CUDDINGTON Primary School

The Sir John Brunner Foundation

Inclusive Mainstream Fund Strategy 2026-27

Cuddington Primary School

Funding at a glance	Amount	Basis
Confirmed DfE allocation	**£10,107**	Cuddington Primary School for April 2026 to March 2027.
Expected funding available for this strategy	**£14,308**	Trust working forecast for 2026/27 including unspent ringfenced balance from 2025/26

Strategy dates and approval	Details
Period covered	1st September 2026 to 31st August 2027
Draft updated	27th November 2026
Planned publication	By 31st December 2026, subject to approval
Proposed reviews	March 2027 interim review and July 2027 end-of-year review
Statement authorised by	To be confirmed

Our four priorities

Priority	What we aim to achieve
1. Speech, language, communication and reading	Identify persistent barriers earlier and match assessment, teaching and intervention to the pupil's needs. Shared across four primary schools.
2. Effective deployment of teaching assistants	Develop consistent practice that improves access to classroom teaching and helps pupils become more independent. Shared across four primary schools.
3. Social, emotional and mental health	Help pupils at Cuddington regulate, feel secure, manage relationships and re-engage with learning.
4. Assistive technology for written communication	Help pupils at Cuddington record and communicate their ideas when writing is a barrier.

Pillar 1 - Speech language communication and reading

Shared Strategy across the 4 Primary Schools at Trust Level

Strategic Priority

To further develop the strong early-identification work established in Early Years and extend this systematically across the primary phase, establishing a shared approach to identifying and understanding barriers to speech, language, communication and literacy, and ensuring that persistent barriers to reading are identified with increasing precision. Through effective diagnostic assessment and robust Assess, Plan, Do, Review cycles, schools will provide precise, targeted intervention and establish a clear pathway to specialist support and further diagnostic assessment where required.

Alignment with IMF Principles

This priority contributes principally to four of the DfE's seven principles of inclusion:

- **Evidence-based support prioritising early intervention**: strengthening identification, screening and targeted intervention as soon as barriers emerge.
- **High-quality adaptive teaching with curriculum designed for all learners**: ensuring assessment identifies the specific barriers that teachers need to address through teaching and adaptation.
- **Ambitious leadership and governance that embeds inclusion**: establishing a coherent four-school framework for identification, assessment, intervention and evaluation.
- **Strong partnerships with families and wider services**: developing clearer pathways between schools, families and specialist services where needs persist or require further assessment.

The strategy also supports the wider IMF expectation that schools understand the needs of their cohorts and strategically plan whole-school approaches that remove commonly occurring and predictable barriers to learning.

Identified Barrier and Rationale

Across the four primary schools, effective early identification of **speech, language and communication needs** is already established within Early Years. The next stage is to ensure that this identification continues systematically as children progress through school, particularly where pupils do not meet the expected standard in the **Year 1 phonics screening check**, continue to experience difficulty following the Year 2 recheck, or demonstrate persistent barriers to reading beyond Key Stage 1.

The strategy will develop greater precision in identifying **why** a pupil is experiencing difficulty, distinguishing between pupils requiring further consolidation of phonics and those whose needs may relate to speech and language, phonological awareness or processing, receptive and expressive language, vocabulary, fluency, comprehension, working memory or possible specific learning difficulties.

Strategic Actions and IMF Alignment

Strategic action	Intended development	Principal IMF link
Early identification	Extend the strong EYFS approach into a progressive identification pathway encompassing communication, phonics and reading throughout the primary phase.	Early, evidence-based support
Identification beyond phonics	Establish agreed trigger points for further investigation following unsuccessful phonics screening/recheck or continued reading difficulty beyond KS1.	Early, evidence-based support
Screening and assessment	Agree further screening and assessment approaches across the four schools to identify the nature of barriers with greater precision.	Early, evidence-based support / Leadership and governance
Targeted intervention	Map evidence-informed interventions against identified needs, reducing reliance on repeated generic interventions where these are not securing sufficient progress.	Early, evidence-based support / High-quality adaptive teaching
Assess, Plan, Do, Review	Strengthen APDR cycles so that baseline, need, intervention, intended outcome, duration, impact and next steps are clearly evidenced.	Leadership and governance / Early support
Specialist pathways	Establish thresholds for SENCO review and access to specialist advice or diagnostic assessment where progress remains limited.	Partnerships with families and wider services
Four-school collaboration	Use SENCO and leadership collaboration to moderate practice, share expertise, evaluate interventions and identify trends in need.	Leadership and governance

This approach reflects DfE guidance that targeted provision should be implemented **as soon as needs emerge** where the universal offer alone is insufficient, with interventions implemented with fidelity and carefully evaluated for impact. The guidance expressly includes interventions to develop language skills and pre-teaching vocabulary within targeted provision.

