

Priority 1: Broaden curriculum to ensure progressive development of digital, creative and physical skills. (SE)

- New leads identified for physical/outdoor and expressive arts leads
- Clear expectations for outdoor learning/forest school
- Continued development of OPAL
- In-house PL - digital lead
- Free flow outdoor access in all FP classes
- Phase 2 & 3 enhanced outdoor activities
- Digital Den used effectively by all staff
- Identify training opportunities for AoLE Lead to support skills development throughout the school.
- Develop a digital checklist of non negotiables for digital skills per pupil stage
- Governor leads identified for creative, digital and physical
- AoLE Leads to attend clutter meetings for their areas
- Gwent music continues - Chris Davies
- Rocksteady sessions continue for those pupils already enrolled.

# Nant Celyn SDP



## 2025-2026

Priority 2: To close the chronological and attainment gap in reading and mathematics (JDT)

- Assessment overview created.
- All staff to follow to identify gaps in Reading and Maths across all year groups.
- Intervention Lead appointed to create Interventions Policy, deliver PL session and support L3 TAs appointed for interventions
- Identify and implement targeted intervention groups based on assessment data.
- Engage with EAS Professional Learning sessions for Improving Reading Comprehension and Reading Interventions
- Pupil Progress Meetings to take place for staff to discuss pupil progress and barriers to learning
- Daily TAPAS, Guided Reading and STAR reading time
- Use data tracking tools (e.g. NT, STAR Data, Maths diagnostics, Edukey) to monitor progress and inform teaching
- Half termly monitoring and evaluation of standards in Reading and Mathematics undertaken by Subject leads and SLT
- Pupil Progress Meetings and PDR Meetings to focus on standards and progress Reading and Mathematics.

PRIORITY 3: Develop Community Focussed Cluster (KS)

- Work jointly with cluster schools to develop shared priorities
- Pool expertise and coordinate services that meet the needs of all families across the area.
- Strengthen relationships with families through inclusive communication shared events and targeted support services delivered at both school and cluster level.
- Collaborate with local health social care and third-sector organisations across the cluster to provide wraparound support and early intervention.
- Offer accessible facilities and services beyond the school day including parenting programmes, adult learning and community events—delivered in partnership across the cluster.
- Identify and remove barriers that prevent families from engaging with schools ensuring inclusive access to services and opportunities across the cluster.
- Empower pupils to contribute to community and cluster-wide initiatives fostering pride, inclusion and a sense of shared identity.

Priority 4: Improve systems and raise the profile of good attendance. Increase whole school attendance to 92.5%-93%. Reduce attendance of 85% and below for minority of identified pupils (DD)

- Monthly meetings with FLO, DHT and SSO to discuss and target families of those with under 85% attendance.
- Twice, half-termly meetings with EWO, FLO, DHT and SSO. All children under 85% attendance are discussed in meeting(s).
- FLO to provide additional support, advice, and guidance for identified families with internal and external agencies.
- Attendance tracker updated to include whole school, identifying vulnerable/ CP, eFSM, persistent poor attendance, and those with lateness.
- All staff are responsible for the early identification of key children who are absent, ensuring they liaise with the School Office and the Attendance Officer.
- Teaching staff and SSO are following up on absences. Reasons as to why absent/ unable to contact are noted on SIMS.
- Attendance meetings with identified families with DHT, FLO and EWO. Completion of Attendance Action Plans (AAPs), which are monitored monthly.
- Strive for 95% campaign to be championed across the school, and those achieving 95% and 100% attendance are celebrated in the school and class, with family rewards given for milestones for those achieving 100%.

Priority 5: Anti-racism strategy designed and introduced across cluster and school community (KS)

- Anti-Racism strategy written and staff and governor leads identified.
- Pupil and Family Cynfin groups established
- Diverse cultures and identities are embedded across subjects, with materials and displays regularly reviewed to challenge bias and promote representation.
- All staff engage in ongoing anti-racism training, reflect on bias, and apply inclusive pedagogy in planning and practice.
- Racist incidents are consistently recorded and addressed robustly with pupils and families involved in the process
- Pupil voice is central, especially for global majority learners. Diversity is visibly celebrated, and discrimination can be reported through clear, accessible systems.
- Families contribute to policy and curriculum decisions. Events and communications are inclusive, and partnerships deepen understanding of equity and justice.
- Anti-racism is embedded in strategic planning, monitored through data and feedback, and championed by governors and senior leaders.
- There is a cluster approach to anti-racism with joint training and project work.