

Broomhill Infant School



School Development Plan

SDP 2025-26

Broomhill Infant School

SCHOOL DEVELOPMENT PLAN 2025/26

At Broomhill Infant School we are an enthusiastic, caring and co-operative family. We intentionally create a culture of safeguarding and a secure environment that is welcoming to all. All our children are encouraged to achieve their best within an enriching, enjoyable and relevant curriculum with creativity at its heart. We celebrate diversity by learning from each other, and prepare our children to develop the skills and attitudes they will need for a happy and fulfilling life.

Where magic happens for children to:

Explore, grow and flourish
Create happy, lasting memories
Discover that everyone is good at something
Be nurtured by nature
Embrace their unique potential
Celebrate our similarities and differences
Have open minds to the world around us

Where are we now? See summary of the Self Evaluation;
 Outcomes: Over time the outcomes for pupils are good or better.

EYFS GLD				
	2022	2023	2024	2025
BIS	82%	72%	65%	70%
National	63.4%	67%	67%	67%

Y1 Phonics Screening Results 2025							
	% Y1 reaching required standard 2018	% Y1 reaching required standard 2019	Phonics screening check taken in the Autumn term 2021 - (using 2018 paper)	% Y1 reaching required standard 2022	% Y1 reaching required standard 2023	% Y1 reaching required standard 2024	% Y1 reaching required standard 2025
BIS	86.6%	84.2%	67.5%	92%	85%	89.5%	83%
National	83%	82%	75%	75%	81%	79%	80%

2025 End of KS1 Assessments

	Y2 % Expected Standard Reading	Y2 % Greater Depth Reading	Y2 % Expected Standard Writing	Y2 % Greater Depth Writing	Y2 % Expected Standard Maths	Y2 % Greater Depth Maths
BIS	79%	34%	71%	5%	87%	34%
National	73%		72%		73%	

Attendance:

Year	Attendance	Persistent Absence
July 2022	92.6%	27.4%
July 2023	93.8%	24.4%
July 2024	93.3%	17.8%
July 2025	94%	12.5%

"Only through the effective engagement of others, can leaders at any level make change happen" (Andy Buck)

School Improvement Plan Overview



CORE PRIORITIES 2025/26

	Not On Track Little/no evidence of progress
	Partially on Track Some Evidence of progress
	On-Track Strong evidence of progress

CORE PRIORITY 1. Phonics and early reading (curriculum)	How will we achieve this?	OUTCOMES (what will the impact be?)
To implement developmentally sensitive early reading interventions using a research-informed and child-centred approach that complements phonics instruction and accelerates	Phonics: - All staff to receive Little Wandle training - All new teaching staff to receive Phonics training	Phonics: All children will have the strategies to become a successful reader by Y1, Summer 1.

progress for struggling or at-risk readers in EYFS and KS1. <i>'There should be a progressive, temporal dimension to this learning where the child is supported by others to develop foundational skills which lead into competencies which lead to mastery which leads to further disciplinary practices.'</i>	• All staff will teach with fidelity to the Little Wandle Programme • All staff to have a consistent approach to teaching phonics • All staff to use the terminology consistently across school • Rigorous and robust assessment every half term • Mock screening check after Christmas • The SEN children who access the hub will receive phonics 1:1 Early Reading: Stage 1 - Emergent Reader - • DEAR time for all - children 'pretend' to read • The children will practise retelling stories when looking at the pages of a book previously read to them • The children will practise naming letters of the alphabet	• Impressive results in the Y1 phonics Screening Check 2026 Early Reading: • Early Years reaching the required standard for GLD.
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	• The children will be taught important abilities (like language, thinking, and comprehension) when an adult reads to them in an interactive way — where the adult and child engage in a dialogue during the reading process. Stage 2 - the Novice Reader - • The children will practise reading simple text containing high frequency words and phonically regular words • The children will practise using emerging skills and decoding skills to "sound out" new one-syllable words • The child is being read to on a level above what a child can read independently to develop more advanced language patterns, vocabulary and concepts • "The children discover the increasingly consolidated	
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	concept that letters connect to sounds of the language." (Wolf, pp 117) • The children will learn all the grapheme-phoneme correspondence rules for decoding • The children will practise manipulating the smaller phonemes in syllables and words • The children will practise reading aloud (phonological recording) to underscore the relationship between oral and written language. It also exposes any common errors (Wolf, pp119) Orthographics • Knowledge - ○ The children will learn the rules and patterns of spelling Orthographics • Processing -	
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	○ The children will learn to accurately and speedily recognise written words and letters. Orthographics • Mapping - ○ The children will learn to connect the phonemes to the graphemes for word recognition and spelling Semantics - • Word level ○ The children will learn to give meaning to new words (Wolf, pp123) ○ The children will learn to discern which meaning is intended eg bank for money or the side of a river • Sentence level ○ The children will learn to to work out the meaning of the sentence	
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	eg 'The chicken is ready to eat' - does it mean that the chicken will eat or the chicken is being eaten • Contextual level ○ The children will practise understanding the implied meaning, not just literal definitions (Wolf, pp 124) eg 'it's cold in here' might literally mean low temperature or it might be a polite way to ask someone to close the window Stage 3 - the Decoding Reader - • The children will practise reading simple, familiar stories with increasing fluency • The children will be read to at levels above their own independent reading level to	
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	develop language, vocabulary and concepts • The children will be taught to see the chunks automatically. Sight chunks will propel semi-fluency in the decoding reader • The children will learn about what's inside a word - the stems, roots, prefixes, suffixes that make up the morphemes of our language. • The children learn to discern when to reread a text to understand it correctly (comprehension monitoring) Overcoming Barriers: 30-40% of children read accurately but not fluently. They need to read rapidly enough to understand what they have read.	
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- **Rapid catch-up sessions**