Intended Impact and Success Measures

By the end of the strategy period:

- pupils with persistent barriers to reading will have the **nature of their difficulty identified with greater precision**;
- pupils not meeting phonics expectations will move through a **clear and consistently understood assessment and intervention pathway**;
- screening and assessment will inform adaptations to high-quality classroom teaching as well as additional intervention;
- APDR cycles will evidence a clear sequence of **identified need → provision → measurable outcome → review → next step**;
- interventions will have clear baselines and review points, allowing leaders to determine impact and adapt provision where progress is insufficient;
- pupils requiring further specialist or diagnostic assessment will have a **robust evidence base** demonstrating the support already provided and its impact;
- appropriate pathways will strengthen collaboration between **school, families and specialist services**;
- SENCOs and leaders will use four-school analysis to identify common patterns of need, evaluate provision and inform professional development.

Monitoring and Evaluation

Impact will be evaluated through **termly four-school review**, drawing upon phonics and reading outcomes, screening information, APDR documentation, intervention entry and exit data, SENCO case review and the impact of specialist referrals. This will enable leaders to refine the universal offer, targeted provision and professional development priorities.

The DfE guidance specifically supports strengthening systems for data collection and analysis, forming professional networks, accessing specialist expertise and evaluating the impact of targeted interventions, so this cross-school monitoring model sits particularly well within the intended use of IMF.

Overall Intended Outcome

A coherent four-school pathway from early identification in EYFS through to increasingly precise assessment, adaptive teaching, targeted intervention and specialist support, ensuring that persistent barriers to communication, language and reading are identified early, understood accurately and addressed effectively.

Pillar 2 Effective deployment of teaching assistants

Shared Strategy across the 4 Primary Schools at Trust Level

Strategic Priority

To develop a consistent four-school approach to the effective deployment, professional development and accountability of Teaching Assistants through MITA principles and training, ensuring that TAs are an integral part of high-quality, adaptive classroom practice and play a clearly defined role in meeting the needs of pupils with EHCPs, pupils receiving SEN Support or additional funding, and pupils with emerging or early-identified barriers to learning.

IMF Principles

Principal IMF principle: High-quality adaptive teaching with curriculum designed for all learners

Supported by:

- **Ambitious leadership and governance that embeds inclusion**
- **Evidence-based support prioritising early intervention**
- **Strong partnerships with families and wider services**, particularly where provision relates to EHCP outcomes or multi-agency plans.

This positioning reflects the IMF expectation that inclusion is **"inclusive by design"**, with the universal offer centred upon high-quality, adaptive teaching and targeted support added where needs cannot be met through the universal offer alone.

Identified Barrier and Rationale

Across the four schools, Teaching Assistants are a significant and skilled resource in meeting an increasingly diverse and complex range of pupil needs. Deployment currently includes support for pupils with **EHCPs, pupils at SEN Support, pupils receiving additional funded provision and children for whom emerging barriers to learning are being identified**.

The next stage of development is to ensure that TA deployment is consistently underpinned by clear expectations around **roles, responsibilities, impact and accountability**, using **MITA principles and training** to establish a shared four-school model.

The most significant strategic development will be to ensure that the role of the TA is not viewed predominantly as an additional or separate SEND intervention. Instead, TAs will be positioned as an **integral part of high-quality teaching and adaptive classroom practice**, working in partnership with the class teacher to anticipate and remove barriers, provide appropriate scaffolding and promote pupils' participation and independence.

Where individual or targeted support is required, deployment will be explicitly linked to **identified need, EHCP outcomes, SEN Support plans or emerging barriers**, with the impact of provision evaluated through robust Assess, Plan, Do, Review cycles.

Strategic Actions and IMF Alignment

Strategic action	Intended development	IMF principle
MITA training	Develop a shared understanding across leaders, teachers and TAs of effective TA deployment and practice.	High-quality adaptive teaching
Adaptive classroom practice	Embed TAs within classroom teaching, supporting appropriate adaptation, scaffolding, modelling, questioning and access to learning.	High-quality adaptive teaching
Roles and accountability	Define expectations for teachers, TAs, SENCOs and leaders around planning, deployment, communication and evaluation.	Ambitious leadership & governance
Independence	Develop practice that scaffolds learning but avoids over-dependence, with support progressively reduced where appropriate.	High-quality adaptive teaching
Early identification	Strengthen TA knowledge of barriers to learning and ensure their observations contribute effectively to identification and APDR.	Early, evidence-based support
SEN Support and EHCP provision	Ensure individual deployment is connected explicitly to assessed need, planned outcomes and provision.	Early, evidence-based support
Targeted intervention	Ensure interventions have agreed entry points, baselines, intended outcomes, appropriate training and clear review measures.	Early, evidence-based support
Four-school collaboration	Establish common expectations, professional development and opportunities to share effective TA practice.	Ambitious leadership & governance
Impact evaluation	Evaluate deployment according to its impact on learning, participation, progress and independence rather than simply hours of support provided.	Ambitious leadership & governance

Intended Impact and Success Measures

By the end of the strategy period:

- all four schools will have a **consistent model and shared language for effective TA deployment**, informed by MITA principles;
- TAs will be demonstrably embedded within **Quality First Teaching and adaptive classroom practice**;
- teachers will retain clear responsibility and accountability for the learning, progress and provision of all pupils, including pupils with SEND;
- TA deployment will be increasingly determined by **identified barriers, needs and intended outcomes**, rather than routinely by pupil label, diagnosis or historic patterns of deployment;
- provision for pupils with EHCPs or additional funding will demonstrate a clear relationship between **identified need → planned outcome → provision → impact**;
- TA observations and professional knowledge will contribute effectively to **early identification and APDR cycles**;
- targeted intervention will be evidence-informed, delivered by appropriately trained staff and evaluated for impact;
- classroom support will increasingly enable rather than replace interaction between pupils and their teacher;
- pupils receiving additional support will demonstrate increasing **independence, participation and successful access to learning**; and
- leaders will be able to evidence the impact of TA deployment and use this information to inform future staffing, training and IMF investment.

