

Miskin Primary School Mountain Ash



School Development Plan 2017 – 2018

Document passed by governing body 8/11/17

Contents	Page Numbers
1. General school information	1
2. Staffing structure and responsibilities	2
3. Vision and context	3
4. Evaluation of School Improvement Priorities 2014/15 & 3 Year Strategic plan 2015/18	4
5. Priorities for 2015 - 16	10
6. SIP 2015 - 16	11
7. PDG TEMPLATE	17

1. General School Information

Address	York Street, Miskin, Mountain Ash, CF45 3BG.
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Website	www.miskinprimary.com
DES LA Number	6742367
Headteacher	Mrs. Fran Davies
Chair of Governors	Mrs. Jane Ward
Director of Education	Mrs. E. Thomas

Staffing Levels	Teaching	LSAs	SEN SNSAs	Clerk	Caretaker Cleaner	Midday Supervisors	Canteen Staff	Total	
	4	4 + 1 supply	4 PT	2 PT	1 PT	4	2	22	
Number on Roll	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total

2017 - 2018	9	14	15	17	15	14	21	11	116	
Statemented Pupils		YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
	No. of Pupils		1			1	1			3
	%		7%			7%	7%			20.6%
SEN (SA&SA+) Register		YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
	No. of Pupils	0	2	0	3	2	8	8	1	22
	%	0%	14%	0%	18%	13%	57%	38%	9%	19%
Free School Meals		YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
	No. of Pupils	N/A	8	5	4	4	7	6	3	37
	%	N/A	57%	33%	24%	27%	50%	29%	27%	32%

2. Staffing Structure – Teaching Staff

Name	Position	Responsibilities	Planned CPD training Please highlight any leadership training	Teaching position
1. F Davies	HT	Whole school, curriculum, standards, safeguarding, staffing, RE.	SIG RE Cluster Conveynor Role Estyn Peer Inspector Training	NA
2. H Davies	DHT	LNF, Literacy, Welsh, PSHE.	NPQH Creative schools coordinator Deliver Phonics training RE	Class teacher R/1
3. E Stafford	SLT-U1	ARR, SEN, Maths.	SEN /AAR training(cont) Delivery of Creative Schools Student placement Coordinator RE CLA Training	Class teacher 3/4
4. K Kingston	U3	Hist, Geog, Science,Eco	LA and SIG support Cluster moderation KS2 RE	Class teacher 5/6

5.	C Richards	U1	ICT,PE, Music.	ICT coordinator - LA and apple support Cluster moderation FP RE Phonics Foundation Phase Continued / Enhanced Provision	Class teacher 1/2
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Staffing Structure – Support Staff

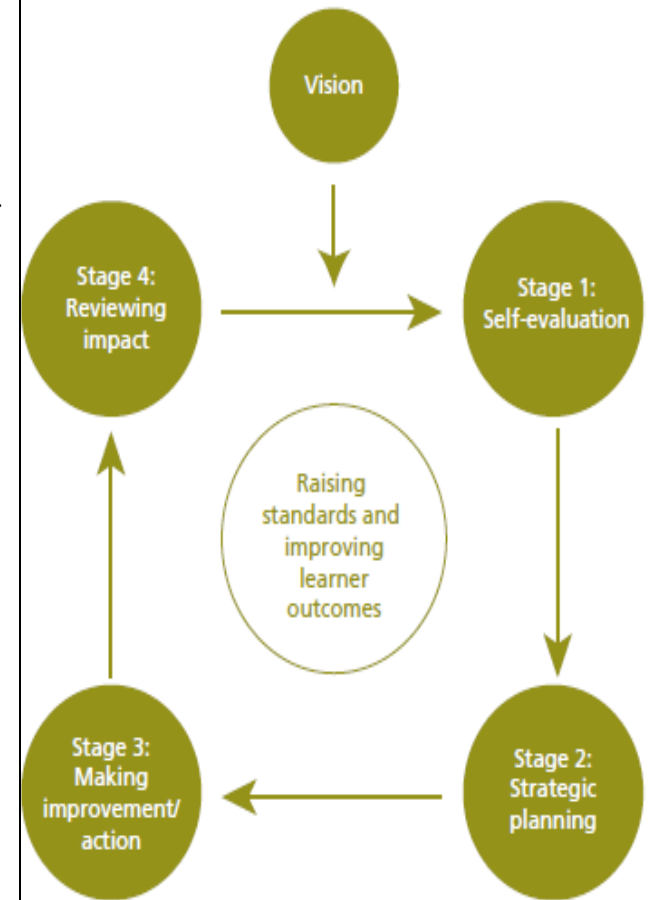
Name	Position	Responsibilities	Planned CPD training	Leading Intervention for	Class support for:
1. D Lewis	TA L3	Nursery / Thrive		FAST support	N
2. J Pearce	GR 7	Nursery Lead Practitioner	Weekly FP support	ECO support School first aid	N/A
3. J Jackson	TA L3	Y1/R	ELSA Welsh	School council/ ELSA/ FAST support	R/1
4. A Jane	TA L3	ALN support pm class support am		Literacy and Numeracy intervention/support	NA
5. A Thomas	Supply	Y1/2			1/2

3. Vision and Context:

The Vision for what the school is aspiring to achieve, set in the context in which it works.