“Fluency is not a matter of speed; it is a matter of being able to utilise all the special knowledge a child has about a word -- its letters, letter patterns, meanings, grammatical functions, roots and endings -- fast enough to have time to think and comprehend. Everything about a word contributes to how fast it can be read. The point of becoming fluent, therefore, is to read -- really read -- and understand.” (Wolf, pp 130 - 131)

CORE PRIORITY 2. Handwriting and Spelling (curriculum)	How will we achieve this?	OUTCOMES (what will the impact be?)
To focus on the technical aspects of writing: handwriting, spelling, grammar and punctuation (transcription)	1. Implement the new writing framework 2. Build a strong phonics foundation • Use the Little Wandle scheme to ensure consistent delivery of Systematic Synthetic Phonics across classes • Embed phonics throughout the day, not just in discrete sessions. • Regularly assess phonics knowledge and intervene early for mobile pupils who may have gaps. 3. Emphasise Oracy and Vocabulary Development • Develop a rich language environment - use songs, rhymes, chants and storytelling to develop phonological awareness	Handwriting: 1. Consistent Letter Formation • Pupils form all lower-case and capital letters correctly and with consistent size by end of Year 1. • Handwriting books and moderation show 90% of KS1 pupils form letters correctly in writing. 2. Increased Fluency and Speed • Pupils write more fluently and legibly, with reduced reliance on copying or tracing by end of Year 2. • Writing samples show 90% of Year 2 pupils writing full sentences. 3. Improved Posture and Pencil Grip

	• Use images, real objects and gestures to link new words to meaning • Repetition and Rehearsal - repeated exposure to high frequency and subject specific words 4. Use Multisensory Spelling Strategies • Tactile activities - sand trays, magnetic letters, playdough letters, rainbow writing. • Look, Say, Cover, Write, Check - Teach this explicitly and model frequently • Spelling tabs - personal dictionaries where children collect words that trip them up 5. Tailor Support for Mobile Pupils • EAL Champions to baseline quickly - assess new pupils' phonics and spelling asap • Buddy system - pair mobile learners with peers who can model the routines and language.	• Pupils demonstrate correct sitting posture and pencil grip during writing tasks. • Observations show 90%+ of children use correct grip and posture consistently by end of Year 1. Spelling: 1. Improved Phoneme-Grapheme Correspondence • Pupils, including EAL, mobile and other disadvantaged learners, can accurately spell CVC and CCVC words using taught phonemes. • Phonics and spelling assessments show ≥80% accuracy in Phase 2-5 grapheme use by Year 1. 2. Increased Spelling of High-Frequency/Tricky Words
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	• Catch-up interventions - use targeted, time-limited spelling / phonics boosters 6. Involve Families in Supporting Spelling • Provide home spelling lists with visuals and translations if possible • Detail how phonics and spellings is taught • Signpost the parents to Teach Your Monster to Read - this is accessible and multi-lingual 7. Monitor Progress and Adjust • Monitor the progress of disadvantaged children separately	• Pupils can spell a greater number of high-frequency and common exception words appropriate to their year group. • Year 1 and 2 children meet or exceed expectations in spelling common exception words (e.g., 85%+ in dictated sentences). 3. Reduction in Gaps for Mobile, EAL and other disadvantaged Pupils • Spelling gaps between other pupils and mobile/EAL / disadvantaged learners are reduced over two terms. • Progress data shows accelerated progress for mobile, EAL and disadvantaged pupils 4. Independent Use of Spelling Strategies • Pupils use strategies like "look, say, cover, write, check" or
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		spelling tabs independently in writing sessions. • Lesson drop-ins and pupil voice show 75%+ of pupils can describe and demonstrate a spelling strategy they use.
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CORE PRIORITY 4. Communication and Language Development in the Early Years	How will we achieve this?	OUTCOMES (what will the impact be?)
To support the EYFS curriculum aims and address early speech, language, and communication needs that are critical to later academic and social success. To be ambitious for ALL children including SEND, disadvantaged and gifted and talented.	• All EYFS staff will implement a structured communication and language programme that includes vocabulary teaching, interactive reading, and social communication strategies. • Staff will receive termly CPD on communication and language	• At least 85% of target pupils will show improvement in assessed communication and language outcomes by July 2026. • All strategies will be embedded by the end of the Spring term (March 2026), with full

