Leamington Community Primary School
School Improvement Plan 2025 – 2028

Context – October 2026 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

Attendance;
IDSR;

	School	National
Attendance	93.6%	94.9%
Persistent absence	20.2%	14.4%
FSM Attendance	92.6% (improvement on 2025)	92.4%
SEN Attendance	91.9% (decline from 2025)	92.3%
FSM Persistent Absence	25.2% (no change)	25.3%
SEN Persistent Absence	27.6%	22.9%

Target 1 – (RM/RG)

To improve school attendance for all groups to be above national averages:
All 93.6% to 95.6%
FSM6 92.6% to 94.6%
SEND 91.9% to 93.9%

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

2025 Data		2026 Data		National Average 2026
Reading	69% EXS 29% GDS	Reading	88% EXS 38% GDS	75% EXS
Writing	73% EXS 11% GDS	Writing	77% EXS 20% GDS	73% EXS
Maths	65% EXS 27% GDS	Maths	80% EXS 28% GDS	75% EXS
SPG	68% EXS 23% GDS	SPG	78% EXS 34% GDS	74% EXS
RWM	56% EXS 11% GDS	RWM	68% EXS 11% GDS	63% EXS
Science	81%	Science	73%	82%

Maths expected standard

All pupils - Maths expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
3-year	182	74%	74%	Close to average (non-sig)	Not applicable	73%		Not applicable
2026	60	80%	75%	Close to average (non-sig)	No sig change	75%	Above (non-sig)	High - FSM, High - SEN
2025	62	65%	74%	Below (non-sig)	No sig change	74%	Below (non-sig)	High - FSM, High - SEN
2024	60	77%	73%	Close to average (non-sig)	Not available	73%		High - FSM, High - SEN

Disadvantaged pupils - Maths expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	116	63%	61%	Close to average (non-sig)	81%	-18	Not applicable	66%		Not applicable
2026	34	68%	62%	Close to average (non-sig)	82%	-14	Narrowing	69%		High - FSM, High - SEN
2025	44	57%	61%	Close to average (non-sig)	81%	-24	Widening	69%	Below (non-sig)	High - FSM, High - SEN
2024	38	66%	59%	Close to average (non-sig)	79%	-14	Not available	67%		High - FSM, High - SEN

<u>Target 2 – (FB)</u>

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 weeky 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.

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

Writing expected standard

All pupils - Writing expected standard

Year	Cohort	School	Vs national		Trend	Vs similar schools*		Year group context
			Average	Banding		Average	Banding	
3-year	182	77%	72%	Close to average (non-sig)	Not applicable	70%	Above (non-sig)	Not applicable
2026	60	77%	73%	Close to average (non-sig)	No sig change	71%	Above (non-sig)	High - FSM, High - SEN
2025	62	73%	72%	Close to average (non-sig)	No sig change	72%		High - FSM, High - SEN
2024	60	82%	72%	Above (non-sig)	Not available	71%	Above (non-sig)	High - FSM, High - SEN

Disadvantaged pupils - Writing expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	116	70%	59%	Above (sig+)	78%	-9	Not applicable	65%	Above (non-sig)	Not applicable
2026	34	62%	60%	Close to average (non-sig)	79%	-18	No meaningful change	67%		High - FSM, High - SEN
2025	44	68%	59%	Close to average (non-sig)	78%	-10	Widening	66%		High - FSM, High - SEN
2024	38	79%	58%	Above (sig+)	78%	1	Positive gap	65%	Above (non-sig)	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
- Reduce the KS2 disadvantaged attainment gap in reading, writing and maths (RWM) to similar schools
- Close the gap in disadvantaged writing to similar schools

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
Review the curriculum and teaching of writing with the focus on disadvantaged pupils.
Review and update Oracy Framework with year group expectations.
Refresh the narrative immersion with training from Rebecca Bell including x3 support days.

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/NBl)
Renew Arts mark Status (LM/SD)
Apply for Inclusion Quality Mark.