- We aim to be-
- A sector leading wellbeing school where pupils feel happy, secure, supported and predisposed to learn.
- Where parents feel supported and the school is the heart of the community.

- A school where pupils are challenged and developed according to their individual abilities-
- Every child learns regardless of ability and enjoys learning; leading to an improvement in standards.
- Lifelong learners are created.
- A strong staff that is confident in delivering the curriculum and meeting the challenges it presents.
- A school that has a well maintained environment and building designed for pupils learning.



Next step

	<p>Creative Schools: Work with allocated Creative Agent to plan a project to support the development of the outdoor environment through the effective use of the grant gained from the Arts Council, Wales. SMT to undertake training and monitor / evaluate impact.</p>	<p>2016-17 TARGETS:</p> <p><i>Year 6 – 24 in cohort</i> 95.83% CSI in line with target set (1 pupil did not achieve in Maths – dyscalculia)</p> <p><i>Year 2 – 16 in cohort</i> 87.50 FPOI exceeding target of 81.25 (1 x ASD pupil, 1 x CP pupil)</p> <p>Current year 4/5 (24 pupils in cohort):</p> <p>SMT completed 2 day training for Lead Creative Schools Practitioners appointed to work in the outdoor environment providing quality outdoor learning experiences as well as providing expertise in the art of exploration and willow weaving.</p> <p>By the end of the academic year-</p> <ul style="list-style-type: none"> • All pupils met or exceeded the set targets for mathematics - 92% of cohort on track • 2 pupils not on track for end of KS (1 additional learning needs – global delay / CRI and ECP intervention / 1 pupil with dyscalculia / TAF intervention) • 100% of pupils developed high levels of well-being as a result of the project (pupil feedback and questionnaires) 	<p>Develop the project in its second year and evaluate impact on pupils’ literacy (oracy / writing) skills.</p>
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	<p>Implement the new Science SOW. Curriculum Leader to provide whole school training and monitor its effectiveness and support staff in its delivery. Ensure that pupils are being challenged and standards improve. Incorporate pieces of work into school science portfolio. Undertake lesson observations, listening to learners and book scrutiny. SIG focus.</p>	<p>Coordinator upskilled through work undertaken as part of SIG All staff trained in delivery of new SOW Science fully integrated as part of FP curriculum (KUW) Discrete science lessons taught weekly in KS2 classes Science coordinator undertook listening to learners, lesson observations and book scrutiny as part of the MER cycle. Target: For all end of KS2 pupils (24 pupils) to achieve Level 4+ in Science Actual: 100% pupils achieved L4+ at end of KS Target: For 19% of cohort to achieve L5+ in Science Actual: 66% pupils achieved L5+ 54% of boys achieved L5+ in science 82% girls achieved L5+ in science Continue to monitor impact of SOW- target boys to close the gender gap.</p>	<p>Continue to monitor impact on standards.</p>
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<p>ICT- continue to link with the apple store; review the current provision, identify training needs and facilitate the delivery in order to raise standards of achievement in ICT. Develop the use of pupils as Digital Leaders, Apple TV as an effective teaching tool. Whole school training on J2e to be attended by all staff and used within classes to enhance learning. Use of SL to provide coaching through informal lesson observation and monitor the development of the SOW through listening to learners.</p>	<p>INCERTS tracking data to identify that for end of KS2 pupils (24 pupils)</p> <p>Opportunities for ICT are increased and delivered throughout the curriculum.</p> <p>Pupils have a dedicated ICT skills lessons per week and are aware of progression of skills by using individual skills ladders.</p> <p>IPADS and Laptops are timetabled for all classes</p> <p>All teaching staff had HWB training.</p> <p>ICT coordinator undertook listening to learners, lesson observations and book scrutiny as part of the MER cycle.</p> <p>100% of lessons observed were judged as good or excellent.</p> <p>End of year data (INCERTS) shows:</p> <p>Target: 100% of year 6 pupils to achieve L4 at end of KS Actual: 100% of year 6 pupils achieved L4 at end of KS</p> <p>Target: 81% of year 6 pupils to achieve L5 at end of KS Actual: 70% year 6 pupils achieved L5 at end of KS</p> <p>Target: 71% of year 3 pupils to achieve L2a at end of year Actual: 50% of year 3 pupils achieved L2a</p> <p>Target: 21% of year 3 pupils to achieve L3 or above at the of year Actual: 21% of year 3 pupils achieved</p>	<p>Develop the use of Digital Leaders across the school and ensure Apple TV is being used effectively to enhance teaching and learning experiences.</p>
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	<p>Phonics – introduce the RWI approach to the teaching of phonics. SL to provide training and support staff in the delivery of phonic sessions through monitoring, book scrutiny and listening to learners.</p>	<p>All Nursery – Y1 staff trained in the teaching of Phonics Literacy coordinator undertook listening to learners, lesson observations and book scrutiny as part of the MER cycle. New phonics resources purchased Literacy coordinator supported Y2 teacher in end of FP Moderation</p> <p>Target: 93.75% of year 2 pupils to achieve O5 at end of FP in LLC Actual: 93.75% of year 2 pupils achieved O5 at end of FP in LLC Target: 50% of year 2 pupils to achieve O6 at end of FP in LLC Actual: 43.75% of year 2 pupils achieved O6 at end of FP in LLC (1 x ASD pupil; 1 x CP pupil within the MAT group)</p>	<p>Continue to monitor delivery and impact on standards (pupil progress).</p>
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(Priorities are subject to change if necessary to respond to changing need)

