

Colcot Primary SCHOOL



School Development Plan 2015 – 2016

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1. General School Information

Address	Colcot Primary School
Telephone	01446735719
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Email	ColcotPS@valeofglamorgan.gov.uk
Website	
DES LA Number	
Headteacher	Mrs Nia Cule
Chair of Governors	Mr Martin Peplow
Director of Education	

Staffing Levels	Teaching	LSAs	SEN SNSAs	Clerk	Caretaker Cleaner	Midday Supervisors	Canteen Staff	Total			
	14.5	11	1	2	4	10	3	45.5			
Number on Roll 2015 - 2016	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total excl N		
	27	45	45	38	50	30	44	29	281		
Statemented Pupils	No. of Pupils		YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
SEN (SA&SA+) Register	No. of Pupils		YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
			2	7	6	6	12	11	9	10	63 22%
Free School Meals	No. of Pupils		YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
				34	17	25	13	21	16	20	146 52%

Staffing Structure – Support Staff

Name	Position	Responsibilities	Planned CPD training	Leading Intervention for	Class support for:
1. Liz O'Brien	L3				
2. Julie Sydenham	L3				
3. Tracy Rees	L3				
4. Sarah Beer	L3				
5. Catherine Hassett	L3				
6. Nick Preen	L3				
7. Diane Everall	L3				
8. Laura Campbell	L3				
9. Charlotte Gerrard	L3				
10. Gail Williams	L3				
11. Barbara Durbin	L3				
12. Karen Smith	L3				
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

4. Evaluation of priorities for 2015–16 (including PDG)

Priority	Area of focus	Impact/ Progress	Next step
1.	Raising boys engagement	Reduce the gender gap	
2.	Community Engagement	Pupils engaged in activities with community	
3.	Structured intervention programmes in place	All identified pupils receiving appropriate support.	
4.			

Priorities for: 2015 – 16

Targets		Why a priority?	Funding Allowance
Target 1	Welsh	To raise standards across the school.	£2,500
Target 2	New Curriculum	To ensure that all staff are aware of the impact of this on curriculum planning	£1,600
Target 3	Boys' Engagement in English and Literacy	To reduce the gender difference	£4,000
Target 4	Community Links	To increase the capacity to provide pupils with enrichment activities.	
Target 5	Professional Learning Communities	To support staff in development and training needs.	£1,000
Target 6	Interventions and Support	To ensure all pupils receive the best possible targeted support programmes.	£2,000

Education improvement Grant the school has to spend for financial year 2015 – 16	£ 2,000
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SIP 2015 -16 Colcot Primary

Target 1	To improve standards in Welsh across the school and raise the Welsh ethos and sense of belonging						
Priority – National/ LA/ School							
Target Leader:	NC, ME, ZA and SF	Team Members & GB link member					
Success Criteria – MUST INCLUDE QUANTIFIABLE DATA							
By the end of the academic year							
<ul style="list-style-type: none"> 75% of pupils will make the expected progress in Welsh over the course of an academic year in every year group. F Phase 3 1 outcome progress, KS 2 2 Sub levels progress. % of pupils will make above the expected progress in Welsh over the course of an academic year in every year group. (To be calculated by individual class teachers in September.) To maintain the % of Level 4 pupils in Year 6 at 75% and to increase the % of pupils attaining L5 Athrawes Fro (LA) to judge all Welsh teaching and learning to be at least 'good', and 'good with aspects of excellent' in all year groups by end of academic year. All areas of school to have a clear Welsh ethos 							
	Provide clear, succinct and specific actions to ensure the success criteria above will be met	Personnel Involved	Start & Completion dates	Budget Allocation Identify EIG/PDG/ Main Budget/ ANO.	MER times-frames	Impact of actions <small>What difference did they make?</small>	Evidence
1.	HT and DHT to work with Athrawes Fro and school Welsh co-ordinator to identify areas that need to be further developed and improved.	NC, ME, E Durmody, SF	Sept 2015 Review Spring and Summer Term	Non contact time for SF – X 3 DAYS £400	Autumn Lesson Obs. Spring and Summer reviews	To improve the teaching and learning of Welsh and raise standards. See % target	Talking to Learners monitoring Books and Qracy evidence Planning
2.	HT, DHT and SLT to keep up to date with the changes to Welsh in the New Curriculum, and to implement as necessary.	NC, ME, ZA	Sept 2015 – July 2015	Non contact time - x 3 days £ 400		To ensure that provision is in place that meets the needs of the new curriculum	Adapted/ amended planning.
3.	HT and SLT set year group targets for each term and monitor throughout the academic year, and intervene and challenge where necessary to keep on track for end of year targets.	NC, ME, ZA and all teaching staff	October – PM target for Pupils Review Spring and Summer term	PM review time for SLT – X 2 days £270	Performance Management Reviews. Aut – Spr - Sum	To improve teaching and learning in this area and raise standards of achievement for all pupils.	Standards of Welsh to be improved and pupils to meet the agreed target for their year group.
4.	HT, SLT and Welsh co-ordinator to timetable twilight sessions for improving the teaching and learning of Welsh Second Language, Bilingualism and Cwricwlwm Cymreig in the classroom.	NC, ME, SF	TBC		Monitoring the impact of the training. Spring and Summer Term E Durmody	All staff more confident in the delivery of Welsh and able to implement strategies to improve practice.	Spring and Summer term monitoring.

