



# Penllergaer Primary School

## School Development Plan

### 2020 – 2021



This document is based on the Welsh Government regulations 155/2014

#### Education for the 21st Century:

*“The world is changing rapidly. The globalised economy creates opportunity, challenge and unpredictability. The great challenges of sustainability and the shifting demographics of our population will require new thinking, and collective action. As we increase our understanding of human intelligence and behaviour, we know more about how we can learn effectively, and the value of learning throughout life. Meanwhile, young people bring with them the expectation not just to sit and listen, but to participate, to interact, and to shape their own learning. The primary purpose of education is to awaken a love of learning in young people and give them the ability and desire to carry on learning throughout life”.*

**(Part of the Royal Society of Arts Charter on: Education for the 21st Century).**

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## **Introduction**

Our mission statement 'Our school is for everyone', vision and corresponding aims can be found in our Self-evaluation report. Our SDP should define who we mean as 'everyone', because every action we undertake and every target we set ourselves will in some way, directly or indirectly, reflect on this mission statement.

### **OUR SCHOOL IS FOR CHILDREN.**

To be fully supportive of our pupils, we ensure that:

- Our Teaching and Learning policy is regularly monitored and, if appropriate, reviewed to support the best possible delivery of the Curriculum.
- Subject Leaders/Teams systematically review their policies and schemes of work.
- We continue to develop self-evaluation techniques and strategies.
- Quality classroom and general displays are visually pleasing, celebratory and challenging through their interactive nature.
- Excellent relationships exist between staff, pupils, parents and governors.
- Our behaviour and discipline policies ensure pupils feel safe and secure.
- Our pupils are empowered by involving them in the daily life of the school by having a voice and encouraging them to influence their learning.
- We create a true love of and thirst for learning; indeed, our staff are role models in the pursuit of learning themselves.
- We inspire pupils to believe in themselves and to provide them with opportunities to make appropriate choices as they grow.
- The school is a vibrant, happy environment in which pupils feel safe to learn.
- We work with the LA to enhance our buildings provision.
- A commitment to our involvement with the UNCRC, Healthy Schools and Eco Schools schemes, Siarter Iaith, Active Marc Cymru and Peace Mala.
- We develop the whole child – spiritually, morally, physically and socially.
- As a Restorative Practice and Emotion Coaching school we help all our pupils to understand their emotions and manage their behaviour.
- All pupils are supported to reach their potential and beyond through close individual tracking, tailored provision and intervention.
- We offer an innovative curriculum with a wide range of opportunities including outdoor pursuits, expressive arts, technology and science. We also offer a variety of after school opportunities to extend and enrich pupils' knowledge, skills and experiences. The LNF is embedded in our thematic structure and individual progress in these skills is tracked carefully.
- We make visits and invite visitors into our school to enhance the learning experiences of our pupils.

### **OUR SCHOOL IS FOR STAFF**

A staff which is supported, rewarded, challenged and held in high esteem is a staff which will be most effective. To achieve this, we:

- Have high expectations and expect high standards.
- Support a broad and balanced range of professional and practical courses, both internal and external.

- Have an effective and creative program of Staff Development meetings between staff, Headteacher and Senior Leadership Team each year based on school priorities informed from robust self-evaluation procedures. Staff access courses and training both in-house and external courses.
- Support national and local initiatives such as Attendance, Tackling poverty, Children's Rights and Performance Management.

### ***OUR SCHOOL IS FOR GOVERNORS***

Our Governors are experienced, committed volunteers who give up their free time to ensure the school is managed effectively and to the benefit of all our children. To achieve this, they:

- Continue to work with the school on planning, developing policies and keeping the school under review so that all our children achieve their full potential.
- Carry out its legal responsibilities and statutory duties.
- Attend training, meetings and visit school on a regular basis
- Set high standards for all children and clear targets for improvement
- Help the school be responsive to the needs of parents and the community and ensure the effective management of the school-for the school budget, and for Health & Safety.
- Monitor how our school performs in comparison with schools with similar intakes.
- Ensure the school continues to support national and local initiatives such as Rights Respecting Child, Restorative Practices and Performance Management.

### ***OUR SCHOOL IS FOR PARENTS***

We are conscious that the vast bulk of a child's education takes place at home. It is therefore vital that we seek to create close relationships between home and school so that children can benefit from an excellent home/school partnership. Some strategies are:

- To continue our Parent and Toddler Group and to offer its organisers help and advice when appropriate.
- To welcome and encourage parents and relatives into school as classroom helpers.
- To continue our consultation processes which include Workshops, newsletters, noticeboard, website section, questionnaires for parents, Open days, Consultation evenings, termly planning briefs and encouraging attendance at events.
- To continue our home/school agreement system.

