking systems across all phases to support pupil progress. I am still exploring the most effective way to implement a clear, structured system for assessment in MFL, one that allows pupils to track and reflect on their own learning over time.

Charlene Hughes
December 2025

MUSIC

Key:

- Summary of progress
- Actions to be completed going forward

Target 1 – To implement technology into whole class music lessons in Key Stage 2.

- Plans have been edited in two Year 5 units (Water Music and The Victorians) to include the use of technology.
- Chromebooks have been booked out for the relevant lessons and login details have been retrieved for the children in this year group. Student accounts have been set up on

Charanga (an education platform with safety parameters in place) in order to utilise Music Notepad. Garageband is available on the school iPads.

Target 2 – To provide opportunities for the choir to perform at no less than 2 public events during the academic year.

- The choir performed at the Christmas Light Switch on in 2024 and have been invited to perform once again in 2025.
- The choir is enrolled to perform at Young Voices in Wembley Arena in February 2026.
- As yet, Hillingdon Music Service have not published a list of dates and events for the 2025/2026 academic year. We will monitor these for any performance opportunities.
- Discussions in progress regarding a possible choir trip to the library to perform at a coffee morning.

Target 3 – To continue to purchase and renew musical instruments and other music resources.

- Online subscriptions for Sing-up and Charanga have been renewed, providing a wealth of repertoire for singing assemblies and the choir and also plans and resources that can be implemented within whole-class music lessons and interventions.
- Licenses have been purchased for the UKS2 production in the summer of 2025 and the KS1 production of autumn 2025. Plays that have been performed in the past have been used in order to keep costs to a minimum.
- Continue to monitor the condition of the instruments in the music room and replace as necessary.

Emily Griggs
December 2025

PHYSICAL EDUCATION

Since the last review, I have worked hard to implement ensure that PE at Harlyn continues to thrive and improve where necessary. We have had professional women's footballers come in and deliver an assembly and training sessions; we have had boys join in with the netball team further promoting inclusivity at Harlyn; interventions have been run to boost children working below the expected standard and to challenge G&T children; School Games Crew has been implemented and is running successfully (questionnaire has been carried out promoting positive responses); CPD has been offered to staff who want to further develop their understanding in certain areas of PE; been given time to observe teachers delivering high-quality lessons from Reception to Year 6.

Lewis Brown
December 2025

PSHE

A new Twinkl scheme has been implemented to ensure that PSHE is being taught in line with the PSHE association targets, covering the 3 core themes.

Ongoing monitoring to ensure that the skills are being taught and built upon throughout the school. Monitoring of Autumn 1 has highlighted that most year groups are following the progression of skills provided.

A new scheme has been implemented to ensure that PSHE is being taught in line with the PSHE association targets, covering the 3 core themes. RSE is included within this and explicitly taught as a unit in each year group.

Ongoing monitoring to ensure that the skills are being taught and built upon throughout the school. Monitoring of Autumn 1 has highlighted that most year groups are following the progression of skills provided.

The school have participated in a mental health day on October 10th

The school participated in Anti-bullying week beginning 10th November. The theme was 'Power for Good' and the children completed age-appropriate activities.

The TfL Explorers and Mrs Mistry collected and submitted evidence of all safe and sustainable travel activities to the TfL Travel for Life Programme and gained Gold accreditation.

The TfL Explorers won £450 funding from the borough road safety team to support road safety in school. Their first action was to promote road safety through an art competition.

Year 3 Practical Pedestrian training is on 08.12.25

Children from each year group have participated in School Council meetings to enable pupil's views to be acknowledged. These children have also helped to organise school events eg. Children in Need.

A new scheme has been implemented, please see above.

Bethlyn Allmey
December 2025

RELIGIOUS EDUCATION

- All MTPs have been checked.
- Work linked to rights respecting articles where appropriate.
- Mrs Alter to visit Reception to discuss Hanukkah and Judaism.
- Contact made with Mr Tanner about a church visit.
- Scheme of work in use to ensure progression. (Twinkl PlanIT)
- Curriculum map reviewed and updated
- Book check and discussions across year groups.
- RE co-ordinator has attended a course about a new curriculum and Ofsted expectations.

Still to do:

- Contact other schools and enquire about school visits linking to RE.
- Ensure assessment is relevant and reflects new planning.

Alice Blakely-Cox
December 2025

RIGHTS RESPECTING SCHOOLS

To keep evidence of extra - curricular activities (which support children's Rights) on a Google Document.

TB is putting relevant letters sent to parents (containing evidence that Rights are being met through school activities/extra – curricular activities) onto a Google Document and sharing the updated link with GM once every half term. GM is saving the Google Document link in the digital RA folder and printing the Google Document at the end of the academic year to keep a paper copy in the RA folder.

To keep copies of letters/flyers of parental correspondence (about clubs/extra – curricular activities) in relevant 'Evidence' folders on the system.

TB is emailing GM a copy of all parent correspondence for all Year groups once every half term. GM is uploading the individual items into relevant 'Rights Evidence' folders on the system. This is making it easier to locate and view the evidence that show Rights are being met and recording this digitally is reducing paper workload.

To continue maintaining the Rights Respecting standards across our 'Rights Aware' School.

Resources are shared, helping make links with articles in planning/assemblies/themed or event days and displays, continuing to embed RA across the curriculum. Class teachers are encouraged to ensure children's rights are being addressed in class assemblies where applicable.