					review.		
5.	To engage with Welsh-medium schools, and explore opportunities of good and excellent practice to support the teaching and learning of teachers and support staff in school.	NC	TBC	Non contact time for staff to engage in school to school working. Cost TBC	Monitoring the impact of the training and shared working. Spring and Summer Term	Improvement in teaching and learning in this area and raise standards of achievement for all pupils.	Spring and Summer term monitoring.
6.	HT, SLT and Digital Competence co-ordinator to identify better and more creative use of technology in the teaching and learning of Welsh to raise standards and the Welsh ethos in the school.	NC,ME,ZA and RL	Autumn Term	Non contact time for coordinator x 2 days £270		Provision is in place that meets the needs of the new curriculum	Planning SOW
7.	Teachers to assess the teaching and learning and standards of Welsh using the New Curriculum Progression Steps and Level Descriptors on a half-termly basis, and to place appropriate support and intervention where needed. Assessments to be used to inform planning and identify gaps in learning.	All classroom based staff	Monthly monitoring - ARR	Non contact time for assessment coordinator x 6 days £780	Monitoring planning to measure the impact of the training and shared working.	Assessments clearly demonstrate that standards and pupils achievements have improved in this area.	Assessment files and monitoring report.
8.	All teachers to deliver the new Welsh Consortium Teacher Packs for their year group.	All classroom based staff	Monthly planning monitoring		Monitoring planning to measure the impact of the training and shared working.	Planning clearly demonstrate that provision and standards have improved in this area.	Planning files Monitoring
9.	HT and DHT to monitor the teaching and learning of Welsh Second Language and Bilingualism in planning, lesson observations and by listening to learners and provide constructive feedback and next steps to teachers to further improve – Autumn Term	NC and ME	Autumn Term and review Spring and Summer Term		Termly monitoring	Monitoring clearly demonstrate that provision and standards have improved in this area.	Lesson observations
10.	To support new teaching staff where necessary in the teaching and learning of Welsh and Bilingualism, and put appropriate training in place, where the need is.	NC, SF and E Dumody	Autumn Term and regular reviews		Planning and assessment monitoring	Monitoring clearly demonstrates that provision and standards in this area are good	Planning
11.	HT, DHT, SLT and Welsh co-ordinator to ensure all topics covered in every year group have the necessary coverage of <u>Cwricwlwm Cymreig</u> .	NC,ME,ZA, and SF	Spring Term and review in Summer Term – new planning Comerstones	Non contact time for staff x 2 days £270		Monitoring clearly demonstrates that provision in this area is good	Curriculum planning
12.	All teachers to ensure the suggested time-frame of teaching Welsh throughout the school week is adhered to (10 minutes daily and a Welsh lesson).	All classroom based staff	September 2015- July 2016		Planning monitoring Lesson observations Talking to Learners	Monitoring clearly demonstrates that provision in this area is good	Talking to Learners
13.	The Welsh language/ Mae Taffi yn dweud to be visible around the school building, and ensure all displays, classrooms and shared areas have a clear Welsh ethos. Introduce <u>Criw Cymraeg</u> and Welsh	NC and SF	September 2015- July 2016		Talking to Learners	Monitoring clearly demonstrates that provision in this area is good	Talking to Learners
	focus assembles to further raise the Welsh ethos in school.						

