

Falcon Junior School

School Improvement Plan Matrix (SIDP 2026-27)

Strategic Overview & Context: Progress and achievement currently trail averages. While safeguarding, personal development, and leadership remain secure, targeted actions are required to lift KS2 outcomes (Reading 66.7%, Maths 59.8%, Writing 43%) and close the disadvantaged gap. Concurrently, rising trends in pupil mental health and intense staff workload pressures (with high 2025/26 sickness absence) necessitate sustainable, high-impact support frameworks across the community.

PRIORITY & TARGET OUTCOME	KEY ACTIONS	SUCCESS CRITERIA & EVIDENCE BASE
<p>Priority 1: Elevate Writing Attainment</p> <p><i>Stabilise frameworks and lift KS2 writing expectations and attainment from 43% toward national averages across Years 3, 4, and 5.</i></p>	<ul style="list-style-type: none">• Assessment Stabilisation: Implement rigid moderation and tracking intervals across Years 3, 4, and 5 to mirror Year 6 structures.• Pedagogical Capacity: Use Writing Leads' peer studies (Ashleigh, Mile Cross, Taverham, Cavell) to unify basic sentence structure, spelling, presentation, and handwriting.• Research-Based Teaching: Partner with <i>The Norfolk Writing Project</i> to embed research-informed approaches.• Cross-Curricular Standards: Task Year Leads with enforcing high writing expectations and parity of outcomes across all foundation subjects to build stamina.• Leadership Release: Protect weekly lead blocks for 1:1 teacher coaching and live drop-ins for book looks and pupil voice.	<ul style="list-style-type: none">• Internal trackers demonstrate multi-year consistency from Y3 entry to Y6 exit.• Book looks reveal rapid correction of foundational spelling, grammar, sentence structure, and handwriting deficits. <p>Evidence: VNET SIP Book Look evaluations, SMT monitoring reports.</p>
<p>Priority 2: Close Vulnerable Cohort Gaps</p> <p><i>Accelerate academic progress for Pupil Premium, SEND, and social care focus groups to systematically close the gap against non-disadvantaged peers.</i></p>	<ul style="list-style-type: none">• Data Diagnostics: Fully launch the <i>PiXL framework</i> in Autumn 2026 for granular diagnostic testing to pinpoint conceptual learning gaps.• Mathematics Mastery: Embed <i>Numbersense</i> into Y3 routines to protect future data trends; ensure school-wide consistency via <i>WRM</i> adaptive teaching.• APDR Tracking: Allocate dedicated staff meeting blocks for teachers, TAs, and the SENDCo to collaboratively review and rewrite high-impact profiles.• PP Funding Alignment: Link Pupil Premium resources directly to high-impact teaching tools, SPS decodable books, and targeted staff development.	<ul style="list-style-type: none">• Vulnerable cohorts achieve measurable upward trajectories in Mid-Year Challenge (MYC) and SATs breakdowns.• Combined RWM scores demonstrate closing margins against non-PP national averages. <p>Evidence: Sonar Tracker dashboards, PiXL ledgers, summer reviews.</p>

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<p>Priority 3: Cross-Key Stage & Literacy</p> <p><i>Mitigate high entry-level gaps by creating seamless curriculum paths from infant feeders and implementing rapid phonics catch-up systems.</i></p>	<ul style="list-style-type: none"> • Phonics Audit: Complete the October 2026 Reading Audit via <i>Wensum Hub</i>; join as a partner school for a two-year support programme. • Synthetic Phonics: Deploy a systematic synthetic phonics programme with absolute fidelity in Y3/Y4 for pupils arriving with zero decoding skills. • Feeder Alignment: Host collaborative curriculum sessions with <i>Cecil Gowing</i> and <i>Sparhawk Infant Schools</i> to evaluate historical gaps. • Fluency Bridging: Maintain the 8-Week Fluency Programme alongside daily reading intervention groups for low-attaining decoders. 	<ul style="list-style-type: none"> • Year 3 instructional time shifts rapidly from remedial readiness to mainstream Key Stage 2 curriculum progression. • Targeted pupils gain fluent reading habits to independently access <i>Talk for Reading</i> literature. <p>Evidence: Salford Single Word registers, YARC data, Audit records.</p>
<p>Priority 4: Whole-School Wellbeing</p> <p><i>Foster a supportive, resilient culture by embedding robust wellbeing structures that deliver early pupil intervention and reduce staff workload strain.</i></p>	<ul style="list-style-type: none"> • Statutory RSHE: Secure sequential delivery of the updated DfE RSHE framework (effective Sept 2026) with 100% consistent timetabled delivery. • Pulse-Check Interventions: Introduce termly pupil mental health pulse-checks and peer-led support strategies in nurture sessions. • PSA Link Optimisation: Maximise the Parent Support Advisor role to bridge vulnerable families with <i>Just One Norfolk</i> and NHS pathways. • Marking Streamlining: Integrate a "live feedback" model into the Marking Policy by Jan 2027 to lower out-of-class admin by ~2 hours per week. • Email Protocol: Enforce strict internal email restrictions between 6:00 PM and 7:00 AM on weekdays and completely over weekends. • Staff Coaching: Provide a dedicated budget for the Senior Mental Health Lead to offer confidential 1:1 professional coaching sessions. 	<ul style="list-style-type: none"> • Persistent absence among targeted focus-group pupils drops by a minimum of 10% by July 2027. • Leadership tracking sample verifies 90% compliance with the email boundaries protocol. • Staff voice surveys show a minimum of 85% agreement that the school actively supports mental health. <p>Evidence: CPOMS disruption logs, email samples, staff voice reviews.</p>
<p>Priority 5: SHIP Provision Tracking</p> <p><i>(Ref: 435) Ensure specialist provision (SHIP) is accurately matched to specific cohort needs, strategically accountable, and precisely recorded.</i></p>	<ul style="list-style-type: none"> • Operational Accountability: Clarify staff responsibilities against revised job descriptions to secure explicit ownership of outcomes. • Strategic Review Cycle: Execute rigid progress review meetings between the SHIP Lead Teacher and the Senior Leadership Team (SLT). • Systemic Tracking: Mandate and embed the systematic use of the <i>Earwig</i> system to record granular academic and developmental data. • Mainstream Inclusion: Utilise the formalised staff handbook checklist to guarantee appropriate, high-quality mainstream access. 	<ul style="list-style-type: none"> • Earwig data ledgers demonstrate precise, continuous tracking of individual progress targets matching cohort needs. • Mainstream lesson observations show high-quality access and engagement for SHIP pupils in line with handbook standards. <p>Evidence: SHIP review minutes, updated job roles, Earwig dashboards.</p>