### ***OUR SCHOOL IS FOR THE COMMUNITY***

We believe that we are as much a part of the community as the community is a part of us. We aim to achieve this by:

- Continuing our "Community Assembly" ideas.
- Taking opportunities which allow our children to show their talents in the community.
- Involving ourselves in worthwhile community ventures such as "Friends of Penllergare", Llys Ninni and Environmental Developments
- Fully involving our Governing Body in the life of the school and utilising their talents and knowledge.

- Using resources offered by other institutions such as Universities, Police, Fire, Social and Health Services and by Community bodies such as SNAP.
- We believe that this system, while maintaining the long-term outlook, will also have the flexibility to deal with those unexpected and unplanned events and incidents which are so common in our schools.

Challenges we are facing over the next few years are: -

- Curriculum Reform
- ALNET
- Pupil over capacity
- Continuity of Learning
- Improving Attendance
- Addressing deprivation
- Regional Consortia working
- Transition
- Digital Competency
- Reduction in Budget

### **Planning for Improvement**

Our school development plan has been formulated using the following self-evaluation strategies:

- Evaluation and Review of previous SDP/SER/SLO/Enabling Objectives
- Estyn Inspection findings and Regional Consortia monitoring
- HT / SLT / AoLE monitoring and Action Plans
- Performance Management process
- Data Analysis at all levels
- Consultation with all stakeholders (Biennial questionnaires to staff, pupils, parents and governors as well as community partners' questionnaires as appropriate.
- Local and National priorities

The SDP is communicated to staff and governors. Parents are informed of the main objectives and a copy is available from the school office. Progress against the plan will be reported in each Headteacher's Report to Governors. The plan is reviewed termly by staff and updated annually.

### **Evaluation of previous School Development Plan 2019/20**

An evaluation summary is presented to governors and parents at the end of each academic year (appendix 1), and a new SDP compiled for the start of the next year. Priorities for spending are discussed with the Finance Sub-Committee for approval and reported to the Governing Body.

### **SCHOOL DEVELOPMENT PLANNING CYCLE**

**The timetable we follow is:**

<b>Timescale</b>	<b>Personnel</b>	<b>Task</b>
<b>June</b>	Leaders /Governors	- conduct curriculum audits/SER (complete within 4 weeks), identifying strengths and weaknesses
<b>July-Sept</b>	<p>Leaders</p> <p>HT / DHT Site manager / office manager/ HT/SLT AoLE Leaders</p> <p>SDP evaluation shared with stakeholders</p>	<ul style="list-style-type: none"> <li>- Evaluate existing subject planning and identify future priorities</li> <li>- Repeat above process for: ethos, teaching and learning, community, finance</li> </ul> <p>Repeat process for:</p> <ul style="list-style-type: none"> <li>- Health and safety / premises</li> <li>- performance management program</li> <li>- staff/ human resources/CPD</li> <li>- inclusion (ALN/EAL/MAT)</li> <li>- discuss outcomes of audits and prioritise areas for development</li> <li>- set time scale and approve costings</li> <li>- Write action plans for SDP and submit to HT</li> </ul> <p>Present Evaluation to GB Summary of SDP evaluation shared with parents (website)</p>
<b>Sept/Oct</b>	HT / SLT	<ul style="list-style-type: none"> <li>- collate all plans</li> <li>- determine budget needs</li> <li>- determine staff development needs</li> <li>- present to governing body for discussion and ratification</li> <li>- inform parents of priorities</li> <li>- display priorities on staff notice board / parent notice board</li> <li>- ensure staff / governors have access to whole plan and understand own areas of development</li> </ul>
<b>Oct-June</b>	Whole school	<ul style="list-style-type: none"> <li>- run plan</li> <li>- monitoring program</li> <li>- Feb mid-term review</li> <li>- evaluate and update as necessary</li> </ul>