Target 2	To improve teaching and curriculum provision by understanding and implementing the New Curriculum for Wales 2015 and the new Cornerstones SOW.						
Priority – National / LA/ School							
Target Leader: NC, ME, ZA and all staff	Team Members & GB link member	Curriculum Committee					
Success Criteria							
By the end of the academic year							
<ul style="list-style-type: none"> 20% of teaching will be good – through monitoring of books and talking to learners 80% of teaching will be excellent – through monitoring of books and talking to learners Teachers will be judged as at least 'good and 'good with aspects of excellent' during lesson observations for implementing and delivering the New Curriculum 							
	Provide clear, succinct and specific actions to ensure the success criteria above will be met	Personnel Involved	Start & Completion dates	Budget Allocation Identify EIG/PDG/ Main Budget/ ANO.	MER times-frames	Impact of actions What difference did they make?	Evidence
1.	To implement the New Curriculum as of Sep 2015. HT, DHT and SLT to identify areas for development and training, and timetable twilight sessions to address in order for staff to fully understand the requirements and expectations of the New Curriculum.	NC, ME, ZA and all teaching staff	Sept 2015 – July 2016	Non contact time for staff INSET day	Monitoring termly	Provision in place to meet the needs of the new curriculum.	Planning
2.	HT, DHT, SLT and teachers to be allocated responsibilities for the new curriculum areas, and to support colleagues where necessary.	NC, ME, ZA and all teaching staff	Sept 2015 – July 2016		Termly reviews	All staff confident leading the areas of learning	Planning
3.	Portfolios of evidence to be compiled for the new six curriculum areas, the areas across the curriculum and the Welsh language to ensure a consistent approach to teaching and learning in every year group.	NC, ME, ZA and all staff	Sept 2015 – July 2016	Non contact time for staff INSET day	Termly reviews	Portfolios completed evidencing examples of work.	Portfolios
4.	Teachers to plan, deliver and assess using the new Programmes of Study for each year group and the Progression Steps in the New Curriculum.	All staff	Sept 2015 – July 2016		Termly reviews	Provision in place to meet the needs of the new curriculum	Planning
5.	HT, DHT and SLT to monitor the implementation of the new curriculum through planning, lesson observations and by listening to learners and to provide constructive feedback and next steps to improve.	NC, ME and ZA	Sept 2015 – July 2016	Monitoring and review – x 6 days non contact £780	Termly reviews	Provision in place to meet the needs of the new curriculum	Planning
6.	To share good and excellent practice with colleagues from the cluster on the implementation of the New Curriculum.	NC, ME, ZA and all staff	Sept 2015 – July 2016	Non contact for staff – x 4 staff £520	Termly reviews	School to school working in place and all staff engaged	Planning and evaluation sheets

7.	To implement the new 'Cornerstones' Programme of Study from YN to Year Y6. HT, DHT and SLT to ensure coverage of all requirements of the New Curriculum in each topic, for each year group.	NC, ME, ZA and all staff	Sept 2015 – July 2016	Inset day	Termly reviews	New Cornerstones planning in place supporting the requirements of the new curriculum.	Planning
8.	To reinforce independent learning strategies in Foundation Phase teaching and implement in Key stage 2.	NC, ME, ZA and all staff	Sept 2015 – July 2016	Twilight Inset sessions	Termly reviews	Independent Learning strategies in place	Planning
9.	HT, DHT and ESDGC co-ordinator to ensure coverage of the seven ESDGC themes in the new Cornerstones' topics, across all year groups, and to monitor the teaching and learning of the areas in planning, lesson observations and by listening to learners.	NC, ME, and all staff	Sept 2015 – July 2016	Non contact time for coordinator to monitor planning		Coverage of ESDGC evident in all planning	Planning
10.	A portfolio of evidence of the seven areas of ESDGC to be compiled to ensure coverage and a consistent approach to the delivery of ESDGC.	NC, ME, and all staff	Sept 2015 – July 2016	Non contact time for coordinator		Coverage of ESDGC evident in planning.	Planning