Year 1 – Aims & Aspirations:	Year 2 – Aims & Aspirations:	Year 3 – Aims & Aspirations:
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- Continue to monitor and analyse groups of learners e.g. FSM, ALN, MAT etc. to improve outcomes; identification of MAT pupils; MAT Coordinator to undertake training and support staff in provision for pupils. Links to be created with MACS as part of cluster MAT initiative. Pupils to be identified in all classes- visits to be arranged to stretch pupils further and aid transition. Link Gov to be allocated.
- Continue to deliver the New Curriculum for Wales
- Review teacher assessment/target setting for consistency & accuracy - ongoing
- Continue to train, evaluate, support and monitor use of iPads to enhance the curriculum; introduce the role of digital leaders across the school
- Continue to develop the implementation of LNF across the school
- Extend the roles and responsibilities of LSAs following PM interviews and school needs
- To continue the use of effective internal curriculum leader support to raise standards.
- Plan and implement the development of the outdoors through the Creative Schools grant gained
- Provide training for science across the school to implement a new scheme of work
- Provide training for FP staff in the teaching of phonics
- Continue to monitor standards in writing

- Continue to monitor and analyse groups of learners e.g. FSM, ALN, MAT etc. to improve outcomes; improve provision for MAT pupils across the school; MAT Coordinator to link with feeder secondary school to enhance provision and work with the cluster to focus on this area to continue to develop.
- To meet the needs of any additional curriculum changes in line with local and national priorities.
- To continue the use of effective internal curriculum leader support to raise standards.
- Continue to develop the outdoor environment through the Creative Schools grant.
- Continue to improve other areas of the school grounds
- Expand multiculturalism
- Ensure varied opportunities for children to visit other areas & cultures outside the valley
- Address any gender imbalance
- Continue to evaluate pupil, parent, governors and staff questionnaire
- Act promptly on national, local, cluster & school initiatives.
- Monitor and evaluate our delivery of the DCF.
- Work with Tantrwm to develop new web page.
- Improve attendance to 95.3%

- Continue to monitor and analyse groups of learners e.g. FSM, ALN, MAT etc. to improve outcomes; improve provision for MAT pupils across the school; MAT Coordinator to link with feeder secondary school to enhance provision and work with the cluster to focus on this area to extend further.
- To meet the needs of any additional curriculum changes in line with local and national priorities.
- To continue the use of effective internal curriculum leader support to raise standards.
- Develop writing and oracy skills through the Creative Schools grant.
- Continue to improve other areas of the school grounds
- Expand multiculturalism
- Undertake RE training and new SOW
- Ensure varied opportunities for children to visit other areas & cultures outside the valley
- Address any gender imbalance
- Continue to evaluate pupil, parent, governors and staff questionnaire
- Act promptly on national, local, cluster & school initiatives.
- Launch website.
- Improve attendance to 95.6%

<p>across KS2 (Big Write)</p> <ul style="list-style-type: none"> • Monitor and evaluate the effectiveness of new science scheme of work • Support and monitor the teaching of science, ICT, MMS and phonics (FP) through lesson obs, book scrutiny, listening to learners. • Adjust after school provision in line with feedback questionnaires (pupil and parent) • Standardisation and moderation of Core subjects within school & Cluster • Continue to improve assessment via Incerts • Take on board and become familiar with the new digital competency framework, ensure delivery in existing SOW's are skills progressive and meets the needs. Identify any elements that are not covered and need to be taught as stand-alone lessons. • Continue to develop emotional intelligence • Develop a new school website as previous provider no longer trading. DHT made links with local company to gain support with the set up. Staff will also receive training in twilight. (2K supply cover and fees) • Improve attendance to 95% 		
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5. Priorities for: 2017 – 18