**SDP maintenance (year on year)**

<b>TARGET</b>	<b>TIMESCALE</b>	<b>PERSON RESPONSIBLE</b>	<b>COST</b>
ALN Annual report to Govs	Summer term	ALN GOV /ALNCO	NIL
Analysis of data /pupil progress	Summer / Autumn term	JW/GJ/SB	£300 SUPPLY
Analysis of class data / pupil progress	Summer / Autumn Term	Teachers	Adds/Trios NIL
IDP writing and reviews twice annually	Oct, march	ALNCO	ALNCO TIME
Review ALN support timetable & intervention programs according to need (see provision mapping and intervention programs database)	July and Jan	ALNCO / JW/ MB	ALNCO TIME
Local colleges link for training students /student mentoring	Termly	HG/RJ Teacher Mentor training	£75 ½ DAY PER TERM
Pupil Voice (School council / RRS / Peace Mala)	Half termly	AW/ JC/SB/JW	NIL
Criw Cymraeg – Silver Siarter Iaith	Monthly	PS/AP	£150 supply
ECO council	Half termly	PS/LB/SL	NIL
Healthy Schools	Half termly	GJ	NIL
Science Royal Society	Termly	KT	Comenius Grant GB Council
EMLA Monitoring and Record keeping	Annual survey	ALNCO	RS Grant
Buddies	Autumn term	DT	£150/PPA (SUPPLY)
Reporting to parents /parents’ consultations	Termly	Teachers	NIL
Curriculum monitoring/ standards	On-going program	AoLE teams	PPA TIME
T&L monitoring	Termly	JW/GJ/SB	NIL
Performance management teachers /associate staff	Autumn / summer	Team leaders / MB	£300/PPA (SUPPLY)
NGRT & Nat tests- maths, English, Reading	Summer term	GC/SB/JW	£750 papers
Analysis / feedback of tests	Summer Term	JW/GC/SB	£150 supply
AoLe Team annual review of policies	End of Summer Term	AoLE teams	PPA TIME
Health & Safety checks eg Fire / Risk Assess.	Annual audit /Termly check	Health and Safety Team	£75 supply (PS)
Pupil / Parent / staff / Gov questionnaires	Autumn Biennially	JW	NIL
ELKLAN/Wellcomm support for staff /pupils	On –going	LT/DT/HS	Supply as required
Ed Psych and ALNCo planning	Annual meeting - Sept	ALNCO	ALNCO Time
In-house Standardisation and moderation	Termly – core	SLT	Adds
Governor class visits and subject link meeting	Annual program	Leaders/Govs	NIL
Community Assemblies	Weekly program	RE Leaders	NIL
After School / extra-curricular clubs	Weekly program	Teachers/TAs	2 hrs TA time weekly (PDG)

## Contextual Information

Current National Category 18/19 19/20 Estyn	(Excellent)	A A (Excellent)
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## Strategic Overview 2020-2021

<b>Workforce Planning: number of TEACHERS</b> 14 including HT	7 HLTA or equivalent	
<b>Workforce Planning: number of SUPPORT STAFF</b> Equivalent to 5 TAs support and 6 STF TAs	<b>Foundation Phase:</b> equivalent to 13 TAs incl ALN mainstream support	<b>Other:</b> 1 caretaker 2 Admin support, 1 Curriculum Resource support

## Grant Finance 2020-2021

Source of Funding	Purpose	Sum
Education Improvement Grant	Aim is to ensure each pupil profits from excellent teaching and learning, focusing on <ul style="list-style-type: none"> <li>Improving Literacy</li> <li>Improving Numeracy</li> <li>Breaking the link between disadvantage and educational attainment</li> </ul> <b>However, the whole grant is used on Foundation Phase staffing.</b>	<b>Total - £153,989</b> +£27,576 from school budget to cover full staffing costs
Pupil Deprivation Grant	Breaking the link between disadvantage and educational attainment for eFSM and vulnerable pupils (See PDG plan)	£ 43,700 Actual grant + £512 PE (£45,098.12 forecast spend) LAC £1,594.47 Made up of eFSM £36,800 e-FSM and £6,900 Early Years
Severe Complex Needs	Supporting Statements and ALN pupils (See monitoring tool)	<b>£67,161 indicative</b> (school budget to cover excess staffing costs – total £100,908)
EAL (MEGRT)	Supporting pupils with English as an additional language (See plan)	£3,837
Accelerated Learning Programme	Recruit, recover, raise standards – As a result of Covid lockdown, support learners in closing any identified literacy, numeracy and digital competence gap and develop independent learning skills to enable all learners to make accelerated progress by working more effectively alone and out of school.	£17,448.40

September 2020

Year Group Incl PMLD	Number in Year	Percentage FSM	Percentage ALN
Rec	41	11%	12%
1	50	6%	28%
2	46	13%	31%
3	55	11%	35%
4	47	4%	25%
5	46	4%	22%
6	44	11%	25%

[Progress since the Last Inspection](#) (hyperlink)



