Inclusion Strategy Statement

Tweedmouth West Primary School

School	**Tweedmouth West Primary School**
Strategy period	September 2026 to August 2027
Publication date	15.12.26
Review arrangements	15.12.27 - termly review
IMF allocation	£7,928
Other school funding	See Pupil Premium and Top up Funding
Strategy lead	Jacq Dalrymple

Editing note
In this example, the school uses the Great Teaching Toolkit (GTT) as its main professional learning system for improving its universal teaching offer. GTT is not presented as the whole inclusion strategy, a targeted intervention, a substitute for statutory duties, or a guarantee of pupil outcomes or an inspection judgement.

Our inclusion ambition

At Tweedmouth West Primary school, inclusion is the work of enabling **every** pupil to access an ambitious curriculum, participate in and contribute to the full life of the school, to belong and achieve. This is a strategy for **all** pupils.

Within this universal ambition, we give particular attention to the experiences and outcomes of pupils with SEND, disadvantaged pupils, pupils known or previously known to children's social care, and any pupils who face other barriers to their learning and/or wellbeing. We maintain high expectations for all, identify emerging or changing needs quickly and accurately, and respond through everyday high-quality inclusive teaching, appropriate adaptations and a graduated approach.

For all pupils	Adaptations and additional support	Specialist and partnership support
Strong universal approaches, an ambitious curriculum, belonging, participation, contribution and access.	Carefully selected support where the universal offer alone is not sufficient; monitor whether it helps rather than hinders learning.	Reasonable adjustments, the graduated response, family partnership and specialist or multi-agency involvement where needed.

Our local context and evidence

Tweedmouth West Primary School is a small primary school located in a rural, coastal town. The school has experienced rapid expansion driven by additional year groups, new local housing, and strong parental choice.

- ***Rapid Growth:*** *Pupil numbers have risen from 95 in 2024 to 172 in September 2026 (an 81% increase over two years), alongside a 25% increase in staffing to 25 staff members.*
- ***Disadvantaged Pupils and FSM:*** *44 pupils (26%) are eligible for Free School Meals (FSM). This figure includes a significant rise following the DfE's Expanded FSM policy.*
- ***Vulnerable Groups:*** *3% of our children are Post Looked After, alongside additional disadvantaged pupils known to children's social care.*
- ***SEND Profile:*** *Need is significantly above the January 2025 national average across all categories. As of September 2026, 24% of pupils (42 children) have identified SEND compared to 19.2% nationally. This comprises 18% (30 children) on SEN Support without an EHCP (national 14%) and 7% (12 children) with an EHC Plan (national 5.3%).*
- ***EAL:*** *10% of pupils speak English as an Additional Language, a slight decrease from 13%.*
- ***Culture, Wellbeing, and Enrichment:*** *Attendance is in line with local and national averages. The school holds the Platinum Sports Award , offers a daily breakfast club and after school care including SEND support, and provides diverse enrichment such as local filmmaker-led screen clubs and competitive sports. In May 2026, 97% of parents gave positive feedback and stated they would recommend the school.Inspected in May 2025 Tweedmouth West remains **Good** in all areas. Inspectors praised the school's simple, shared vision "to be our best," excellent pupil behaviour, established classroom routines, and strong focus on oracy, which enables pupils to disagree respectfully and feel safe.*
    - ***EYFS Good Level of Development (GLD):*** *67%, closely aligned with the 68% national average.*
    - ***Year 1 Phonics Screening Check:*** *65% (national 80%), heavily skewed by a very small cohort with high levels of need. The IDSR 3-year average remains below average (non-significant).*
    - ***Year 4 Multiplication Tables Check (MTC):*** *Significantly above national averages, with 61% achieving full marks of 25/25 (national 30%) and 91% scoring 18+ marks (national 76%).*