Targets		Why a priority?	Funding Allowance
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<p>Target 1</p>	<p>Creative Schools. Work with allocated Creative Agent to plan a project to support the development of pupils' oracy / writing skills through the effective use of the grant gained from the Arts Council, Wales. School Coordinator to work with class teacher to monitor and evaluate impact.</p>	<p>Ensure sustainability of the willow dragon by using this as a stimulus for the development of pupils' written and performance skills. Data indicates that current Y4 pupils are working below the expected level in oracy. Lowest L1.72 average L2.89.highest L3.27.By introducing different learning styles and approaches to meet the needs of all pupils, including those with SEBD, ASD through the use of experts in script / story writing and theatre / performance. Identified pupils are to be on track to achieve L4 at the end of KS2 in oracy. To enhance progress of MAT Y3 pupils to further develop literacy identified are on track to achieve L5 at the end of KS2 93% targeted to achieve L2a or above by EOY</p>	<p>£1250</p>
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<p>Target 2</p>	<p>Implement new RE Scheme of Work. Headteacher to provide whole school training, monitor its effectiveness and support staff in its delivery. Ensure that pupils are being challenged and standards improve. Ensure continuity and progression across the school. Undertake lesson observations, listening to learners and book scrutiny.</p>	<p>The need for a new RE SOW identified by HT and teaching staff. There is a need for pupils to learn about a range of religions and different cultures as part of Global Citizenship. New SOW to ensure continuity and progression along with coverage.</p>	<p>£200 (resources?)</p>
<p>Target 3</p>	<p>ICT Promote and support the active role of new Digital leaders. Staff to continue to identify the Digital Competency Framework in planning. Where there are gaps and a skill is not being covered this is to be taught separately as stand-alone lesson/s. E safety audit to be conducted by ICT coordinator. Areas of concern to be addressed by all staff. Staff meeting/s allocated to this. Introduce a Coding club – use of STEM Ambassadors from Cardiff University. Apply to Cardiff University for free computers to update current hardware. Look at published ICT SOW and evaluate. Identify SOW that meets the needs of the school and DCF. Train staff in delivery, conduct lesson observation, pupil voice and work scrutiny.</p>	<p>To ensure staff are up to date with ICT initiatives. Use of apple TVs that have been installed. Aim to improve pupil and staff ICT confidence. Ensure coverage of DCF. Ensure pupils know how to stay safe online.</p>	

Target 4	Phonics – train Y1/2 teacher and TA in the RWI approach to the teaching of phonics. Adapt provision for literacy in Y1/2 class. SL to provide training and support staff in the delivery of phonic sessions through monitoring, book scrutiny and listening to learners. Purchase Literacy & Language for MAT Y2 learners as well as consumable phonics resources.	Following the training implementation of a new SOW in the early years this practice now needs to feed into Years 1 and 2. To ensure that the teaching provides continuity and progression from previous years.	£850
Target 5	Develop work as a SIG to adapt teaching styles in Y5/6 in line with Donaldson’s Creative Curriculum. Undertake training to enable practitioner to put theory into practice. Share learning / practice with other KS2 teacher. Evaluate impact of pupil well-being and standards.	In order to adapt teaching styles according to the needs of all learners.	
Target 6	To work towards achieving the Platinum Flag for Eco-Schools	To maintain our Green Flag status To develop caring, responsible individuals for the future	
Target 7	Science – to continue to monitor delivery and coverage of SOW.	To ensure continuity, progression and coverage of SOW	
Target 8	MAT – to link with feeder secondary school for the provision of Literacy / Numeracy sessions for Y6 MAT pupils To work with the cluster on developing provision for MAT pupils	To target more able and talented pupils to achieve L5+ at the end of KS2	
Additionally the EIG will to provide staffing - both support for nursery as well as 2x LSAs Education improvement Grant the school has to spend for financial year 2016 – 17			£46,000

6. SIP 2017 -18 – NB: Your SIP should have a manageable amount of targets that can be achieved across an academic year. Copy and paste the tabular design below as required.

Target 1

Priority – National / LA/ **School**

Creative Schools. Work with allocated Creative Agent to plan a project to support the development of pupils’ oracy / writing skills through the effective use of the grant gained from the Arts Council, Wales. School Coordinator to work with class teacher to monitor and evaluate impact.