<b>School Development Plan 2020 – 2021 Objective Summary</b>		
Standards <b>Estyn 2019 - Excellent</b>	1.1 overall 1.2 groups 1.3 skills	<b>Priority 1</b> <b>To develop pupils’ basic skills in literacy, numeracy and digital competence and to apply at same standard across all AoLEs. (Continuation of Learning)</b> <i>This supports developing pupils as ethical citizens and ambitious, capable learners.</i> <b>Link Governors:</b> Cllr. W. Fitzgerald / W. Meredith / E. Davies / P. McNeil <a href="#">RRS Article 29 – The right to be the best you can be</a> <a href="#">RRS Article 28 – The right to an education.</a>
Wellbeing and attitudes to learning <b>Estyn 2019 - Excellent</b>	2.1 Wellbeing 2.2 Attitudes to learning	<b>Priority 2 (minor )</b> <b>To promote pupil and staff wellbeing through Return to School.</b> <i>This supports developing pupils as healthy, confident individuals and ethical citizens.</i> <b>Link Governor:</b> H. Roberts / E. Davies / F. McCreedy <a href="#">RRS Article 19 – The right not to be harmed and kept safe</a>
Teaching and learning experiences <b>Estyn 2019 – Excellent</b>	3.1 Teaching 3.2 Curriculum 3.3 T&L skills provision	<b>Priority 3</b> <b>To develop a transformational new curriculum, built on the four purposes, that sustains high standards of literacy and numeracy and ensures pupils are more digitally and bilingually competent.</b> <a href="#">(Link to priority 1 and Continuation of Learning)</a> <b>Link Governor:</b> Mr Hines /S. Tucker <a href="#">RRS Article 3: Everyone who works with children always does what is best for each child.</a> <a href="#">RRS Article 12 &amp; 29: Your right to say what you think should happen and to be listened to and your right to be the best that you can be.</a>
Care, support and guidance <b>Estyn 2019 - Excellent</b>	4.1 Assessment 4.2 CPD 4.3Safeguarding	<b>Priority 4</b> <b>During transformational return to school, curriculum and ALN reform, review assessment procedures (including assessing pupil and staff wellbeing) and tracking progress of all pupils (<a href="#">link to priority 2</a>)</b> <i>This supports developing our pupils as healthy, confident, individuals and ambitious learners.</i> <b>Link Governor:</b> H. Roberts / R Thomas / P Smallbones <a href="#">RRS Article 3: Everyone who works with children always does what is best for each child.</a> <a href="#">RRS Article 12 &amp; 29: Your right to say what you think should happen and to be listened to and your right to be the best that you can be.</a> <a href="#">RRS Article 14: To be safe</a>
Leadership and management <b>Estyn 2019 – Excellent</b>	5.1 L&M 5.2 SER/SDP 5.3 CPD 5.4 Resources	<b>Priority 5 (minor)</b> <b>To develop all staff as leaders of learning to further improve standards through strengthening the school as a learning organization and ensuring Continuation of learning.</b> <b>Link Governor:</b> A. Hussey/ F. McCreedy <a href="#">RRS Article 28: To an education</a> <a href="#">RRS Article 3: Everyone who works with children always does what is best for each child.</a>

**Each Priority has a detailed action plan. A copy can be obtained from the school office.**

**Continuation of Learning is a priority and interwoven throughout our Return to School following school closures due to the Covid-19 global pandemic. PPS is prepared for any future partial or full closure.**