Commonly occurring barriers

Evidence and pattern	Barrier to learning or participation	What pupils need from us
Rapid Cohort Expansion & Mobility Roll has grown by **81%** in two years (from 95 in 2024 to 172 in Sept 2026) due to becoming a Primary school, new housing, and parental choice, alongside a 25% increase in staffing (25 staff).	**Inconsistent Starting Points & Transition** Pupils join with varied prior educational experiences and baseline knowledge. Rapid growth risks gaps in curriculum continuity and pastoral familiarity if systems do not scale effectively.	**Consistent Assessment & Induction** Consistent, whole-school assessment checks (addressing our May 2025 Ofsted target) to accurately pinpoint starting points, paired with structured induction so new pupils settle quickly into our established routines.
High & Rising SEND Profile **24% of pupils (42 children)** have identified SEND (above the 19.2% national average), comprising **18% (30)** on SEN Support (national 14%) and **7% (12)** with an EHCP (national 5.3%).	**Cognitive Overload & Curriculum Access** Without precise scaffolding, pupils with complex needs struggle to retain foundational knowledge or access age-related expectations across the broader primary curriculum.	**Adaptive Teaching & Scaffolded Pathways** High-quality adaptive teaching, chunked learning sequences, and regular recall checks so activities match starting points and build secure knowledge over time without lowering expectations.
Socio-Economic Disadvantage & Expanded FSM **26% (44 children)** qualify for FSM, including a sharp rise from Expanded FSM (Universal Credit earners over £7,400) which provides meals but **no Pupil Premium funding**. Additionally, **3% (6)** are Post-LAC and others are known to social care.	**Resource Strain & Hidden Disadvantage** Rising numbers of low-income families require pastoral and enrichment support, yet Expanded FSM does not generate extra funding. Post-LAC and vulnerable pupils also face attachment and trauma-related barriers.	**Strategic Ring-Fencing & Trauma-Informed Care** Targeted deployment of Pupil Premium and high-needs funding to sustain wraparound care, free enrichment (screen and sports clubs), and attachment-aware pastoral support, ensuring no low-income child is excluded by cost.
Early Literacy & Phonics Vulnerability Year 1 Phonics dropped to **65%** in 2026 (national 80%) due to a very small, high-needs cohort, leaving the 3-year IDSR trend below average (non-significant). GLD sits close to national at **67%** (national 68%).	**Delayed Decoding & Language Acquisition** Weaknesses in early phonemic awareness and vocabulary restrict independent reading and slow progress across all curriculum subjects as pupils move into Key Stage 2.	**Fidelity to Phonics & Oracy Focus** Full implementation of new phonics resources, staff training, and development days to reach our **79% (19/24) 2027 target**, underpinned by our strong school-wide oracy culture to build vocabulary.
Linguistic Diversity (EAL) **10% of pupils** speak English as an Additional Language (down from 13%), situated within a rural/coastal town with limited wider community diversity.	**Academic Vocabulary & Cultural Isolation** While conversational fluency may develop quickly, EAL learners can struggle with subject-specific academic language and feeling represented within a predominantly monolingual rural setting.	**Explicit Vocabulary Instruction & Belonging** Pre-teaching of key tier-2/tier-3 vocabulary, visual scaffolding, and a curriculum that celebrates personal identity and the wider world so every pupil feels proud to belong.

Planned activities and investment

The DfE recommends focusing on fewer activities and implementing them well. Every activity funded in whole or in part by the IMF must clearly fall under at least one of the seven principles of inclusion. The worked example below shows how GTT might support one universal-offer activity; it does not imply that GTT addresses every principle or every barrier.

ACTIVITY 1 •

Activity	GTT-supported professional learning to strengthen selected aspects of everyday inclusive teaching
Barrier(s) addressed	Example: variation in routines, explanation, checks for understanding and participation; weaker belonging reported by some pupils. Replace with the school's barrier reference(s).

What the school will do

- Leaders select one or two tightly defined priorities from the school's own evidence; GTT does not determine priorities on its own.
- Teaching staff and Teaching assistants will use relevant GTT courses, resources and techniques where available and selected.
- Staff use Development Cycles, where selected, and have regular protected discussion and support. Annual appraisal in November 26 will begin the process and progress will be tracked half termly by HT.
- The SENCO, designated teacher and disadvantage/inclusion leads help connect learning to reasonable adjustments, the graduated approach and pupils' contexts.