An evidence folder and resources are being kept in the shared folder on the system.

Parents are informed of Rights via year group newsletters where relevant e.g. by referencing Rights for Book day, Anti-bullying day, Remembrance day.

To support the Steering Group to update work on the Rights Aware display and continue to meet regularly with the Steering Group to learn about children's Rights and promote them in school.

The Steering Group meet regularly. They have created posters/newsletters and leaflets that link Rights with different events and these have been distributed to classrooms and put on the Rights Aware display board.

The Steering group participate in discussions and activities which help to embed Rights in school and create an environment that reflects an awareness of the Rights.

A new Steering Group with Pupils from Year 4 and 5 has been set up in September. Children interested in joining the Steering Group completed application forms and class teachers supported the procedure for choosing their class' ambassadors.

Gemma Marriott
December 2025

SCIENCE

Self-Assessment Implementation

Coordinators introduced a self-assessment page enabling children to reflect on their learning at the end of each topic has been successfully achieved. A model template was produced for each year group to follow for each topic.

The introduction of these self-assessment pages has had a positive impact on teaching and learning. Pupils are now more able to identify what they have learned, reflect on their progress, and communicate their understanding using appropriate scientific vocabulary.

Curriculum and Monitoring

The coordinators made very good use of the July Inset Days by monitoring planning and across the school. Recent monitoring identified that some of the year groups needed some topics to be moved. Changes have been made to the curriculum and summer monitoring will be able to show the impact. Coordinators will be liaising with the leaders of the year groups in question to clarify what the changes were and support with planning if necessary.

Assessment

Teachers are currently recording their pupil assessments at the end of each Science unit in order to provide a record of each pupil's individual attainment. Once assessment data from across the school has been gathered we will review and analyse it to identify trends in pupils' scientific skills and knowledge. This process will enable us a clearer understanding of strengths within the curriculum as well as specific areas requiring further development.

Kalpa Ternes and Gail Leng
December 2025

SEN

A Parent survey at the end of the last academic year, demonstrated that our Parents agree or strongly agree that their child with SEN is well supported and as a Parent, they equally feel supported. Any concerns that Parents have about their child are quickly discussed and acted upon. Parents and school work together to ensure that the needs of the individual children are met, often with a bespoke learning plan and that the necessary provision is in place. The Inclusion Team continues to be creative and nurturing in encouraging and assisting our children, that find attending school difficult; so that every child feels happy and excited to come to school, as well as feeling positive about their learning. Pastoral Care support is always available for our children that need more time to share how they are feeling and how they can best manage their emotional well-being.

2. We continue to assess our children at all levels so that we can plan the best learning journey for each child and to ensure all they meet their full potential by differentiating and resourcing the tasks appropriately. This often results in facilitating a multi-sensory approach in delivering the learning tasks and adaptations to the learning environment. We make referrals and engage professionals for more specialist advice and embed the advice and strategies suggested into the individual's curriculum. Language Link assessments for our new Reception cohort have taken place and 2 small group interventions have started, twice a week for the 7 children that need support with the basic language concepts.

3. SLT carry out regular monitoring to ensure that Quality First Teaching and Ordinarily Available Provision is embedded into all planning and delivering of teaching for all our children. We update the SEN Register on a termly basis; but communicate children that receive a new diagnosis, or whose needs change, for whatever reason, as soon as we are informed. We have individual profiles on each child requiring SEN Support (K) and these are kept up to date.
4. We continue to dispute any reductions to funding linked to the EHCP, under the new banding formula. We argue that the needs of the child haven't change, often high levels of provision are required and these are not sustainable with the new reduced funding. Currently the Borough does not have the capacity to update/amend EHCPs following Annual Reviews so this is preventing any further funding reductions. We also continue to ensure that the children with EHCPs and our children on SEN support (K) are receiving the support they require. Individual Personalised Learning Plans (PLPS) are reviewed, on at least a termly basis, and new targets set and agreed with Parents.
5. We continue to ensure that staff access appropriate training to enable them to upskill and feel confidently equipped to meet the needs of the child/children they are supporting. The Inclusion Team attends regular Inclusion Forums, local SENCO network meetings, Meet the SEN Team and any other related training or "good practice sharing" opportunities.
6. The recognition of Young Carers in Harlyn is well established and the children are heavily supported by Sharon Trotter, our Pastoral Care assistant. Families are kept updated with activities and opportunities that are available for their children to access outside of school. We have attended Young Carers networking meetings in the past but currently these are not taking place.
7. Fortunately, Sharon Trotter has successfully taken on the Pastoral Care assistant role in the afternoons. She works hard to facilitate individual Play Therapy sessions, support our Young Carers, manage a "Celebrating Differences" Club at lunchtimes and run Year 3 and Year 4 Social Skills intervention groups. Recently, we held a focus day to recognise the importance of looking after our mental health and a "dress to express" day to highlight the importance of everyone being comfortable at being "different". It was recently discussed that we should ensure that all our children are familiar with using the zones of regulation and colour monsters to express their feelings and that they are confident to do so. This will be assessed through pupil voice.
8. The Vulnerable Audit is updated on a termly basis so that we are aware of many of the social factors impacting our more vulnerable families and confident that we have all the necessary support in place. SLT also monitor the support in place for our Pupil Premium children.
9. Transition is always key to ensuring that our children are well informed of any changes so that they feel prepared and confident with next steps, changes of activities and when transitioning to a new Year group or School.

Sarah Tosdevin
December 2025