### Three Year Development Plan Priorities

Year	IA 1 - Standards	IA 2 – Wellbeing	IA 3 - Teaching and Learning	IA 4 – Care, support and guidance	IA 5 – Leadership and management
2018 - 19	<ul style="list-style-type: none"> <li>Identify and address the current underperformance at outcome 6 in literacy at the Foundation Phase.</li> <li>Improve performance in reading in FPh and the current year 3 cohort in literacy.</li> <li>Ensure that learners' skills are developed equally and in all subjects across the curriculum. <b>Ongoing SDP Priority 3 2019/20</b></li> <li>Continue to develop IT skills of all pupils in line with new curriculum requirements.</li> <li>Silver Starter Iaith and maintain standards of Welsh in all year groups. <b>Continue AoLE action plan</b></li> <li>Target improvements in standards in STEM (LOL)</li> </ul>	<ul style="list-style-type: none"> <li>Improve the attendance of Early Years pupils to promote good attendance habits in future years. <b>Attendance action plan</b></li> <li><b>2019/20</b></li> <li>Further develop pupil voice to promote more independent learning.</li> <li>Introduce THRIVE in Nursery and reception to identify attachment and social developmental gaps</li> <li>Continue to use WELLCOMM to identify and track sp and lang difficulties</li> <li>Reassessment of national accreditation award for Healthy Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure curriculum coverage and explore What matters statements, reviewing planning accordingly</li> <li>Extend moderation and book monitoring exercises to include non-teaching staff and pupils. <b>Learning detectives embedding SDP Priority 4 2019/20</b></li> <li>Further develop FPh outdoors. Adventure play unit in Nursery</li> <li>History and geography review -development for higher skill level and use of subject specific vocabulary, staff training, cluster PLC <b>Cluster PLC postponed to 2020/21</b></li> <li>RE review <b>AoLE team action plan 2019/20</b></li> <li>Lead Creative school project 2</li> <li>LOL STEM</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop the role of parents in their children's education through planned activities in school e.g. workshops, volunteers and outdoor and indoor play. <b>ongoing</b></li> <li>Rewrite the school's wellbeing and behaviour policy in conjunction with pupils.</li> <li>Explore an enrichment programme to further develop independence, pupils' skills and leading their own learning. <b>Focus on missions instead SDP Priority 3 2019/20</b></li> <li>Increase the number of extra-curricular clubs available to Foundation Phase pupils.</li> <li>Continue Ziggies club – discontinued. <b>No parents to lead club 2019/20</b></li> <li>Review pupil annual reports</li> <li>Review effectiveness of marking and assessment</li> <li>Wrap Around Inspection <b>Still Awaiting</b></li> </ul>	<ul style="list-style-type: none"> <li>Mentoring and inducting new staff</li> <li>Continue to refine approach to learning walks, book scrutiny and lesson studies to make accurate judgements and move teaching and learning from good to excellent via feedback to staff using coaching methods.</li> <li>Include pupils and non-teaching staff in evaluating the standards of teaching and learning. <b>Learning detectives embedding SDP Priority 4 2019/20</b></li> <li>Teacher self-evaluation – new prof standards</li> <li>Continue to develop staff digital competence.</li> <li>Continue to use PM systems to upskill staff and build leadership capacity.</li> <li>School to school support – developing middle leaders</li> <li>Further utilise Hwb</li> <li>Develop website to assist communication and showcasing</li> </ul>