Intended outcomes

1. **100% of curriculum units** across the primary phase embed documented start-of-unit and mid-unit recall checks by Spring 2027, verified through termly book looks and pupil voice. **100% of new admissions** receive baseline academic and pastoral screening within 10 school days, sustaining whole-school attendance in line with or above national averages. Termly pupil progress meetings and lesson drop-ins confirm that **at least 85% of SEND and disadvantaged pupils** make expected or accelerated progress from their individual starting points across core subjects. First-time statutory KS2 cohorts achieve 2027 mock-informed targets of **76% RWM combined** and **79% in Reading, Maths, SPaG, and Science**, with narrow attainment gaps for disadvantaged and SEND learners.
2. **Year 1 Phonics Screening Check** rises from 65% (2026) to **79% (19/24 pupils)** in Summer 2027, closing the gap to the 80% national benchmark. **EYFS Good Level of Development (GLD)** reaches **68% (17/25 pupils)** in 2027, with **KS2 Writing** reaching our **76% expected standard** target (and **10% Greater Depth**).

Evidence and review

- Use a proportionate combination of existing evidence: staff reflection, sampled classroom evidence, pupil work, checks for understanding, participation, pupil/family voice and relevant outcome data.
- Treat learner/student perception surveys, where used, as one perspective. Triangulate evidence; changes to one survey alone is not proof of impact.

Relevant DfE principle(s)	Ambitious leadership and governance; high-quality adaptive teaching and curriculum; safe and respectful culture fostering belonging, attendance and participation.
Cost, owner and timing	Great Teaching Toolkit - Embedding learning, Inclusive practice reflective CPD cycles, coaching model - £1500 1. SIMs attendance and data tracking - £1279 CPOMS - inter-school safeguarding and behaviour transfers and tracking £855 Kapow curriculum - consistent, including assessment points. £1320 = £ **4954** 2. Read Write Inc Phonics subscription - £1725 Early Years SLA - termly visits and reports - £580 = £**2305 + resources £700** **= £7959**

How GTT can support Activity 1

GTT is used here as a shared framework and set of professional learning tools within the school's wider improvement work. The contribution depends on leaders choosing a precise focus, protecting time, supporting staff to apply learning in context and reviewing multiple sources of evidence.

School improvement task	How GTT can contribute
Choose a precise focus	The Model for Great Teaching and available feedback tools may provide a shared language and help frame a problem of practice. The school's own cohort evidence determines the priority.
Build knowledge and skill	Relevant courses, resources and techniques can support teachers to build relevant expertise. Leaders also draw on EEF guidance, statutory guidance, subject expertise and specialist advice.
Apply and refine	A Development Cycle can structure goal-setting, exploration, practice and review. It supports professional learning to build expertise; it is not a compliance measure, and its quality depends on time, feedback and contextual adaptation. **Whole school focus on Embedding learning 4.7.**
Collaborate	The GTT Teams area and associated resources can support professional discussion in groups. The school decides who participates, the frequency and how this fits existing routines.
Review pupil experience	Pupil perception surveys may contribute class-level information about relationships, safety, participation, belonging and expectations. They are one perspective: interpret, triangulate and protect confidentiality.

Pupil voice in the improvement cycle

Editing note
Listen to pupils and review in the context of wider school evidence—what do you notice? Identify a specific barrier or problem of practice, select relevant professional learning and other support, apply and refine, gather evidence again, sustain, adapt or stop. Any change (e.g., a perceived improvement) should be interpreted cautiously, claims of impact should be supported by evidence.

What GTT does not replace

Editing note
GTT does not replace statutory duties, reasonable adjustments, assess–plan–do–review, specialist advice, the pupil premium strategy, personal education plans, safeguarding, attendance work, family partnership, or targeted support where the universal offer is insufficient. It also does not replace leaders' judgement or provide direct evidence of improved outcomes.

Add the school's other activities

Duplicate the block below for each additional universal or targeted activity. A complete example must include every activity funded by the IMF; the activities should respond to the barriers identified above and form a coherent whole.