Target Leader: H Davies

Team Members

E Stafford/ F Davies

Success Criteria – MUST INCLUDE QUANTIFIABLE DATA

This will be decided as the focus/practitioner/creative agent finalise the project.

- Improve teacher confidence in the teaching of writing, specifically Script writing
- Teacher securing techniques used to develop oracy skills in pupils
- 100% Yr 3 achieving Lev 2b/on track for end of KS - oracy
- 33% Yr 3 achieving Lev 3b above target for end of KS - oracy
- 100% Yr 3 achieving Lev 2b/on track for end of KS – writing
- 40% Yr3 achieving Lev 3a/above target for end of KS - writing Lev 5
- 93% Yr 4 achieving Lev 3c, on track for end of KS – oracy
- 36% Yr 4 achieving Lev 3a, above target for end of KS – oracy
- 21% Yr 4 achieving Lev 4c/above target for end of KS - oracy
- 93% Yr 4 achieving Lev 3c, on track for end of KS – writing
- 36% Yr 4 achieving Lev 3a/above target for end of KS – writing
- 21% Yr 4 achieving Lev 4c/above target for end of KS – writing Lev 5

	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
	Shortlisting of candidates for Creative Practitioner role	HD/ES/Nick Davies	7 th September 2017	N/A	7 th September 2017		Shortlisted candidates informed via email
	Interview process for appointing Creative Practitioner	HD/ES/Nick Davies and School Council	15 th September 2017	2 x 1 day supply cover	15 th September 2017		Creative Practitioner appointed to work with children on creative learning project
	School Coordinator / Class teacher time to complete planning form to submit to the Arts Council Wales Complete Budget form	HD / ES Creative Agent (Nick Davies) Angharad Evans Nigel Crowle	22 nd Septembers2017	1 x Half day supply cover	22 nd September 2017		Planning form submitted; part allocation of grant for Y2 into budget Budget form completed
	Listening to Learners / Book / Planning scrutiny	HD ES	19 th January 2018	1 x half day supply cover	19 th January 2018		Evidence of creative writing activities; photographs; video clips Pupil feedback

	Lesson Observations	HD ES	6 th / 7 th February 2018	1 x half day supply cover	7 th February 2018		Monitoring report Listening to learners
	Evaluation of Project Completion of budget form	HD ES Nick Davies	February 2018	2 x half day supply cover	February 2018		Evaluation / budget form submitted to Arts Council Wales Final percentage of budget allocated.

Target 2

Priority – National / LA/ **School**

Implement new **RE Scheme of Work**. Head teacher to provide whole school training, monitor its effectiveness and support staff in its delivery. Ensure that pupils are being challenged and standards improve.

Ensure continuity and progression across the school.

Undertake lesson observations, listening to learners and book scrutiny.

Target Leader:	F Davies	Team Members	School staff /				
Success Criteria – MUST INCLUDE QUANTIFIABLE DATA							
SOW in place – continuity and progression across the school. Improved teacher confidence and frequency of delivery of RE curriculum.							
Reception 93% O3+ (one statemented pupil)							
Yr 1 100% O4+							
Yr 2 100% O5+							
Yr 3 100% 2b+							
Yr 4 93% 3c+ (target one statemented pupil)							
Yr 5 100% 3a+							
Yr 6 100% 4b+							
	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
	• Curriculum Leader to train teaching staff in the delivery of new RE SOW	F Davies H Davies E Stafford K. Kingston C Richards J Pearce	4 th September 2017	INSET Day			Training and SOW prepared
	• Lesson observations – implementation of new SOW	F Davies H Davies E Stafford K. Kingston C Richards J Pearce	26 th /27 th September 2017		Autumn term		Monitoring Report
	• Listening to Learners / Book Scrutiny	F Davies H Davies E Stafford K. Kingston C Richards J Pearce	16 th March 2018		March 2018		Listening to Learners / Book Scrutiny reports

	• <i>Pupil tracking / End of year data analysis</i>	F Davies H Davies E Stafford	July 2018		Ongoing during academic year 2017-18 July 2018		INCERT SER
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Target 3	
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Priority – National / LA/ **School**

ICT- Promote and support the active role of new **Digital leaders**.

Staff to continue to identify the **Digital Competency Framework** in planning. Where there are gaps and a skill is not being covered this is to be taught separately as stand-alone lesson/s.

E safety audit to be conducted by ICT coordinator. Areas of concern to be addressed by all staff. Staff meeting/s allocated to this.

Introduce a Coding club – use of STEM Ambassadors from Cardiff University.

Look at published **ICT SOW** and evaluate. Identify SOW that meets the needs of the school and DCF. Train staff in delivery, conduct lesson observation, pupil voice and work scrutiny.