<p>2019 - 20</p>	<ul style="list-style-type: none"> <li>Literacy and numeracy issues arising from TA and data analysis. <b>AoLE action plans</b></li> <li>Further develop Mastery in numeracy <b>AoLE action plans</b></li> <li>Raise standards of oracy throughout the school. <b>SDP Priority 1</b></li> <li>Monitor extended writing across the curriculum. <b>AoLE action plans</b></li> <li>Ensure a continued balance of literacy and numeracy activities across the curriculum. New curriculum implementation. <b>SDP Priority 3</b></li> <li>Silver Starter laith <b>AoLE action plans</b></li> <li>Continue enterprise projects <b>SDP Priority 3</b></li> </ul>	<ul style="list-style-type: none"> <li>Embed THRIVE <b>SDP priority 4</b></li> <li>Promote more extra-curricular opportunities for Foundation Phase pupils. <b>SDP Priority 5</b></li> <li>Maintain/improve current attendance levels and improve attendance of early years pupil further. <b>Attendance action plan</b></li> <li>To further embed positive mind sets and independent learning strategies to impact on attitudes to learning <b>SDP Priority 3 and 4</b></li> <li>To further engage targeted families through TAF working <b>SDP Priority 3 and 4</b></li> </ul>	<ul style="list-style-type: none"> <li>Continue to fine tune current pedagogies and develop a bespoke curriculum in line with new curriculum requirements. <b>SDP Priority 3 and 4</b></li> <li>Link planning to the AoLEs and Frameworks - Transferring planning to new BB programme – BB not as proactive as hoped <b>SDP Priority 3 and 4</b></li> <li>Maintain quality of teaching to be 100% good or better in all lessons and increase 'excellent' teaching <b>SDP Priority 3 and 5</b></li> <li>To further improve the quality of teaching and learning in ICT, including the implementation of the Digital Competency Framework <b>SDP Priority 2</b></li> <li>Expressive Arts CPD (drama, visual arts, digital media/film, music)</li> </ul>	<ul style="list-style-type: none"> <li>Audit current H&amp;S, safeguarding procedures to ensure that they continue to meet requirements. <b>LA audit Lisa Collins /Nicole Overton</b></li> <li>Revisit Lockdown and security as per Premises Plan</li> <li>Refine tracking and pupil progress measuring. <b>SDP Priority 4</b></li> <li>Myselfie wellbeing tracking <b>SDP Priority 4</b></li> <li>Ensure assembly encourages reflection <b>AoLE action plan</b></li> <li>Preparing for the ALN bill <b>SDP Priority 4</b></li> <li>Further extend provision for vulnerable learners <b>SDP Priority 4</b></li> <li>Pupil voice integral to assessment and planning <b>SDP Priority 4</b></li> <li>Lego Therapy provision <b>SDP Priority 4</b></li> <li>Staff Wellbeing – mentor, supervision <b>SDP Priority 4</b></li> </ul>	<ul style="list-style-type: none"> <li>To develop lesson studies, action research and learning walks to ensure effectiveness of these systems in raising standards and improving teaching and learning. <b>SDP Priority 5</b></li> <li>Further development of leadership opportunities for all staff. <b>SDP Priority 5</b></li> <li>Staff use action research to inform self-evaluation and improvement processes <b>SDP Priority 5</b></li> <li>Staff development in preparation for the new curriculum <b>SDP Priority 5</b></li> <li>Research SLO as a self-evaluation tool <b>Staff H&amp;S E-learning modules</b></li> </ul>
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			<b>SDP Priority 3</b> <ul style="list-style-type: none"> <li>Provision for Bilingualism</li> </ul> <b>AoLE action plan</b>		
2020 - 21	<ul style="list-style-type: none"> <li>Audit and improve Literacy, Welsh and numeracy basic skills</li> <li>Improve Mastery in maths</li> <li>ALP grant to support targeted learners (not ALN/MAT)</li> </ul>	<ul style="list-style-type: none"> <li>Recovery Curriculum understanding and processes as a result of Covid-19</li> <li>Audit pupil voice and adjust provision as required.</li> <li>Interventions support pupil progress in S&amp;L, wellbeing, SEBD</li> <li>Embed Emotional Intelligence</li> <li>Embed Pupil voice integral to assessment and planning</li> <li>Independent skills (ALP)</li> <li>Junior Dukes</li> </ul>	<ul style="list-style-type: none"> <li>Review curriculum planning – design new planning format, ensure skills progression, include principles of AoLEs.</li> <li>Secure staff understanding of skills, knowledge and experiences and how planning addresses these</li> <li>Revisit provision requested by pupil voice groups</li> <li>Embed Into Film media work across school</li> <li>Continue outdoor learning KS2</li> <li>Review bilingualism provision – achieve silver starter iaith</li> <li>Blended Learning</li> </ul>	<ul style="list-style-type: none"> <li>Review assessment procedures and purpose in light of Curriculum reform</li> <li>Update and implement new Incerts assessment</li> <li>Basic first aid, CP and fire staff refresher training.</li> <li>Epipen/diabetes training</li> <li>Staff / Governor updated child protection training.</li> <li>Tracking and assessment of pupils' outcomes and progress in learning</li> <li>ALN bill implemented</li> <li>Explore ELSA training</li> <li>Strengthen Intervention groups – Thrive, Wellcomm, DCD, Positive Play, S&amp;L Link, Lego Therapy</li> <li>Staff Wellbeing – mentor, supervision</li> <li>Introduce Junior Dukes</li> </ul>	<ul style="list-style-type: none"> <li>Further develop outdoor provision in KS2.</li> <li>Monitor implementation of new curriculum planning and pedagogical changes</li> <li>Developing all staff as leaders</li> <li>Teacher action research</li> <li>Class structure – revisit staffing deployment and PPA</li> <li>PPS is a SLO</li> <li>Evaluate leadership and management against 4 Enablers of CfW</li> <li>Blended Learning CPD</li> <li>ALP grant used to release teachers to upskill staff and support targeted learners (not ALN/MAT)</li> </ul>
2021-22	<ul style="list-style-type: none"> <li>Literacy (inc Welsh) and numeracy issues arising from TA and national data analysis.</li> <li>Audit standards of writing across school.</li> <li>Revisit achievement of boys</li> </ul>	<ul style="list-style-type: none"> <li>Staff wellbeing – supervision and mentors</li> <li>Reassessment of national accreditation award for Healthy Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce an additional language</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Review and embed tracking system and new assessment procedures</li> <li>Develop role of ALNCO in line with new ALN Bill</li> </ul>	<ul style="list-style-type: none"> <li>Possible summer school provision</li> <li>Full H and S review – LA audit</li> <li>Staff development for embedding the new curriculum</li> <li>SLO evaluation</li> </ul>

**Key:** Green – achieved

Yellow- needs further work to embed

Red – not done/ decision to leave

The areas of greatest importance for the coming year are encompassed in the following action plans.

