<table>
<tr><th rowspan="2">Target</th><th rowspan="2">Trend</th><th rowspan="2">KPIs</th><th rowspan="2">Evidence</th><th colspan="3">Evaluation</th></tr>
<tr><th>2026/27</th><th>2027/28</th><th>2028/29</th></tr>
<tr>
<td>1. To raise attainment in writing
“To ensure that a robust, progressive, and engaging writing curriculum empowers all pupils to communicate effectively, leading to writing attainment and progress that consistently meet or exceed national bench marks, with a particular focus on narrowing the gap for vulnerable groups.”
Governor Questions to monitor target
What do internal data collection points tell us about the progress of the current Year 6 cohort in writing, and what interventions are in place for those falling behind?
How is the school utilising CPD to improve teacher confidence in moderating Greater Depth writing?
Are there specific cohorts (boys,PP,EAL) where writing data is a particular concern?</td>
<td>BP Bure Park N National LA Local Authority

Key Stage 2 Writing Expected standard
<table><tr><th></th><th>BP</th><th>N</th></tr><tr><td>2022</td><td>63%</td><td>69%</td></tr><tr><td>2023</td><td>72%</td><td>72%</td></tr><tr><td>2024</td><td>60%</td><td>72%</td></tr><tr><td>2025</td><td>72%</td><td>72%</td></tr><tr><td>2026</td><td>70%</td><td>73%</td></tr></table>
Greater Depth end of Key Stage 2
<table><tr><th></th><th>BP</th><th>N</th></tr><tr><td>2023</td><td>11%</td><td>13%</td></tr><tr><td>2024</td><td>13%</td><td>13%</td></tr><tr><td>2025</td><td>10%</td><td>13%</td></tr><tr><td>2026</td><td>7%</td><td>13%</td></tr></table>
Disadvantaged Writing expected standard
<table><tr><th></th><th>BP</th><th>N</th></tr><tr><td>2023</td><td>64%</td><td>58%</td></tr><tr><td>2024</td><td>40%</td><td>58%</td></tr><tr><td>2025</td><td>33%</td><td>59%</td></tr><tr><td>2026</td><td>71%</td><td>60%</td></tr></table>
Early Learning goal for writing
<table><tr><th></th><th>BP</th><th>LA</th></tr><tr><td>2024</td><td>63.2%</td><td>73.3%</td></tr><tr><td>2025</td><td>76.8%</td><td>73.9%</td></tr><tr><td>2026</td><td>75.5%</td><td>79%</td></tr></table>
Year 1 Phonics data
<table><tr><th></th><th>BP</th><th>N</th></tr><tr><td>2023</td><td>88%</td><td>79%</td></tr><tr><td>2024</td><td>80%</td><td>80%</td></tr><tr><td>2025</td><td>80%</td><td>80%</td></tr><tr><td>2026</td><td>82%</td><td>82%</td></tr></table></td>
<td>Summative Outcomes
By the end of Key Stage 2, pupils consistently achieve or exceed national standards in writing.
By the end of Key Stage 2, Pupils working at Greater Depth in writing is in line with, or exceeds national standards.
Disadvantaged and SEND Gaps
By the end of Key Stage 2, disadvantaged pupils achieve outcomes in Writing that are in line with, or above the national average
Early Years
By the end of EYFS, pupils achieve or exceed the expected standard in writing
Consistency Across Subjects
Writing standards in foundation subjects match the quality seen in dedicated English books.
Pupil Engagement
Pupils express enjoyment and confidence in writing in annual pupil survey.</td>
<td>End of Year KS SATs
Teacher assessments
LA moderation reports

IDSR
School performance tables

Pupil premium strategy annual review

SEND governor monitoring visits

EYFS profile data tracking

Governor learning walks</td>
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2.**To implement the new National Curriculum so that it is bespoke to the needs of Bure Park Primary and drives attainment** ” To design and embed a highly ambitious, sequenced, and context rich curriculum that meets the needs of Bure Park Primary children, fosters cultural capital, and inspires a **love** of learning, resulting in high attainment and strong progress for all pupils across all subjects” **Governor Questions to monitor target** How does our curriculum balance national curriculum requirements with the unique needs and background of Bure Park Children? How are subject leaders supported with time and CPD to monitor and develop their curriculum area? What evidence do we have that the new curriculum design is improving long term knowledge retention and lifting attainment in foundation subjects?	**Trend** Combined Reading, Writing and Maths expected scores BP: 2022 63%, 2023 67%, 2024 53%, 2025 69%, 2026 57% N: 2022 58%, 2023 59%, 2024 61%, 2025 62%, 2026 63%	**Academic Attainment** Combined Reading, Writing and Maths scores are in line with or exceed national standards. **Curriculum Implementation** Subject leaders can demonstrate clear progression of skills and knowledge maps for their subjects, across all year groups. **Inclusivity** Pupils with SEND access a broad, bespoke curriculum, through high quality teaching and tailored adaptations, meeting their individual progress targets **Cultural Capital and Enrichment** Every year group has the opportunity to participate in high quality educational visits, community projects or expert workshops that enrich the curriculum **Pupil Engagement** Pupils state they **enjoy** their lessons, can articulate what they are learning and successfully recall previous knowledge	End of KS assessment data Internal termly data Head Teachers termly report Teaching and learning Committee subject deep dives SEND Governor monitoring visits Annual SEND information report Educational visit logs Parent and pupil feedback surveys Governor learning walks Semi annual pupil voice reports			