Target Leader:	C Richards	Team Members	School staff
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Success Criteria – MUST INCLUDE QUANTIFIABLE DATA

Role of digital leader (pupils) developed- display established as well as half termly meetings.

Coding club for all pupils established and run by digital leaders.

Staff confident in addressing WG Digital Competency Framework (DCF)

Pupil data-

100% of year 6 pupils achieve L4 by end of the year.

81% of year 6 pupils achieve L5 by the end of the year

71% of year 3 pupils achieve L2a or above by the end of the year

21% of year 3 pupils achieve L3 or above by the end of the year

100% of lesson observations to be judged as good or better.

	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
	Identification of Digital Leaders Meetings with Digital Leaders	CR / Digital Leaders	September 2017 Half termly from September 2017	N/A	Ongoing		Minutes from meeting, photographs
	Set up a Coding club led by Digital Leaders / Ambassadors	CR Cardiff University Ambassadors	Autumn term – weekly after school session	N/A	Ongoing		Improved independence and pupil skills in FP/KS2; confidence and refining of DL skills. display

	Accumulation of hardware from Cardiff University	FD	Autumn term	N/A	Autumn term		New, more reliable technology
	Curriculum Leader to train teaching staff in the delivery of new ICT SOW	F Davies H Davies E Stafford K. Kingston C Richards J Pearce	Summer term 18	INSET Day			Training and SOW prepared
	Lesson observations – implementation of new SOW	F Davies H Davies E Stafford K. Kingston C Richards J Pearce	Summer term 18		Summer term		Monitoring Report
	Listening to Learners / Book Scrutiny	F Davies H Davies E Stafford K. Kingston C Richards J Pearce	Summer term 18		Summer term 18		Listening to Learners / Book Scrutiny reports
	• Pupil tracking / End of year data analysis	F Davies H Davies E Stafford	July 2018		Ongoing during academic year 2017-18 July 2018		INCERT SER
	Lesson Observations	CR	30 th April 2018	1 x 1 day supply	Summer term		SL Report
	Listening to Learners	CR	18 th May 2018	1 x half day supply	Summer term		SL Report
	Incerts Scrutiny: DCF	CR	Summer term	1 x half day supply	Summer term		SL Report

Target 4							
<p>Priority – National / LA/ School</p> <p>Phonics – train Y1/2 teacher and TA in the RWI approach to the teaching of phonics. Adapt provision for literacy in Y1/2 class. SL to provide training and support staff in the delivery of phonic sessions through monitoring, book scrutiny and listening to learners.</p>							
Target Leader:	H Davies	Team Members	School staff				
Success Criteria – MUST INCLUDE QUANTIFIABLE DATA							
<p>Y1/2 staff staff trained and confident in the systematic approach to the teaching of phonics and literacy at FP. Moderation of work seen to be accurate and in line with school policies. 100% of lesson observations are seen to be good or better. Policy and SOW updated. 71% of Rec pupils to achieve O3 (on track for end of FP) 7% of Rec pupils to achieve O4 (on track for O6 at end of FP) 87% of year 1 pupils to achieve O4 (on track for end of FP) 7% of year 1 pupils to achieve O5 (on track for O6 at end of FP) 65% of year 2 pupils to achieve O5+ by end of the year in LLC 18% of year 2 pupils to achieve O6 as a challenging target by end of the year in LLC</p>							
	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
	Y1/2 teaching and support staff to be trained in the teaching of phonics and RWI approach	H Davies C Richards A Thomas	13 th September 2017	1 x 1 day supply cover	Autumn 1		Y1/2 class receiving daily phonics teaching and re-structured literacy hour
	Analysis of literacy data	H Davies	September 2017	SL Time	September 2017		School Data SER SIP Report to Governors

Review and update the current policy and SOW in line with current teaching methods	H Davies	Spring 2018	N/A	Spring 2018		Updated policy and SOW Teacher's planning Lesson obs Book Scrutiny
Monitoring through scrutiny of books and listening to learners	H Davies	19 th January 2018	1 x Half day management time	Spring term 2018		Pupil books Teacher's Planning Incerts SL Report
Lesson Observations	H Davies	6 th /7 th February 2018	1 x day	Spring term 2018		SL Report
Purchase Literacy & Language SOW for Year 2 pupils who have learned to read	H Davies	Spring Term 2018	£700	Spring term 2018		MAT pupils being differentiated for Planning Pupil Books
Moderation of pupil work at end of FP	HD / CR	Summer term	Directed time	Summer term		Consistency in outcomes when judging pupil work FP Meetings
Evaluate impact of literacy provision within the FP	HD	Summer term	1 x day	Summer term		Analysis of data July 2018

Target 4b			
<p>Priority – National / LA/ School handwriting—identify and purchase suitable handwriting SOW, provide and necessary training via staff meetings. Monitor delivery through monitoring, book scrutiny and listening to learners. Work with Y6 class teacher to identify the ‘non negotiables of presentation in pupils work’, create pupil placemats of requirements. Incorporate these non-negotiables and new SOW into handwriting policy document. Present new policy to GB</p>			
Target Leader:	H Davies	Team Members	School staff
Success Criteria – MUST INCLUDE QUANTIFIABLE DATA			

staff trained and confident in the teaching of handwriting in line with new SOW.
 Moderation of work seen to be accurate and in line with school policies.
 100% of lesson observations are seen to be good or better.
 Policy and SOW updated.