Monitoring and Evaluation

Impact will be evaluated through **termly four-school review**, including learning walks focused on adaptive practice and TA deployment, professional discussion with teachers and TAs, pupil voice, scrutiny of EHCP and SEN Support provision, APDR cycles, intervention entry and exit information and evidence of increasing pupil independence.

Leaders will specifically evaluate the extent to which TA deployment:

1. strengthens the **universal classroom offer**;
2. enables teachers to meet a wider range of needs through adaptive practice;
3. provides effective, time-limited targeted support where required;
4. supports identified EHCP and SEN Support outcomes;
5. promotes rather than inadvertently limits pupil independence; and
6. demonstrates measurable impact on pupils' learning and participation.

Pillar 3 - Social emotional and mental health

Cuddington Primary School priority

Identified barrier and rationale

Some pupils find it difficult to manage strong feelings, cope with transitions or recover after conflict. Anxiety or difficulties with relationships can make it harder to attend, settle, take part and return to learning. Pupils may need consistent adult support to recognise what helps them regulate.

Strategic priority

Strengthen everyday support for regulation and relationships across school, with timely, targeted support for pupils who need more. Use pupil and family views alongside staff observations to choose support and agree what improvement would look like.

Proposed actions and IMF alignment

Proposed action	What this could look like at Cuddington	Activity type	IMF principle
Staff time and training	Protect time for pastoral check-ins, staff coaching, planning and review. Build staff confidence in noticing early signs of distress and helping pupils regulate.	Universal and targeted	Leadership and governance High-quality adaptive teaching
Calm zones and resources	Trial calm spaces, visual prompts and regulation resources. Teach pupils how to use them, with a clear plan for returning to learning.	Universal and targeted	High-quality adaptive teaching
Restorative practice	Build consistent routines for conversations after pupils have had time to regulate. Help pupils understand what happened, repair relationships and rejoin class or play.	Universal	High-quality adaptive teaching
Targeted support and specialist advice	Consider a trusted-adult check-in, mentoring, small-group support, play therapy or other suitable specialist support. Use consultation or coaching to shape provision where needs persist and agree clear aims with pupils and families.	Targeted	Early, evidence-based support Partnerships with families and wider services

Monitoring and evaluation

Use pupil and family feedback, staff observations and Assess, Plan, Do, Review to check whether pupils feel more confident, take part more readily and return to learning sooner. Look at attendance or repeat incidents where they are relevant to the pupil's agreed outcomes.

Overall intended outcome

Pupils feel more secure in school, know which strategies and adults can help them and spend more time engaged in learning.

Pillar 4 - Assistive technology for written communication

Cuddington Primary School priority

Identified barrier and rationale

Some pupils can explain their ideas aloud but struggle to record them in writing. Handwriting, spelling, organising ideas or anxiety about getting started can make it difficult for them to show what they know across the curriculum.

Strategic priority

Give pupils practical ways to capture and communicate ideas independently. Match tools to the pupil and the task, while continuing explicit teaching of handwriting, spelling and composition.

Proposed actions and IMF alignment

Proposed action	What this could look like at Cuddington	Activity type	IMF principle
Identify needs and trial tools	Use pupil voice, work samples and teacher observations to identify the main barrier. Trial existing iPads or laptops in class before deciding whether to purchase devices, accessories or software.	Targeted	Early, evidence-based support Leadership and governance
Teach pupils how to use the tools	Model speech-to-text (talk-to-type), typing, text-to-speech for proofreading and simple planning templates. Trial word prediction or visual prompts where they help the pupil work more independently.	Universal and targeted	High-quality adaptive teaching
Build tools into classroom routines	Coach staff on selecting and modelling tools across subjects. Agree with pupils when a tool will help them show their thinking and when the task is practising a specific writing skill.	Universal and targeted	High-quality adaptive teaching
Review, adapt and scale	Use short classroom trials and pupil feedback to refine the approach. Base any purchases on tools pupils can use reliably and independently in lessons.	Targeted	Early, evidence-based support Leadership and governance

Monitoring and evaluation

Compare independent work samples and pupil confidence before and after the trial. Check how readily pupils start tasks, how fully they record their ideas and how much adult prompting they need. Use the findings to decide which tools to keep, adapt or extend.

Overall intended outcome

Pupils can express their ideas more fully and independently across subjects while continuing to develop their writing skills.