3. **To foster excellent attendance and embed a culture of belonging**

"To foster a supportive school culture where excellent attendance is valued, ensuring robust systems reduce persistent absence and the school consistently meets or exceeds the national attendance bench mark so all pupils maximise their learning opportunities."

Governor Questions to monitor target

What are the root causes behind our current PA figures and how is the school using resources to remove these barriers?

Are there specific day of the week trends and what targeted actions are being taken to address them?

Trend

Whole school attendance

	BP	N
2022/23	95.6%	94.1%
2023/24	95.2%	94.5%
2024/25	94.8%	94.8%
2025/26	93.5%	94.7%

Persistent absence

	BP	N
2022/23	8.5%	16.2%
2023/24	12%	14.6%
2024/25	15.1%	13%
2025/26	14.4%	13.9%

Attendance gap

	2023/24		2024/25		2025/26	
	%	Gap	%	Gap		Gap
School	95.2		94.8		93.5	
SEND	94.4	- 0.8	94.3	-0.5	93.9	+0.4
PP	95.7	+0.5	90.5	-4.3	87.4	-6.1
FSM	93.3	-1.9	90	-4.8	90.7	-2.8

FSM attendance

	BP	N
2022/23	92%	91.6%
2023/24	93.3%	92%
2024/25	90%	92.3%
2025/26	85.39%	89.13%

SEND attendance

	BP	N
2022/23	93.9%	91.8%
2023/24	94.1%	92.1%
2024/25	93.4%	92.3%
2025/26	91.37%	89.93%

Holiday data for 2025/26

Number of children taking term time holidays	0.5days +	64
	10sessions (5 days +) within a 10 week period	32
Number of families taking term time holidays	0.5+ days	51
Number days of learning lost to term time holidays		310

Headline Attendance

Attendance data to be in line with, or above, school based, Oxfordshire and national bench marks

Persistent Absence

Persistent absence to be in line with, or better than, school based, Oxfordshire and national bench marks

Vulnerable Groups Tracking

The attendance gap between disadvantaged pupils and their peers narrows year on year.

Punctuality

Late arrivals decrease

Early intervention Success

Families whose child's attendance drops below 90% receive immediate documented support or early intervention letters

Term Time Holidays

Data shows a reduction in learning lost to term time holidays

Attendance reports

DofE national attendance tracking data

Pupil premium strategy reviews

Safeguarding, SEND and PP governor visits

School system

Attendance lead reports

Annual parents survey

4.**To ensure quick accurate identification and dynamic support for evolving pupil needs**

"To embed a rigorous proactive and collaborative system of assessment and observation that identifies pupils' educational, physical, emotional and emerging needs at the earliest possible stage, ensuring swift, targeted adjustments and external partnerships maximise every child's potential"

Governor Questions to monitor target

What trends are we seeing in our 'emerging needs' data and how is school adapting its provision to support this before statutory intervention is needed? How do we ensure that pupils who join our school mid-term don't have their learning or pastoral needs missed during the transition period?

Trend

Disadvantaged KS 2 expected data compared to national expected disadvantaged data

	Combined		Reading		Writing		Maths	
	BP	N	BP	N	BP	N	BP	N
2023	64%	44%	64%	60%	64%	58%	73%	59%
2024	30%	46%	50%	62%	40%	58%	60%	59%
2025	33%	47%	67%	63%	33%	59%	50%	61%
2026	29%	49%	43%	63%	71%	60%	71%	62%

SEND KS 2 expected data compared to non SEND expected

	Combined		Reading		Writing		Maths	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
2023			42%	91%	29%	89%	65%	98%
2024	18%	39%	39%	79%	33%	72%	44%	92%
2025	8%	34%	45%	83%			44%	92%
2026	35%	73%	75%	88%	50%	80%	75%	90%

SEND KS 2 combined expected compared to national SEND expected

	Combined	
	BP	N
2023		
2024	18%	22%
2025	8%	24%
2026	35%	26%

Attainment

SEND and disadvantaged data in line with or above national benchmarks

The attainment gap between SEND and non SEND narrowing.

