

Leamington Community Primary School
School Improvement Plan 2025 – 2028

Context – 2025 Published Data - IDSR

	2024	2025	2026
School number on roll	Well above average 467	Well above average 467	Well above average 439
School % FSM6	Well above average 54.27	Well above average 57.07	Well above average 55.64
Local area % FSM6	Well above average 42.41	Well above average 44.19	Well above average 43.10
School % SEN support	Well above average 26.77	Well above average 28.91	Well above average 29.16
Local area % SEN support	Well above average 20.77	Well above average 22.16	Well above average 24.43
School % EHC plan	Close to average 3.43	Close to average 4.50	Close to average 5.24
	2024	2025	2026
Local area % EHC plan	Close to average 3.73	Well above average 5.51	Above average 6.53
School % EAL	Close to average 16.10	Close to average 15.80	Close to average 16.40
Local area % EAL	Below average 12.60	Close to average 15.20	Close to average 17.20
School % CIN*	Close to average 5.18	Well above average 6.85	Well above average 6.00
Local area % CIN*	Close to average 4.13	Close to average 5.02	Above average 4.57
School % stability	Above average 93.00	Above average 89.92	Well above average 93.33
School pupil base deprivation	Well above average	Well above average	Well above average
Local area pupil base deprivation	Well above average	Well above average	Well above average
School location deprivation	Well above average	Well above average	Well above average

Attendance

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	369	93.8%	94.9%	Below	Relative decline	High - FSM, High - SEN
2023/24	361	93.7%	94.5%	Below	Relative decline	High - FSM, High - SEN
2022/23	364	94.2%	94.1%	Close to average	Relative decline	High - FSM, High - SEN

2018/19	362	96.2%	96.0%	Close to average	Not available	High - FSM, High - SEN
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FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	222	92.6%	92.6%	Close to average	Relative decline	High - FSM, High - SEN
2023/24	206	92.7%	92.0%	Close to average	Relative decline	High - FSM, High - SEN
2022/23	200	92.8%	91.6%	Close to average	Relative decline	High - FSM, High - SEN

2018/19	195	95.8%	94.4%	Above	Not available	High - FSM, High - SEN
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SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	126	92.3%	92.5%	Close to average	Relative decline	High - FSM, High - SEN
2023/24	108	92.9%	92.1%	Close to average	Relative decline	High - FSM, High - SEN
2022/23	132	93.2%	91.9%	Close to average	Relative decline	High - FSM, High - SEN

2018/19	108	96.3%	94.4%	Above	Not available	High - FSM, High - SEN
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All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	369	20.1%	14.3%	Above (sig+)	No sig change	High - FSM, High - SEN
2023/24	361	18.0%	14.6%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2022/23	364	16.5%	16.2%	Close to average (non-sig)	Sig increase	High - FSM, High - SEN

2018/19	362	4.1%	8.2%	Below (sig-)	Not available	High - FSM, High - SEN
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FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	222	26.1%	24.4%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2023/24	206	23.8%	27.1%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2022/23	200	23.5%	29.3%	Close to average (non-sig)	Sig increase	High - FSM, High - SEN

2018/19	195	5.1%	16.1%	Below (sig-)	Not available	High - FSM, High - SEN
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SEN - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	126	21.4%	22.6%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2023/24	108	22.2%	24.2%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2022/23	132	19.7%	25.7%	Close to average (non-sig)	No sig change	High - FSM, High - SEN

2018/19	108	3.7%	14.8%	Below (sig-)	Not available	High - FSM, High - SEN
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Target 1 – (RM)

To improve school attendance for all groups to be above national averages:

All 93.8% to 97%

FSM6 92.6% to 96%

SEND 92.3 to 96%

Actions:

School has increased the support from SIL Attendance Support Service from 3 to 6 hours per week.

School policies updated and attendance dashboard available on Bromcom daily for staff to utilize and target support.

Appointment of new attendance lead (RG) and creation of attendance team (RG/RM/Link Governor/SIL EWO)

DAL and attendance lead to complete DAL Training.

Staff training on whole-school attendance approach and 'relationships first' approach to EBSA.

Hold weekly meetings with SIL EWO to discuss and action all PA and risk of PA children.

Liaise with LCC SPOC and utilize support.

Plan school events around broken weeks to encourage children to attend.

Breakfast club to be utilised for 'U' codes.

Attendance data shared in Inclusion Team to identify targeted support.

Issue attendance rewards – 100% weekly raffle, termly attendance league, 100% class treats.

Appoint a Personal Development and Enrichment Lead to ensure we provide a variety of opportunities, experiences and extra-curricular clubs to encourage attendance.

Use ABIE and scrutiny of DFE attendance dashboard and banding data to target specific children for support.

Publish termly attendance newsletter for parents.