## Policy Reviews

Statutory and non-statutory policies are reviewed on an annual basis. They are presented to Governors for ratification via an explanation of any change necessary or new policy introduced. *See policy review list and Governing Body minutes.*

### Other Continuing Aspects to be Improved (e.g., Eco Schools, Healthy Schools, buildings...)

Aspect	Resources / personnel	Target Date and Evaluation
Nursery Wrap Around CIW	JW/AF/PS/DS/LT	Evaluation report by Jul 2021. Preparation for CIW inspection
Pupil voice participation	AW/LB/PS/AP	Jul 2021
NQA reassessment	GJ	Prep June or Oct 2021
Foundation Phase – baseline assessment Nur/Rec	AP/SB/DT	Nov 2020
Induction new NQT Y4teacher	SBI/RJ	Dec 2020
University science partnership	KT/PS	July 2021
Humanities/Expressive Arts project cluster	Exp Arts/Humanities Team	July 2021
Health and Wellbeing PLC cluster /SOW & policy	GJ/JW/HG/AW	July 2021
SLT lesson observation for PM and lesson studies EI Coaching	JW and SLT JW Chrysalis Course	July 2021
Welsh ASC, criw cymraeg and continued raised profile	KT/AP/PS	Ongoing
Digital Competency weekly sessions	SBI/PS	July 2020
Sports Survey	SBI	July 2021

**See Premises action plan**

## Staff Continuous Development Plan

Subject to change as course become available. All staff complete reflective CPD logs. CPD Coordinator (LB) keeps a record of courses and impact. See Adds Program 2020/21 and course evaluation log end July 2021 for impact

Priority	Focus of Improvement	Lead	Staff	Sharing, Resources, Cost (ADDS – nil cost)
Numeracy	Leaders termly course	GJ/AW	all	Adds Materials £200 £900 supply cover
Literacy	Leaders termly course	SB/JC	all	Adds Materials £200 £900 supply cover
H & Wellbeing	Cluster PLC	GJ or SB	all	Adds £450 -3x0.5 days supply
Resilience Programme	Assessing a pupil's Resilience and strategies to support pupil and family	Emma Exchange	TAs	Inset
Into Film	Cluster PLC	GJ/SBI/RF	Teachers	Adds £150 course + £450 (3x0.5 days) supply
Foundation Phase	Leader x 2 annual courses	RF/SW	FP	Bays £300 supply
Assessment	Standardisation and Moderation Inhouse and cluster	GJ/PS/JC/ /SB	Teachers	Adds PDG- £1,125 (7.5 days)
Incerts	Updates of on-line assessments	SB/JW	Teachers	Adds/Inset- £1.400 annual subscription
Thrive	Pupil wellbeing identification and tracker	JW/HG AR/RS	Teachers	£2,100 annual subscription, £800 training, £300 supply. RS/AR weekly day release no cost. HG analysis and feedback to staff. Setting up interventions
Wellcomm	Sp & Language screening and tracker	DT/RS/CK	Nursery staff	£150 supply to release staff for analysis and tracking, no cost delivery
Speech Link	Sp & Language screening and tracker	LT	Nursery	£240 cover LT
My Concern	Recording pupil welfare concerns and child protection issues	JW/HG	All staff	£720 annual subscription

Outdoor Learning	Visit other schools / PLC	RJ/SW/RF	TAs	£300 – 2 days supply and £300 - materials
Mindfulness	Course	SW	Staff and pupils	£450
Assessment	Foundation Phase Profile	RF	EY staff	£75- 0.5 days department feedback
Monitoring	Coordinator/ SLT release for monitoring and development work eg learning ladders, rich tasks, pupil profiles, sch visits	SLT	Teachers	15 days supply - £2250
Middle Leaders	Middle Leaders course HG ERW trainer	ERW	SBI/AW	5 days supply x 2 Action research feedback to teachers
EI Coaching	Emotion Coaching for HT to support staff	Chrysalis	JW	2 x 0.5 days – cascade strategies to SLT
AfL and independent learning	AfL and independent learning– Action Research working with educational consultant. PLC with 5 other LA schools	Shirley Clarke Consultant	RJ/RF	3 days supply x 2 £500 course Action research feedback to teachers
Level 3 Diploma in Digital Learning Design	To learn new digital skills and use these to enhance learner experiences. The course also aims to develop participant leadership skills to support the whole school. Undertake action research through an agreed whole school project/initiative. Visit other schools and share resources with others.	ERW and Swansea Gower College.	SBI/RF	Adds – 5 x 2 supply days (£1600 supply) Modelling and Action research feedback to teachers ERW Grant of £400 per staff participant to support
New curriculum	Visits to other schools			As identified by ERW visits
Erasmus project	European project – international schools	KT	SW/PS/HG	British Council Grant funding
STEM	PSQM – STEM programme	KT	All staff	Adds and supply cover. PSQM grants and Royal Society Science Grant