71% of Rec pupils to achieve O3 (on track for end of FP)

7% of Rec pupils to achieve O4 (on track for O6 at end of FP)

87% of year 1 pupils to achieve O4 (on track for end of FP)

7% of year 1 pupils to achieve O5 (on track for O6 at end of FP)

65% of year 2 pupils to achieve O5+ by end of the year in LLC

18% of year 2 pupils to achieve O6 as a challenging target by end of the year in LLC

100% of Y6 pupils to achieve L4 literacy by the end of the year

45% of year 6 pupils to achieve L5 literacy by the end of the 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 <small>What difference did they make?</small>	Evidence
	Identify new SOW, consult with staff and purchase making required adjustments to ICT etc.	H Davies	Oct 2017	Man time	Autumn 1		New SOW purchased. Apps etc installed
	Introduce SOW to staff	H Davies	Nov 2017	SM Time & half day prep	Aut 2		Staff meeting mins
	Liase with Y6 class teacher to drill down 'non negotiables' for pupil presentation. Work with pupils to create pupil placemat. Cascade this information to staff.	H Davies KKingston	Nov 17	SM Time & half day prep	Aut 2		Staff meeting mins Placemats produced
	Review and update the current policy in line with new SOW and non-negotiables identified.	H Davies	Spring 2018	N/A	Spring 2018		Updated policy and SOW Teacher's planning Lesson obs Book Scrutiny
	Monitoring through scrutiny of books and listening to learners	H Davies	19 th January 2018	1 x Half day management time	Spring term 2018		Pupil books Teacher's Planning Incerts SL Report

	Lesson Observations	H Davies	6 th /7 th February 2018	1 x day	Spring term 2018		SL Report
	Moderation of pupil work at end of FP/KS2	HD / CR/KK	Summer term	Directed time	Summer term		Consistency in outcomes when judging pupil work
	Evaluate impact of new SOW create report for GB	HD	Summer term	1 x day	Summer term		Analysis of data July 2018 GB mins

Target 5

Priority – National / LA/ School

Develop work as a SIG to adapt teaching styles in Y5/6 in line with Donaldson’s Creative Curriculum and Pedagogical Principles.

Undertake training to enable practitioners to put theory into practice.

Share learning / practice with KS2 colleagues.

Evaluate impact of pupil well-being and standards.

Target Leader:	K. Kingston	Team Members	School staff
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Success Criteria – MUST INCLUDE QUANTIFIABLE DATA

SIG representative to attend all training and support sessions.

FOCUS- How can I create authentic contexts for learning and encourage the importance of sustained effort ?

2x pupil voice to be conducted 1st/3rd term and comparative report produced

100% teachers confident in adapting teaching styles to match the needs of groups of learners and the new curriculum.

91% of pupils to achieve CSI at end of Y6

90% of Year 5 pupils to achieve CSI at the end of KS2

	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
	• SIG lead to attend initial training – Successful Futures	K Kingston F Davies	Summer term 2017	1x day supply	Summer term 2017		Identify focus area
	• Staff meeting/feedback from initial training	K Kingston	Autumn 1	Staff meeting time	Autumn		Staff meeting minutes
	• SIG group working	K Kingston	Autumn	4x half days supply	Summer term 2018		Development of teaching styles in KS2 Pupil books Teacher’s planning
	• Follow-up Progress Day	K Kingston F Davies	Spring term 2018	1x day supply	Spring term 2018		Development of teaching styles in KS2 Pupil books Teacher’s planning

	• Presentation Day	K Kingston F Davies	Spring term 2018	1x day supply	Spring term 2018		Teacher presentation Impact on standards
Target 6							
Priority – National / LA/ School To work towards achieving Eco Platinum Award							
Target Leader:	K. Kingston	Team Members	School staff				
Success Criteria – MUST INCLUDE QUANTIFIABLE DATA							
ECO schools representative distribute topics to staff Staff confident of expectations within each year group. Evidence collated in readiness for assessment 100% of classes contribute to information/ projects needed by coordinator							
	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
	• Coordinator to provide initial training for staff	K Kingston All staff	13 th September 2017	Staff meeting time	Autumn term		Staff selection of chosen topics KK informed
	• Coordinator to feedback progress in half termly staff meetings	K Kingston / All teaching staff	All year	NA	All year		Minutes of staff meeting- eco file
	• Leader to monitor progress	K Kingston / All teaching staff	Autumn 2 staff meeting	N/A	Ongoing 2017-18		Teacher planning Pupil books Topic portfolios