	development, and time will be allocated weekly to implement strategies through key group times, play, and story sessions.	evaluation and review of impact in July 2026. Mid-point review in February 2026.
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CORE PRIORITY 5. Collaboration and Strategy Development	How will we achieve this?	OUTCOMES (what will the impact be?)
To Collaborate with two other local schools to identify and implement strategies to share resources and plan joint initiatives that will lower overall expenses. Develop a long-term financial plan that ensures the school's budget is balanced and sustainable.	Collaboration & Strategy Development • Formal Collaboration Established: A working group with representatives from all three schools is established and meets at least half-termly. • Shared Resource Audit Completed: A joint audit of existing resources (staffing, facilities, equipment, services)	• Strategies Identified: At least three shared resource strategies (e.g. shared staffing, joint procurement, shared facilities) are identified and agreed upon by all schools. • MOU Signed: A Memorandum of Understanding (MOU) is developed, approved by all parties, and signed to formalise the collaboration, scope, and commitments. • Initiatives Launched: At least one shared initiative is

	is completed and documented by a set deadline. Implementation & Cost Savings • Stakeholder Feedback Positive: Gain feedback from all stakeholders Financial Planning • Long-Term Plan Created: A long-term (3-5 year) financial plan is developed and approved by governing bodies, outlining income/expenditure projections and sustainability strategies. • Financial performance is reported to governors on a regular basis. These reports are in the form of an income and expenditure report and monitor progress against budgets with variance reporting.	implemented within the first academic year. • Cost Reductions Achieved: A reduction in operational costs (e.g. utilities, procurement, services) of at least 2% is achieved collectively across the three schools within 12 months. • Annual Reporting Conducted: Annual reports are produced that reflect savings achieved, progress against targets, and recommendations for the future.
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	• Governors to have a selection of appropriate KPIs included with the budget and monitoring reports, with comparatives against similar institutions, where available, to better assess the school's performance. • Use an Integrated Curriculum and Financial Planning Tool annually (ICFP) to help highlight potential efficiencies. • Financial Monitoring Embedded: Termly financial reviews are held to ensure adherence to the budget and allow for proactive adjustments. Sustainability & Review • Evaluation Framework in Place: A monitoring and evaluation framework is developed to assess the impact and effectiveness of shared	
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	strategies and financial planning.	
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CORE PRIORITY 6. Attendance	How will we achieve this?	OUTCOMES (what will the impact be?)
To support our families in understanding the importance of keeping their children in school during term time and to improve the overall attendance	• Make all staff aware of vulnerable families • Provide a wide range of support for vulnerable families • All staff will be responsible for safeguarding the vulnerable children, including monitoring attendance • Letters praising families for improved attendance, no matter how small, will be sent out	• Families feel supported • Attitudes to attendance will improve • Attendance improves • PA reduces • All children will be safeguarded • Staff and parents will be familiar with the new 'Working Together to Improve Attendance' guidance • Parents will be held to account for their child's attendance and well being

	• Parents to be made aware of the new Working Together to Improve Attendance guidance • Parents will be supported but ultimately held to account for their child's attendance and well-being • EYFS: ○ building relationships with pupils and parents • use a problem-solving approach to issues that arise.	• Punctuality will improve and U codes will decrease
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References:

- Wolf, M. (2008). *Proust and the squid: the story and science of the reading brain*. Cambridge: Icon Books.