Target 3	To engage boys in English and significantly reduce the gender differences between boys' and girls' performance at the end of each year and Key Stage.						
Priority – National / LA/ School							
Target Leader:	NC and ME	Team Members & GB link member		Curriculum Committee			
Success Criteria – MUST INCLUDE QUANTIFIABLE DATA							
By the end of the academic year							
<ul style="list-style-type: none"> The performance of boys achieving a Level 4 in English will improve from 71% (2014-2015) to 91% (2015-2016) at the end of Key Stage Two The gender gap between boys and girls performance will be reduced by >>>>>>% at the end of Key Stage Two In every year group the gender gap in English standards will reduce by >>>>>>% 							
	Provide clear, succinct and specific actions to ensure the success criteria above will be met	Personnel Involved	Start & Completion dates	Budget Allocation Identify EIG/PDG/ Main Budget/ ANO.	MER times-frames	Impact of actions What difference did they make?	Evidence
1.	HT, DHT and SLT to analyse English data (2014-2015) and to identify the areas of English where boys are under-performing in comparison to the girls and to feedback to teachers the strands of English as priorities.	NC, ME, ZA and all staff	Sept 2015 Oct 2105			Pupils identified and targeted for support.	Assessment review and lists provided to teachers.
2.	Teachers to analyse end of September assessments (2015) to identify an entry point for boys' English standards (Oracy/Reading or Writing) and an exit point in July 2016, ensuring the gender gap between boys and girls' attainment is reduced/in-line with each other.	All staff	Sept 2015			Teacher assessments made and targets set	School based tracking system
3.	Every year group to carry out action research by talking to and asking boys about what engages them in their learning and collect the data across the school on boys' achievements and attitudes. Follow up on the action research/data termly to identify improved attitudes and engagement and to share strengths and areas for development.	All classroom based teaching staff.	Sept 2015		Review of the action research - July 2016	Pupils – boys specifically identify texts and English activities of interest to them. Pupils directing the learning.	Action research
4.	Teachers to use the action research to plan, teach and deliver activities to motivate and engage the boys in English and Literacy lessons.	All classroom based teaching staff.	Sept 2015 – July 2016		Monthly monitoring planning and assessment data	Boys learning needs addressed and catered for. Boys more focussed on learning and achieving in line with girls.	Book monitoring Talking to learners End of year results
5.	Teachers to identify pupils who are at risk of under achieving and to put appropriate intervention and support in place.	Classroom teachers ALNCo Support staff	Sept 2015 – July 2016		Classroom teachers assessments and reviews	Pupils identified and support programmes in place.	Assessment data Class groupings

6.	Teachers to monitor and analyse the progress of boys' English standards half termly in comparison to girls' attainment and to implement/adapt support strategies and interventions as necessary.	Classroom teachers ALNCo Support staff	Sept 2015 – July 2016		Class teachers monitoring and evaluations	Targeted and focussed support monitored for effectiveness.	Planning and evaluations Tracking sheets
7.	HT, DHT and SLT to monitor and analyse boys' and girls' performance and attainment half termly, and to intervene and challenge where necessary to ensure end of year targets are met.	NC, ME, ZA	Sept 2015 – July 2016	Non contact time for staff X 6 days £780	Monitoring and evaluations by ARR coordinator and SLT	Targeted and focussed support monitored for effectiveness.	ARR and SLT monitoring feedback
8.	HT, DHT and English co-ordinators to timetable twilight sessions to identify barriers to boys' learning and to share strategies to improve in every year group.	NC, ME, ZA	TBC		Monitoring and review the effectiveness of the different strategies shared.	Teaching and support staff more confident with their use of different strategies to support this area of learning.	Minutes form twilight sessions
9.	HT, DHT, SLT and English co-ordinator to monitor planning, lesson observations and listening to learners for opportunities for boys' engagement and to provide constructive feedback and next steps to improve – Spring Term	NC, ME, ZA	Sept 2015 – July 2016	Non contact time for staff – x 2 days £270	Lesson observation reviews	Teaching in this area identified as good and excellent and boys making the expected progress.	Lesson observations feedback
10.	To share good and excellent practice with colleagues from the cluster and implement strategies where appropriate.	NC and all staff	Sept 2015 – July 2016	Non contact time for staff TBC		Staff confident in their teaching and sharing good practice across the cluster.	Portfolios of evidence – photographs
11.	To seek and implement positive male role models for English and Literacy to motivate and engage the boys, e.g. Glynn Scott, fathers and grandfathers for reading sessions.	NC and ME	Sept 2015	Sept – July 2016 £3,000 – weekly sessions with Glynn Scott		Boys enthusiasm for learning improved and the gender gap reduced in targeted year groups.	Boys writing books