Data

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	43%	61%	Below
2022/23	58%	60%	Close to average

Pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	63%	74%	Below
2022/23	71%	73%	Close to average

Pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	82%	72%	Above
2022/23	81%	71%	Above

Pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	77%	73%	Close to average

Target 2 – (FB)

Improve the outcomes for all group in Maths:

- From 69% 2025 (4% below national) to 75%+ Expected Standard (All pupils)
- From 61% 2025 to 70% for Disadvantaged pupils

Actions:

Introduction of weekly Active Maths sessions, with all staff receiving training in Active Maths

Introduction of Century AI online learning for all KS2 pupils

Improving Maths in Nursery NW3 Maths Hub (July 2026)

Introduction of weekly Maths awards in celebration assembly.

Introduction of daily fluency sessions.

Mastering Number in EYFS and Key Stage 1 Training from NW3 Maths Hub (September 2026)

Maths Lead to attend SIL Curriculum Leaders training and to feedback to all staff (Termly)

LK to share multiplication teaching strategy.

LC to share training findings with EYFS staff.

Refresh of basic skills and early maths in EYFS and KS1

Personal Development and Enrichment Lead to organise opportunities for more able pupils.

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	32%	46%	Below
2022/23	47%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	53%	62%	Close to average
2022/23	63%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	79%	58%	Above
2022/23	75%	58%	Above

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	66%	59%	Close to average

Target 3 – (GC)

Improve reading fluency for all groups:

- From 69% 2025 (6% below national) to 78%+ Expected Standard (All pupils)
- From 61% 2025 to 73% for disadvantaged pupils
- From 29% 2025 (4% below national) to 35% meeting the higher standard

Actions:

Introduction of Century AI online learning for all KS2 pupils

Purchase new reading books

Embed Concept Cat approach to vocabulary and language.

Reading Buddies to be re-introduced Y6 – Y1 (June 2026)

Organise lunchtime SAs to complete 1:1 reading with KS1 and KS2.

Introduce Steps to Read scheme.

Termly visits from RWInc. Lead practitioner

Ensure interventions (IDL) are consistent and appropriate

Review and update Oracy Framework with year group expectations

Implementation of ShREC approach in EYFS

Expected standard

All pupils - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	181	78%	72%	Above (sig+)	Not applicable	Not applicable
2025	62	73%	72%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2024	60	82%	72%	Above (non-sig)	No sig change	High - FSM, High - SEN
2023	59	81%	71%	Above (non-sig)	Not available	High - FSM, High - SEN

► [Chart](#)

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	114	74%	59%	Above (sig+)	78%	-4	Not applicable	Not applicable
2025	44	68%	59%	Close to average (non-sig)	78%	-10	Widening	High - FSM, High - SEN
2024	38	79%	58%	Above (sig+)	78%	1	Positive gap	High - FSM, High - SEN
2023	32	75%	58%	Above (non-sig)	77%	-2	Not available	High - FSM, High - SEN

Target 4 – (JW)

To improving writing standards to previous years:

- From 73% (6% above national) to 80% Expected+ for all pupils
- From 74% (15% above national) to 78% for disadvantaged pupils
- From 11% (2% below national) to 15% Greater depth for all pupils

Actions:

Introduction of new handwriting scheme - Letter Join

English lead training on new writing frameworks from SIL

Introduce Talk for Writing strategy.

Focus on basic writing skills in EYFS and KS1 linked to RWInc. Phonics

Hold a refresher training session on Narrative Immersion approach.

Review and update Oracy Framework with year group expectations

Target 5 – (NByd)

Improve the effectiveness, consistency, and tracking of school interventions to ensure pupils receive timely, targeted support and measurable progress can be demonstrated.

Actions:

Training for all additional adults on interventions to be used across school.

Training for all staff on expectations and recording systems.

Research online programmes to analyse data and monitor impact, including the possibility of utilising Bromcom.
Introduce tracking sheets.
Gather current information on interventions.

Target 6 (RM)

Review behaviour policy to meet the emerging needs of a complex school population

- Number of school exclusions returns to previous levels
- Number of behaviour incident recorded on CPOMS reduces

Actions:

Liaise with Behaviour Intervention Team and make referrals for identified children.
Training for adults working with children with complex needs.
Appointment of extra LSO to work with children with complex needs.
Positive Handling training for appropriate adults in school.
SENCO team to liaise with contacts for support.
Liaise with Caring Services for more training opportunities.
Continue to utilise training from Behaviour Intervention team.
Review the role of collective worship in utilizing opportunities for sharing behaviour expectations.
Review policy considering the needs of all pupils.
Flowcharts to be updated and consistently used.
Explore links with Hope School.

Background Targets

Update the RSE Jigsaw Curriculum to meet statutory guidance and expectations (Inset Day Sept 2026) (JE)
Reintroduce after school clubs offering a range of activities for all children (Summer 2026)
Introduce seating plans and further enhance tracking grids (Feb 2026)
Review Music provision – Reintroduce Ukuleles (Y5) and Guitars (Y6), Introduce Glockenspiels Y1-Y4 and provide 1:1 music tuition to 27 children in Y4 (September 2026)
Apply for afPE Quality Mark for PESSPA (DC/NBI)
Renew Arts mark Status (LM/SD)
Apply for Inclusion Quality Mark.