ACTIVITY 2 • SCHOOL TO COMPLETE

Activity	Phonics and GLD outcomes
Barrier(s) addressed	**EYFS Good Level of Development (GLD):** 67%, closely aligned with the 68% national average but low for Speaking, Listening, Attention and Understanding and high SEND FSM crossover led to 0% of our FSM children getting GDL 2026. **Year 1 Phonics Screening Check:** 65% (national 80%), heavily skewed by a very small cohort with high levels of need. The IDSR 3-year average remains below average (non-significant).
What we will do	EYFS and KS1 teachers, teaching assistants, Early Reading/Phonics Lead, Oracy Lead, and SENCO working with all Reception and Year 1 pupils—prioritising Targeted and Expanded FSM pupils, SEND learners (24% school-wide), and EAL pupils (10%). Embed our newly acquired phonics resources across EYFS and KS1 following dedicated staff training and development days, delivering daily 1:1/small-group same-day keep-up sessions for pupils at risk of falling behind. Introduce structured language screening on entry to Reception, followed by small-group NELI / Speech & Language Therapy (SaLT) informed vocabulary and listening interventions alongside our whole-school oracy framework (structured talk stems and active listening routines). Partner with local Speech and Language services and family support networks to run informal stay-and-play phonics/talk workshops, utilizing our daily breakfast club to ensure punctual arrival and readiness for morning phonics.
Intended outcomes	**Implementation:** 100% of EYFS and KS1 staff deliver the new phonics scheme and structured oracy routines with daily fidelity by Spring 2027, supported by fortnightly coaching. • **Classroom Practice:** Teachers consistently use baseline communication checks and pre-taught vocabulary to scaffold *Listening, Attention and Understanding* without lowering expectations. • **Pupil Experience:** Disadvantaged, SEND, and EAL pupils in EYFS/KS1 engage confidently in structured talk, experience calm, predictable decoding routines, and build secure early language skills without stigma. • **Pupil Outcomes (2027 Targets):** – **Year 1 Phonics Screening Check** increases from 65% to **79% (19/24 pupils)**. – **EYFS GLD** reaches **68% (17/25 pupils)** overall, with a measurable increase in **FSM pupils achieving GLD** (moving up from the 0% 2026 baseline) and improved attainment in *Communication and Language*

Evidence and review	• **Baseline:** Summer 2026 statutory data (67% GLD; 0% FSM GLD; 65% Year 1 Phonics) and Autumn 2026 Reception baseline language/phonics assessments. • **Evidence Sources (Triangulated):** – Half-termly phonics assessment heatmaps and same-day catch-up logs. – EYFS *Communication and Language* observational checkpoints and sampled pupil work. – Fortnightly phonics coaching notes, staff reflection at pupil progress meetings, and parent workshop attendance/voice. • **Review Points & Reviewers:** Reviewed half-termly by the **Phonics Lead, EYFS Lead, and SENCO** at Pupil Progress Meetings, with termly scrutiny by the **Headteacher and Link Governor for SEND/Inclusion** (December 2026, March 2027, July 2027).
Relevant DfE principle(s)	**High-quality adaptive teaching and curriculum** • **Ambitious leadership and governance** • **Safe and respectful culture fostering belonging, attendance and participation**
Budget and funding	**£1725** RWI phonics • 8 staff **1 hour daily (5 hrs/week): £810/week** or **£31,590/year**
Owner and timing	Jacq Dalrymple. Half termly review of phonics, fortnightly for 'catch-up' children being targeted for extra input to close gaps, esp Disadvantaged.

Investment summary

Activity	IMF contribution	Other school funding (SEN Top up and Nominal)	Total budgeted cost
Activity 1 • GTT-supported professional learning	**£4,954**	**£0**	**£4,954**
Activity 2 • Phonics and EYFS Oracy	**£2,305**	**£31,590**	**£33,895**
TOTAL	**£7,259**	**£31,590**	**£38,849**

Label other funding accurately: 'planned contribution from other school funding to activities in this strategy'. Check that the IMF total reconciles to the school's allocation and that any pooled or shared activity is supported by suitable financial governance.

Proportionate implementation plan

Use the school's existing improvement, professional learning and governance structures wherever possible. The plan should make the work deliverable without specifying unnecessary meetings, records or evidence products.

Stage	School decisions and actions	Owner / timing / support
Prepare	Confirm barriers and baseline data; consult pupils, families and staff; select a small number of activities; identify implementation risks and necessary resources.	Jacq Dalrymple Autumn term GTT Development Cycles RWI Development days and staff training Voice 21 - Designing a curriculum for Oracy. Arrange EYFS support visit
Deliver and support	Introduce the activity clearly; build staff knowledge and skill; provide modelling, feedback or specialist support; monitor workload and unintended consequences.	GTT introductory session + appraisal meeting as springboard for Development Cycle - whole school on Embedding Learning 4.5
Review and adapt	Use existing evidence and professional discussion to examine reach, quality and variation. Address barriers to implementation and make proportionate adjustments.	22nd March 2027 5th July 2027
Evaluate and sustain	Compare evidence with the intended outcomes; consider value for money; decide what to sustain, adapt or stop; identify next priorities.	October 2027

Monitoring and evaluation framework

Editing note

Make sure the evidence you use can support the claims you make. Implementation evidence shows whether an activity happened. Practice evidence indicates whether adult behaviour may be changing. Pupil evidence indicates what pupils experience.