Target 4	To develop and establish community links that are embedded fully into the life and work of school.						
Priority – National/ LA/ School							
Target Leader:	ME	Team Members & GB link member					
Success Criteria – MUST INCLUDE QUANTIFIABLE DATA							
By the end of the academic year							
<ul style="list-style-type: none"> Community involvement is identified as at least good, and excellent and is seen as a strength of the school. To increase the number of parents into school from 50% to 75% for each year group session delivered. Improved opportunities and experiences for pupils as a result of community links. 							
	Provide clear, succinct and specific actions to ensure the success criteria above will be met	Personnel Involved	Start & Completion dates	Budget Allocation Identify EIG/PDG/ Main Budget/ ANO.	MER times-frames	Impact of actions What difference did they make?	Evidence
1.	HT, DHT and SLT to approach Community First Team and Big Learning Company to identify businesses and create a timeline of events to be held throughout the academic year.	NC, ME, ZA	Sept 2015 – July 2016		Evaluation and monitoring of the project work taking place.	Community First and BLC supporting the school to ensure a structured timeline is in place.	Discussion notes and identified list of businesses.
2.	To encourage the wider community to come to school during the working day (positive male role models for reading and writing).	NC, ME and all staff	Sept 2015 – July 2016		Review the activities offered to the children and families	Positive role models encouraging pupils to engage more enthusiastically with the work.	Photographic evidence Pupils work
3.	To engage with local and national businesses, e.g. Microsoft, Panasonic, Big Learning to enhance the teaching and learning of pupils in each year group.	NC, ME and all staff	Sept 2015 – July 2016		Evaluation and monitoring of the project work taking place.	Positive and varied opportunities for all pupils. Enrichment activities arranged for all pupils.	Business – Community portfolio
4.	Key Stage Classes to make links with local business and carry out mini-enterprise projects over the course of the academic year.	NC, ME and all staff	Sept 2015 – July 2016		Evaluation and monitoring of the project work taking place. Measure the impact on the pupils - questionnaires	Positive impact of the activity on pupils' literacy and numeracy skills.	Photographic evidence Pupils work
5.	To engage with the RNLI and pupils from Year 4 to Year 6 to have the opportunity to carry out the 'Hit the Surf' Programme to develop their life-saving skills.	NC, ME and all staff	Sept 2015 – July 2016		Evaluation and monitoring of the project work taking place.	Pupils developing and learning new life skills.	Photographic evidence
6.	To audit the needs and interest of the pupils and parents/guardians and hold weekend/half term clubs to build community links in the school where the need is.	NC, ME and all staff	Sept 2015		Evaluation and monitoring of the project work taking place.	A definitive list of activities available for school staff to access.	Evidence from audit