Early years

Children entering EYFS undergo comprehensive baseline profiling within 6 weeks to identify needs

Responsive Progress monitoring

Pupils on the SEND register show measurable Progress. They are set targets and these are reviewed 3 times a year.

Staff training

Teaching staff receive appropriate training on identifying emerging speech and language, neuro-divergent, mental health needs or other

Parental partnership and trust

Parents of children with identified or emerging need agree that the school communicates swiftly, transparently and collaboratively about their child's development

EYFS profile data

Data collection points/ pupil progress meetings

Provision maps

School CPD log

Head Teacher report

Parent surveys

5. **To develop roles and responsibilities of leadership at all levels to drive school improvement** "To cultivate a robust culture of leadership by clearly defining and developing the roles and responsibilities of senior, middle, and emerging leaders, empowering them with the skills, CPD, and autonomy needed to drive strategic school improvement" **Governor questions to monitor target** If a key member of SLT were to leave, do we have the internal capacity and distributed knowledge to maintain our strategic momentum? How does the implementation of new leadership responsibilities impact staff workload, and what steps are being taken to ensure it is fair and manageable?	**Trend**	**Middle leadership impact** Subject and Key stage leaders manage their own budgets(where applicable), action plans, data and can articulate their impact to governors **Performance management Alignment** Staff appraisal objectives are linked to the School Improvement plan and this over arching strategic plan **Succession Planning and Talent Retention** To devise a comprehensive succession plan **Distributed monitoring** Leadership monitoring activities are delegated appropriately to foster opportunities for staff development **Professional Development** Staff with leadership responsibilities are encouraged to access high quality external leadership training (NPQH, NPQSL, NPQLT) within the 3 year cycle. **Staff well being** Staff in annual staff survey agree that leadership roles are clearly defined, feedback is constructive and workload is managed sustainably.	Subject leader presentation/ reports to Teaching and learning committee Action plan reviews Head Teachers annual performance management report to the pay committee Leadership CPD log Annual school monitoring calendar Governor learning walk reports School CPD log Staff survey			

6. **To ensure that the resources available to the school are best employed to help all pupils achieve their full potential** "To robustly manage, deploy, and evaluate the school's financial and physical resources, ensuring that budget allocations, staffing structures, and physical assets are targeted efficiently to remove barriers to learning and drive high attainment for all pupils. **Governor questions to monitor target** How are we using Integrated Curriculum Financial Planning to ensure our staffing structure aligns with our curriculum ambitions without overstretching the budget? If pupil numbers drift over the next three years, how scalable is our resource model to ensure learning standards do not drop?	**Trend**		**Financial Bench Marking and Efficiency** The school maintains a balanced 3 year budget projection while tracking efficiently against Schools Financial Value Standard benchmarks. **Targeted Funding Impact (PP and sports)** PPF and sports premium funding 2026/27demonstrates a clear measurable lift in target pupil outcomes **Staffing structure vs curriculum** Staffing costs ensure a sustainable teacher to pupil ratio **Intervention Resource** Educational software, physical resources, and interventions undergo a bi-annual cost benefit review. **Estate and Learning Environment** Capital expenditure and building maintenance funds are prioritised based on safety and their direct impact on creating positive learning spaces **Value for money and procurement** External service contracts are reviewed at renewal to secure savings	Termly budget monitoring Annual SFVS submission Annual PP strategy statement Sports premium impact review Integrated Curriculum Financial Planning (ICFP) metrics Head Teachers report/English and Maths lead resource audits Premises and Health and Safety governor visit logs			

7.**To Cultivate good behaviour and positive engagement** "To embed a highly consistent, positive, and inclusive whole school behaviour framework that ensures pupil conduct, safety, and engagement are exemplary, fostering a harmonious environment where pupils develop a sense of belonging and strong social skills." **Governor questions to monitor target** How consistently is our behaviour policy applied during unstructured times such as lunchtimes and playground transitions, compared to classroom lessons? What trends does our behaviour data show and what action is being taken to address these?	**Trend**	**Incidents** Logged incidents of low level playground friction or relational friction reduce resulting in smoother transitions back into lessons Serious behaviour incidents requiring SLT intervention during lunch or break decrease **Staff Training** Staff undertake and maintain relevant training, including team teach **Lunchtime supervisors** Lunchtime supervisors complete targeted training on positive behaviour management and structured play facilitation **Structured Play** **Pupil safety and belonging** Pupils report feeling entirely safe, included and happy during playtimes **Staff and parent perceptions** Staff agree that lunchtime behaviour does not negatively impact the start of lessons	Head teachers report/CPoms data Staff CPD logs Governor learning walks Opal framework updates Pupil voice/survey Staff/parent surveys			