

Objective 1

To monitor (termly) and analyse pupil achievement and progress by race, gender, economic background (PPG) and disability, acting on patterns where additional support / challenge is required, responding appropriately.

Why have we chosen this objective?

At Cinnamon Brow CE Primary School, our school vision is for every child to have hope and a bright future. It is essential that we ensure that all children are making good progress and aspire to high outcomes for achievement. If there are specific trends that highlight gaps in our provision, we want them to be identified quickly and appropriate actions taken to narrow the gap.

To achieve this objective, we plan to:

- Use data from assessment weeks and highlight any trends that occur in relation to children with specific characteristics
- Review curriculum provision to see where improvements can be made or where new opportunities can be taken
- Discuss with the class teaching team what acceleration and intervention opportunities can be utilised to narrow the gap
- Work with SENCO, attendance and welfare team to see where further support can be enlisted e.g. partner external agencies

Progress we are making towards this objective:

We continue to focus on pupils from disadvantaged backgrounds (PPG). All pupil progress meetings have this group of pupils as an individual focus to ensure acceleration and implement intervention as needed.
LA Attendance officer and Early Help team are used effectively to support identified pupils.
KS2 data 2025 demonstrates excellent progress for PP, EAL and SEND

Objective 2

To monitor and analyse pupil attendance by race, gender, economic background (PPG) and disability acting on patterns where additional support / challenge is required, responding appropriately.

Why have we chosen this objective?

At Cinnamon Brow CE Primary School, our school vision is for every child to have hope and a bright future. It is essential that we ensure that all children are in school so that they are able to learn. Following the Covid pandemic, attendance across the country has lowered. If there are specific trends that highlight gaps in our provision in supporting attendance, we want them to be identified quickly and appropriate actions taken to support increased attendance for everyone.

To achieve this objective we plan to:

- Use data from attendance analysis on a fortnightly basis, highlight any trends that occur in relation to children with specific characteristics
- Meet with parents to see where improvements can be made or where new opportunities can be taken to support / improve

• Involve class teaching team in supporting the pupil in increased desire to be in school, learning. • Work with SENCO, attendance and welfare team to see where further support can be enlisted e.g. partner external agencies
Progress we are making towards this objective:
Gender – much improved and in line with national PPG – better than national and significant improvement from last year SEND – much improved from last year Race – better than national We continue to develop our practice and have ensured our policy and procedures are in line with latest DfE guidance.
Objective 3
To monitor the social and emotional wellbeing of all pupils and staff, in order to develop greater resilience and to equip everyone with appropriate strategies and approaches to improve and sustain positive mental health and wellbeing
Why have we chosen this objective?
We are aware of the impact that the Covid 19 pandemic has had and continues to have on pupils and staff across the school community. In addition, the economic challenges that have presented since Covid have added to this. We want to equip all members of our community in order to deal with the experiences they have faced and also to ensure that in the future they are able to draw on strategies to support good and positive mental health and wellbeing
To achieve this objective we plan to:
• Leadership team to complete trauma informed practice training to implement whole school • Leadership team to complete specific mental health and wellbeing training (Anna Freud / Advanced Solutions training) • Headteacher to complete Senior Mental Health Lead training and provide training and support to all staff • Implementation of the wellbeing policy and yearly review • Implementation of emotional assessment and strategies for identified pupils • Implementation of Heartsmart behaviour curriculum • Regular training and focus on Heartsmart within staff meetings / training • Use of Heartsmart mindfulness / sensory circuits / breaks during afternoons and as required • Increased focus within curriculum time on teaching and applying strategies to support mental health and wellbeing for children • Pupil and staff surveys regularly undertaken to monitor attitudes towards mental health and wellbeing • Continue to work with staff on implementation of wellbeing initiatives that support staff • Utilise links with the EMHP worker for specific individuals who needs additional support • Work with parents to alert them to external avenues of support e.g. Advanced Solutions
Progress we are making towards this objective:
Headteacher has completed SMHL training Wellbeing policy implemented across school

Motional assessments are in place and continue to be embedded into practice
 Heartsmart behaviour curriculum continues to be embedded
 Sensory circuits embedded into practice across school
 Mental wellbeing is fully integrated into PSHE teaching and spread across the year
 Zones of regulation (balls of regulation) begun to be implemented from September 2025
 Wellbeing initiatives – golden ticket in place
 Staff and pupil surveys completed
 Welfare manager / Early Help Lead / pastoral worker is used effectively and increased days covered

Objective 4

To develop and embed a respectful understanding and appreciation of the characteristics of positive relationships with particular reference to all friendships, family relationships and relationships with other children and with adults incorporating our curriculum driver of 'diversity'

Why have we chosen this objective?

We want to ensure that all children/staff feel respected and valued rather than judged based on a particular characteristic. We want to eliminate any prejudice-based incidents or bullying and instead promote a community that thrives on tolerance and acceptance.

To achieve this objective we plan to:

- Continue to embed our behaviour curriculum based upon the PSHE Heartsmart programme
- Continue to raise the profile of Heartsmart principles across the school
- Provide staff training on responding to prejudice-based incidents within school
- Celebrate the diverse nature of our school community
- Ensure our curriculum remains focused on our school drivers including diversity
- Widen our children's understanding, respect and value of diversity through our inter-faith weeks and inclusion week plus the carefully chosen inclusion of books and topics within our curriculum
- Provide learning opportunities that embed tolerance and resilience
- Undertake an annual review of our approach to relationships education and ensure it is relevant, consistent and appropriate to the changing needs of the school
- Pupil and staff surveys regularly undertaken to monitor attitudes and understanding
- Continue to enable individual pupils to wear whichever items of uniform they feel to be appropriate for them by having a gender-neutral uniform

Progress we are making towards this objective:

Behaviour curriculum and Heartsmart (see objective 3)
 Anti-racist training to be implemented 2025-26 as part of Global Neighbours Award but teaching begun 2024-25 and having a positive impact
 Continue to celebrate diversity of our community – inclusion week / inter-faith week as well as across curriculum
 This year inclusion week was focused on refugees to help to increase pupils' awareness and support
 Continue to develop reading books – a renewed focus this year to supplement previously purchased books
 PSHE supports the teaching of tolerance and resilience alongside RE
 Relationships education to be reviewed 2025-26 in line with updated guidance provided by DfE
 Uniform policy is now gender neutral – uniform policy to be implemented in 2024-25