Target 5	To develop, embed and sustain a professional learning community to enhance teaching and learning.						
Priority – National / LA/ School							
Target Leader:	NC, ME, ZA	Team Members & GB link member					
Success Criteria – MUST INCLUDE QUANTIFIABLE DATA							
By the end of the academic year							
<ul style="list-style-type: none"> 94% of teachers and support staff will be involved in a professional learning community to share good practice. 							
	Provide clear, succinct and specific actions to ensure the success criteria above will be met	Personnel Involved	Start & Completion dates	Budget Allocation Identify EIG/PDG/ Main Budget/ ANO.	MER times-frames	Impact of actions <i>What difference did they make?</i>	Evidence
1.	All staff to have a shared vision and understanding of effective Professional Learning Communities.	All staff	Sept 2015		Evaluate and monitor	All staff fully engaged in the PLC ethos of the school.	Twilight minutes and notes.
2.	To establish a local network of teachers to share good practice of the implementation of the New Curriculum, with a particular emphasis on the six new areas of learning, the areas across the curriculum and Welsh and Bilingualism.	All staff	Sept 2015	Non contact time for initial meeting		Staff involved in collaborative and shared working parties with local schools.	Minutes of discussion and meetings.
4.	Y 2 and Y6 teachers to work with the local secondary schools to moderate pupils' attainment, using a consistent approach and to share good practice. Portfolios of evidence to be compiled over the course of the academic year.	Year 6 teachers	Sept 2015	Non contact for staff to attend moderation meetings X 6 days		Staff involved in collaborative and shared working parties with local schools. Effective end of phase moderation in place.	Portfolios
5.	Identify staff within the school to share good practice, and provide good role models to others within the school and other schools.	All staff	Sept 2015		Evaluate and monitor the process for its effectiveness in sharing good practice.	Staff working collaboratively across the school to share good practice.	Staff journals and notes.
6.	The HT and DHT to actively engage and work with the Pathfinder school, the SiG and partner cluster schools to share and implement good practice strategies.	NC, ME	Sept 2015 – July 2016		Evaluate and monitor the process for its effectiveness in sharing good practice.	HT and DHT to share the good practice observed and improve on current practice.	Notes and minutes.
7.	Teaching and non-teaching staff to attend INSET and training on targets and areas for development on the SIP, and to share expertise in order to enhance	All staff	Sept 2015		Evaluate and monitor the process for its	All staff have a clear understanding of their roles within the SIP	Minutes of meetings etc

	pupils' teaching and learning.				effectiveness in sharing good practice.	and engage with the joint working parties established.	
8.	To evaluate the skills of staff within the school and where particular strengths lie and match the skills to the needs of others. Create opportunities for staff development and peer to peer training, utilising the skills within the school.	All staff	Sept 2015		Evaluate and monitor the process for its effectiveness in sharing good practice.	All staff identified for partnership working and opportunities created for collaborative working to support raising standards for teaching and pupils.	Photographic evidence and joint planning.
9.	Teachers to informally observe each other on the six new curriculum areas, and to share good practice to develop a shared understanding of the requirements of the New Curriculum.	All staff	Sept 2015		Evaluate and monitor the process for its effectiveness in sharing good practice.	All staff identified for partnership working and opportunities created for collaborative working to support raising standards for teaching and pupils.	Photographic evidence and joint planning.
10.	All teachers to establish school to school collaboration to share experiences, and distribute and develop new ideas and initiatives.	All staff			Evaluate and monitor the process for its effectiveness in sharing good practice.	All staff identified for partnership working and opportunities created for collaborative working to support raising standards for teaching and pupils.	Photographic evidence and joint planning.

Target 6	To implement appropriate intervention and support where needed for pupils not achieving in line with their peers.						
Priority – National / LA/ School							
Target Leader:		Team Members & GB link member	SEN Governor and Curriculum committee.				
Success Criteria							
By the end of the academic year							
<ul style="list-style-type: none"> Pupils placed on intervention programmes will make the expected standard in line with their peers Pupils in the Foundation Phase will make the expected 3 sublevels progress in line with their peers over the academic year Pupils in Key Stage Two will make the expected 2 sublevels progress in line with their peers over the academic year 							
	Provide clear, succinct and specific actions to ensure the success criteria above will be met	Personnel Involved	Start & Completion dates	Budget Allocation Identify EIG/PDG/ Main Budget/ ANO.	MER times-frames	Impact of actions <i>What difference did they make?</i>	Evidence
1.	ALNCo to carry out an audit of intervention programmes to support those pupils not achieving in line with expected standards and purchase additional resources where the need is, with a primary focus on English and Literacy, and Maths and Numeracy.	NC and MC	Sept 2015 – July 2016	To purchase resources est £2,000	Monitor and review the effectiveness of the programmes on raising standards.	Intervention programmes available for staff to use to support pupils.	Audit
2.	HT, DHT and ALNCo to share ideas and timetable twilight sessions for training staff on new resources, re-organisation and new initiatives for intervention and support.	NC, ME and MC	Sept 2015 – July 2016			Focussed support in pace for pupils	Timetables
3.	HT, DHT, SLT and teachers to carefully analyse data (2014-2015) and identify pupils at risk of underachieving throughout the curriculum, with a primary focus on English and Literacy and Maths and Numeracy.	NC, ME and ZA	Sept 2015 – July 2016			Pupils identified for support.	Data analysis report
4.	ALNCo and teaching staff to analyse data and set entry and exit points for pupils placed on intervention programmes. Intervention support to be monitored half termly and reviewed/adapted/changed where necessary based upon pupil need.	All staff	Sept 2015			Pupils identified for support and intervention programmes identified.	Monitoring sheets
5.	ALNCo and support staff to be allocated specific pupils for intervention following data analysis and the needs within the school. Timetables for support to be	MC and support staff	Sept 2015 – July 2016		Monitor and review the effectiveness of the programmes	Increased levels of achievement for all pupils	Intervention timetable and support programmes in