Target 7							
Priority – National / LA/ School Science – to continue to monitor delivery and coverage of SOW.							
Target Leader:	K. Kingston	Team Members	School staff				
Success Criteria – MUST INCLUDE QUANTIFIABLE DATA							
Resources to match the needs of the SOW, CL to identify gaps and place orders. 2x pupil voice to be conducted 1 st /3 rd term and comparative report produced 100% of lesson observations on new SOW are seen to be good or better. 100% of year 6 pupils to be L4 or above in science 45% of year 6 pupils to be L5							
	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
	• Lesson Observations	K Kingston All staff	13 th November 2017	1 x day supply cover	Autumn term		Monitoring report
	• Listening to Learners and book scrutiny	K Kingston / All teaching staff	27 th April 2018	1 x half day supply cover	Summer term		Teacher planning L2L Report Pupil books

Target 8

Priority – National / LA/ School

MAT – to link with feeder secondary school for the provision of Literacy / Numeracy sessions for Y6 MAT pupils
 To work with the cluster on developing provision for MAT pupils

Target Leader:	H. Davies	Team Members	SLT School staff
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Success Criteria – MUST INCLUDE QUANTIFIABLE DATA

Literacy / Numeracy cluster provision in place for Y6 pupils
 MAT pupils across the school are identified
 MAT pupils tracked, monitored and challenged across the school
 Talented pupils are identified and skills are nurtured
 Provision is adapted to suit the needs of MAT learners

93% of year 3 pupils to achieve 2b and above in Literacy (on track to achieve L4 at end of KS)

60% of year 3 pupils to achieve 3c+ in Numeracy (on track to achieve L5 at end of KS)

28% of year 4 pupils to achieve 3a+ in Literacy (on track to achieve L5 at end of KS)

28% of year 4 pupils to achieve 3a+ in Numeracy (on track to achieve L5 at end of KS)

10% of year 5 pupils to achieve 4b+ in Literacy (on track to achieve L5 at end of KS)

48% of year 5 pupils to achieve 4b+ in Numeracy (on track to achieve L5 at end of KS)

45% of year 6 pupils targeted to achieve L5 in Literacy

54% of year 6 pupils to achieve L5 in Numeracy

	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

• Feedback on intended provision to Cluster DHTs	H Davies	14 th September 2017		On going		Minutes from DHT meeting
• Renew subscription to NACE	H Davies	September 2017		On going		Staff up to date and aware of MAT initiatives Staff access to resources to MAT provision
• Identification of MAT pupils across school Update INCERTS groups of learners for MAT	H Davies	Autumn 1	DHT time	Autumn		MAT pupils identified and tracked on INCERTS
• MAT parent questionnaire	H Davies	Autumn 2	DHT time	Spring 1		Parent Questionnaires
• Liaise with MAT coordinator at MACS to identify a way forward for Literacy/Numeracy provision	H Davies	September 2017	DHT time	Autumn 1		Session dates and time identified
• To act on behalf of Cluster as convener for MAT	H Davies	Autumn 1	4x half day supply	On going 2017 - 2018		Feedback to school and Cluster

7. PDG Template – THIS PAGE MUST BE PUBLISHED BY THE SCHOOL

Amount of PDG = £33,350 & £5,400 [Foundation Phase] Additional costs to be funded by school.

Activities	Amount	Intended Outcome(s)
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<p>Subsidise trips and residential visits throughout the year.(private fund also utilised for above)</p>	<p>£3000</p>	<p>Enable all children regardless of financial circumstances to access enriched curriculum.</p>
<p>Fund 1x full time Teaching Assistant to support the school in 'closing the gap' and allowing all children to flourish and succeed. Deliver Thrive to pupils identified by ALNCo.</p> <p>Fund 1x full time teaching assistant to support the pupils in Y5/6 part-time as well as lead small, targeted intervention groups in KS2.</p> <p>Fund 1x Nursery lead practitioner to support the school in 'closing the gap' with our youngest pupils in Nursery. Deliver CRI to pupils identified by ALNCo.</p>	<p>£50,000</p>	<p>Pupils who are identified as underperforming to be supported by small group/individual sessions in order for standards to improve. Thrive and CRI interventions to be delivered to identified pupils</p> <p>Raising standards and 'closing the gap' for FSM pupils</p>