

St. John's C of E Primary School (VA), Cliviger

School Improvement Plan 2026-2027

SIP 2026-2027		
<u>Priority: Number 3</u> To identify and remove barriers to learning so that pupils with SEND, pupils who are disadvantaged and vulnerable groups access an ambitious curriculum, develop positive learning behaviours and make good or better progress.	Year 2026-2027 Senior Leader: Leanna Moran and Sara Pickup Governor: Stuart Jackson and Clare Woodcock	Finance Plan - How much will the plan cost -
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. • Barriers to learning for pupils with SEND, disadvantaged pupils and vulnerable groups are clearly identified and addressed. • Adaptive practice is formalised and consistently applied across all subjects and phases. • The gap between disadvantaged and non-disadvantaged pupils continues to narrow. • Teaching assistants are deployed effectively and add measurable impact. • Evidence-based research informs inclusion practice and decision-making, using both descriptive and non-descriptive data. • Attendance improves for identified groups and supports positive behaviour for learning. • Pupils demonstrate positive attitudes to learning, including improved presentation and handwriting. • SEND Admin and Pastoral roles are clearly defined and positively impact pupils and families. • A clear Plan – Do – Review – Renew cycle is embedded across inclusion practice.	

Intent	Lead person accountable for the action (IMPLEMENTATION)	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Identify barriers to learning for SEND pupils and implement targeted support using a Plan–Do–Review–Renew cycle. - Pupil Progress and Pupil Overview of Provision (POP) meetings will be used to analyse pupil's progression and barriers to learning - Strategies to identify barriers will be identified and implemented, this will include obtaining advice from external specialists - SENDCo to spend time observing SEND pupils in class and monitor the effectiveness of identified provision - The impact of strategies will be reviewed termly and clear next steps identified - SENDCo and headteacher to determine how we will use the Inclusion Mainstream Fund to further support the needs of our pupils	S Pickup SLT Teachers	Pupil Progress meetings 9th Sept / 6th Jan / 14th April POP reviews 9th Dec / 17th March / 14th July Between 1st Oct / 17th Dec	SENDCo to attend ADYSS Inclusion Mainstream Fund writing session CPD related to upcoming SEND needs in classes	ADYSS POP meetings / Pupil Progress Inclusion Mainstream Fund
Formalise adaptive teaching across all curriculum areas so it is consistent and understood by all staff. Subject overviews will be implemented by Subject Leaders and monitoring time will be used to observe these strategies in practice	SLT	Sept 2026	Subject leaders to deliver CPD to support staff	PDM's

• Use Pupil Voice to gather information on how these strategies are being implemented and their effectiveness • Use PDM's to ensure staff are confident in using the new formats and address any challenges ensuring consistency across all subject areas		Jan 2027 October 2026 – March 2027		
Strengthen provision for disadvantaged pupils using evidence-based strategies to narrow the gap. • One page profiles will be used by class teachers to support transitions and raise teacher awareness of home circumstances / potential barriers to learning • Pupil Premium subject leader time will be used to ensure effective teaching strategies are being implemented to address specific gaps in learning • Use support staff PDM's to continue to up skill adults in implemented adaptive teaching • Pupil Premium lead to continue to monitor the impact of Atom home learning • Use social media to signpost our families to support available in the community	SLT and all staff	Sept 2026 October 2026 – March 2027	Pupil Premium lead to deliver CPD to support staff	PDM's
Use descriptive and non-descriptive data to evaluate impact and inform next steps. • Data analysis will be more specific and different group data will be tracked / monitored	S Pickup/L Moran All staff	Termly		POP meetings / Pupil Progress

- Pupil progress meetings will be used to oversee key trends - Teachers to work more collaboratively with support staff and share data analysis				
Embed and clarify SEND Admin and Pastoral roles to support pupils and families. - Roles are defined within job description and the headteacher will oversee how these are implemented to reflect the needs of our families - Relationships will be developed to ensure cohesive practice - Any training needs will be identified and both SEND Admin and Pastoral worker will build on their knowledge of different agencies within our community - Use Care for a Cuppa sessions to build positive relationships with our school families	N Healey SLT SEND Admin Pastoral worker	Sept 2026 (Reviewed termly)	Training - as needs are identified	DSL meetings
Improve attendance for targeted pupils and ensure improved attendance supports behaviour for learning. - Pastoral worker to review the barriers to attendance with headteacher - Support families who are facing challenges and plan how these can be overcome - Use DSL meeting half termly to review the impact / identify next steps	SLT Pastoral worker	September 2026 Sept – July 2027	Training - as needs are identified	DSL meetings Regular meetings with identified families

Raise expectations for attitudes to learning including presentation and handwriting. • Expectations will be clearly identified through direct teaching • A handwriting scheme will be introduced to ensure consistency across all year groups • Coaching strategies will be used to develop effective teaching across writing		SLT and all classroom based staff	Sept – July 2027	Literacy lead to attend training session	PDM's Purchasing a handwriting scheme
Monitoring – to feed into the weekly timetable					
Who	What	Where	When	External Validation	
Senior leaders and all staff accountable	Equality Network Meetings Diversity Meetings Diocese SLA and St John's C of E Cliviger School Linking Project Mindsight Mental Health Support Team Building Bridges Burnley Inclusion Voice Burnley Youth Theatre Burnley Faith Centre	Across the whole school from Foundation Stage to Year 6	Sept 2026 – July 2027	School Advisor Governors Lancashire Equality Team Lisa Fenton – RE Advisor Nick Broome – School Advisor ADYSS – Clare Ashton specialist teacher Clare Woodcock – SEND Governor Clare Holgate – Equality Governor LCC SEND Department – accessibility	

	Burnley in the Community			
Impact: <i>What will the outcomes be?</i>		Update <i>How close are you to the stated outcomes?</i>		Final Evaluation <i>Have the intended outcomes been achieved?</i>
• Pupils with SEND and disadvantaged pupils make good or better progress. • Adaptive teaching is embedded and consistent. • Gaps between groups continue to narrow. • Improved attendance leads to improved behaviour for learning. • Pupils show pride in learning, presentation and handwriting. • Inclusion practice is evaluative and responsive.				

Evaluation of impact of the School Improvement Plan 2026-2027 For the Head teacher's report to Governors		Staff Member Responsible for the plan:
Actions and impact		Next Steps
Autumn 2026		•
Spring 2027		•
Summer 2027		•