Evaluation question	Proportionate evidence	When and by whom
Was the activity delivered with sufficient reach and quality?	Protected time and support provided; staff participation and feedback; implementation barriers; workload; access for intended staff/pupils.	[insert review rhythm and owner]
Is relevant practice - and pupils' experience of it - changing?	Sampled classroom evidence, staff reflection, pupil work, checks for understanding, participation patterns, pupil/family voice and, where used, learner survey patterns.	[insert review points and owner]
Are barriers reducing for all pupils, and especially the most vulnerable?	Relevant attendance, behaviour, attainment/progress, engagement, belonging, wellbeing and participation evidence. Examine SEND, disadvantage and social-care patterns where valid and confidential.	[insert baseline, review points and owner]
What should we sustain, adapt or stop?	Triangulated evidence, variation, unintended consequences, pupil/family voice, specialist advice and value for money.	[insert decision point and governance route]

Governance and accountability

- **Named Lead:** The Headteacher (Mrs. Jacqueline Dalrymple) serves as the overall strategic and operational lead, supported by designated leads for SEND, safeguarding, and individual provision areas.
- **Reporting Route:** Inclusion performance, pupil progress, and specific interventions (such as sensory circuits, targeted PE/sports premium tracking, and Wave 1–3 SEND support) are reported directly by the Headteacher to the Tweedmouth West Primary School Governing Body.
- **Governor / Trustee Challenge:** The governing body exercises active challenge by monitoring budget allocations, reviewing the School Financial Value Standard (SFVS), and scrutinizing the impact of pupil outcomes at least once per term. Governors also maintain a strict register of interests to ensure transparency in staffing and inclusion-related decisions.
- **Scrutiny of Spending and Impact:** Financial and impact data—including PE and Sport Premium reporting and graduated SEND approaches—are evaluated through termly budget monitoring, staff/parent feedback surveys, and internal/external provision reviews.
- **Authorisation of Changes:** Operational adjustments and budget virements are authorized jointly through the Headteacher and designated finance/governance sub-committees, with statutory updates communicated to Northumberland County Council as required.

Governors or trustees should be able to test whether the strategy is being implemented, whether it is strengthening inclusion for all pupils, and whether the evidence indicates improvement for pupils with SEND, disadvantaged pupils and those known or previously known to children's social care. Scrutiny should focus on the quality and impact of decisions rather than GTT platform activity or paperwork.

Review of the previous academic year

Complete this section for future versions. If this is the school's first IMF strategy, replace the table with a brief accurate statement and retain the section heading.

Activity and spend	What was delivered	Evidence of change	Learning and next step
[insert activity and actual spend]	[state reach and implementation quality]	[summarise relevant, triangulated evidence]	[sustain, adapt or stop—and why]
[add rows as required]	[insert]	[insert]	[insert]

Using Ofsted's language without creating an inspection document

This template uses language consistent with Ofsted's state-funded school inspection toolkit for use from 7 September 2026, including high expectations; belonging; barriers to learning and/or wellbeing; everyday high-quality inclusive teaching; quick and accurate identification of needs; a graduated approach; and staff being equipped through suitable training and support. It keeps a clear focus on all pupils, with particular attention to disadvantaged pupils, pupils with SEND and pupils known or previously known to children's social care.

Core sources to consult while completing the strategy

DfE • Developing an inclusion strategy using the Inclusive Mainstream Fund (updated 7 August 2026)

EEF • Guide to Inclusive Teaching (published 6 July 2026)

Ofsted • School inspection toolkit, operating guides and information

Great Teaching Toolkit • Model and product information

Source note: the DfE guidance is non-statutory, but the IMF conditions of grant require schools to publish an inclusion strategy and use IMF-funded activity in line with the principles of inclusion. Schools should check the conditions of grant and current guidance before publication.