	in place.				on raising standards.		place.
6.	Teaching staff and support staff plan and identify appropriate intervention programmes to support the different areas of the curriculum with a particular focus on Maths and Numeracy, and English and Literacy.	All staff	Sept 2015 – July 2016		Monitor and review the effectiveness of the programmes on raising standards.	Increased levels of achievement for all pupils	Intervention timetable and support programmes in place.
7.	HT, DHT and SLT to monitor provision of intervention programmes and pupils' standards of attainment, and intervene and challenge where appropriate.	NC, ME and ZA	Sept 2015 – July 2016		Monitor and review the effectiveness of the programmes on raising standards.	Levels of attainment for ALN pupils in line with their peers.	End of year assessment data and tracking files.

7. PDG

Amount of PDG = £110,250.00

Activities	Amount	Intended Outcome(s)
<p>To subsidise the cost of residential visits for <u>e.FSM</u> pupils. To subsidise the cost of trips and visits linked to the curriculum to allow equal access for all pupils.</p>	<p>£15,000</p>	<p>All pupils to have equal access to enrichment activities.</p>
<p>To identify groups of pupils underachieving in reading and writing and provide focussed and targeted support for those pupils. Support to include – specialist programmes – Catch Up, Rapid reading, Rapid writing.</p>	<p>LSA support – 2 LSAs = £30,000 Resources - £10,000</p>	<p>All pupils identified to receive the appropriate support and focussed sessions timetabled to ensure that the level of their underachieving is reduced.</p>
<p>To identify pupils underachieving in phonic development and <u>oracy</u>. To provide specialist support for those pupils and interventions to support their learning. Support programmes to include – <u>Speechlinks</u>, Chatterbox and Word Shark.</p>		
<p>To identify pupils who are underachieving in numeracy skills and provide support. Support to include Number shark, Spring board Maths and RM Numeracy.</p>		
<p>To identify MAT boys for additional writing support with a specialist visitor. Weekly</p>	<p>Salary for specialist visitor - £2,000</p>	<p>The gender difference in boys writing to be reduced.</p>

<p>To use NBAR assessment to identify pupils who will benefit from Nurture Group support. Train LSAs to help deliver the sessions and work alongside the teachers to deliver support sessions for raising <u>self esteem</u>, anger management etc. To provide LSAs to set up Meet and Greet sessions for the children.</p> <p>To provide opportunities for pupils and their families to engage in Community activities – links with Communities First projects, Microsoft, Panasonic and the local church.</p> <p>To enhance and supplement the ICT resources available to support pupils <u>home</u> - school learning. To provide opportunities for pupils to engage with their learning and not be disadvantaged.</p>	<p>Salary for LSA - £21,000</p> <p>Salary for support counsellor to train LSAs - £10,000</p> <p>Resources for the Nurture group sessions - £3,000</p> <p><u>Non contact</u> time for staff to engage with local businesses and put forward a plan of activities - £5,000</p> <p>School to purchase IT equipment to support pupils home / school learning. - £15,000</p>	<p>of Boy friendly topics and opportunities.</p> <p>To support pupils in developing strategies to deal with their issues and provide support for pupils enabling them to access the curriculum and engage fully in their learning.</p> <p>Pupils enjoying enrichment activities linked to the community and business links. These links and opportunities enhancing the curriculum and the teaching and learning.</p> <p>Ensure that all pupils are given opportunities to access the curriculum and their learning with appropriate IT support.</p>
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