## Planned costings Grants:

Source	Total amount	Materials	Supply//Staffing	Expected Outcomes
PDG	£ 43,700 + £512 PE	Plan including £7,476.32 – Thrive	Targeted pupils' SEBD (£45,098.12 actual spend)	See plan
EiG	<b>£153,989</b>	<b>Foundation Phase</b> staffing ratio - 1:9 Nursery/Receptio 1:17 Y1/2	Whole grant used for FP staffing subsidised by £24,576 from school budget to cover staffing needed	<ul style="list-style-type: none"> <li>Reduced pupil:adult allows for greater more effective / accurate observations of individual pupil progress in all areas of learning.</li> <li>Individual learning</li> <li>Individual targeted support for pupils to meet needs</li> <li>Variety of rich activities available to engage &amp; motivate pupils</li> </ul>
PLG	£7,206		Courses and supply days	See plan and evaluation
<b>Recruit, Recover and Raise standards:</b> Accelerated Learning Programme (ALP)	£10,350 (sep-mar)	Resources and learning materials to support targeted pupils with a focus on improving the consistency and quality of teaching and the development of literacy and numeracy skills across the curriculum and age range 6-10 yrs.	Release experienced teachers to deliver drillios	<p>72 pupils from y1 -5 identified as in need of accelerating learning – not ALN or MAT as there is already provision in place for these.</p> <p>Recruitment of 1 TA to lead Y5/6 groups</p> <p>Redeployment of 2 TAs to lead Y3/4 groups</p> <p>Release 1 teacher to support targeted pupils lit, num and ICT skills through short, regular, focused sessions (3 times weekly)</p>

## School Budget linked to action plans

Action	Expected Outcome	Estimated Cost
<ol style="list-style-type: none"> <li>Moderation – Release Core subject leaders</li> <li>AoLE team / SLT Book scrutiny /training, visit other schools, modelling/coaching, listening to learners or learning walks</li> </ol>	<ul style="list-style-type: none"> <li>Improved CPD for staff</li> <li>Consistent standards across cluster</li> <li>Improved partnership</li> <li>Improved pupil outcomes</li> </ul>	£7,150 Costs to release staff for monitoring, moderation and courses/PLCs - PLG



3. CPD – staff courses – releasing staff to visit other schools, school to school support, cluster STEM and Expressive Arts PLC, Incerts Network leadership PLC	<ul style="list-style-type: none"> <li>• Improved teacher repertoire of skills for T &amp; L</li> <li>• Time for collaborative planning to improve efficiency &amp; effectiveness</li> </ul>	
4. Resources – contracts for Building Blocks, EduKey, My Concern, My Selfie/Thrive, Wellcomm, Incerts, Science resources, mental maths resources/active learn abacus and bug club	<ul style="list-style-type: none"> <li>• Improved Teaching &amp; Learning</li> <li>• Raised pupil outcomes</li> <li>• Teacher workload reduction</li> <li>• Improved pupil self-esteem and wellbeing</li> <li>• Pupils learning extended to home</li> </ul>	£16,238
5. H&S courses H&S courses for JW/SB/AF/JH/PS	<ul style="list-style-type: none"> <li>• JW/SB/JH/MB/PS</li> </ul>	£900 supply
6. Welsh AoLE Team – release to work with Athrawes Bro. Criw Cymraeg and purchase materials	<ul style="list-style-type: none"> <li>• Welsh Team more informed of standards across school</li> <li>• Improved CPD for brokering Team working with Athrawes Bro</li> <li>• Sharing good practice school to school support</li> <li>• Raised standards of Welsh across school</li> <li>• Welsh school ethos</li> </ul>	£600 supply
7. Developing Staff	<ul style="list-style-type: none"> <li>• NQT induction programme – temporary 1 yr contract</li> <li>• NQT mentor development</li> <li>• Thrive practioner development</li> <li>• Middle leaders</li> <li>• Aspiring HT development</li> </ul>	£480 £800 £960
8. Additional Music and Art provision	<ul style="list-style-type: none"> <li>• 1 day PPA for KS2 (Sports, Dance/Drama, Music external buy-ins)</li> <li>• Use HLTAs PPA</li> <li>• Music peripetetic (Brass)</li> <li>• Art and Music resources</li> </ul>	£6110 £3,184 £1,521 £384