

Pennar Community School SDP 2023-24

Grants available to the school

Grant	Amount	Focus
Pupil Development Grant	£ 47150	Support staff to facilitate curriculum access/intervention support throughout school and the role of the family liaison officer (FLO)
Early Years Pupil Development Grant	£ 9200	Support staff to facilitate curriculum access in EY provision
Professional Learning Grant	£ 3727	Social action project + cluster curriculum working
RCSIG	£14885 indicative	https://hwbwave15.sharepoint.com/:x/r/sites/SLT506/_layouts/15/Doc.aspx?sourcedoc=%7BC52004D1-2E17-4F96-9206-380FD00AA503%7D&file=RCSIG%2023-24.xlsx&action=edit&mobileredirect=true&DefaultItemOpen=1&wdOrigin=TEAMS-ELECTRON.teams.search
RRRS	£16099.93	See additional spending plan
Reducing Infant Class Size	£	Not applicable
ALN New System	£ 550	To be offset against electronic recording system for OPPs and IDPs in line with ALN transformation Bill. EduKey
ALN Implementation	£ 6288.01	Facilitate release time for ALNCo – code against her salary
Period Dignity – Not applying this year	£ 3727	Please be aware that in accordance with the set targets from Welsh Government, your school is required to spend a minimum of 65% (£366.34) of your allocation on eco friendly / reusable products. Your school may spend a maximum of 10% (£56.36) of your allocation on clothing/ uniform items, this is limited to exclusively underwear, trousers, skirts and tights.
Flying Start	£ 92803.77 as per projections	Running costs and staffing. Ringfenced resource.
School to school support Narberth	£ 2000	Collaborative working, grant to be shared between the two schools- £1000 to be sent to Narberth School. DM to arrange dates.

Take note of the national priorities as outlined in the updated school improvement guidance.

- 1.1. Improving pupils' progression by ensuring that learning is supported by a range of knowledge, skills and experience
- 1.2. [Reducing the impact of poverty on learners' progression and attainment](#)
- 1.3. [Shared understanding of progression](#)

Also must include:

- School Improvement Priorities (1 year, 3 year)
- Professional Development Strategy
- Working with the community
- School staff & resources

Brief evaluation of previous year school targets	
Priority Area	Overview
Area 1 - Improve pupil standards in writing, reading and spelling – Dolch/RWI	<ul style="list-style-type: none"> • Peer tutors were trained and a 6 week intervention programme between year 3 and year 5 was undertaken in the Summer term. Year 3 reading results show a significant improvement in reading progress. • Learners' redrafting skills improved as a result of consistent use of yellow boxing technique. Whole staff twilight held.

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	<ul style="list-style-type: none"> Data shows 16% of lexia cohort progressed into or above their GLM (one level or above their starting material) Where it is used most effectively 33% make very good progress.
<p>Area 2 - Improve the link between discrete maths skills and their application in authentic contexts. Improve standards of pupils’ reasoning skills with a specific focus on time, money and measures.</p>	<ul style="list-style-type: none"> Monitoring, work scrutiny and listening to learners show ongoing progress being made. Aole lead feedback states “There is evidence of pictorial and abstract maths across nearly all progression steps. Nearly all pupils have opportunities to work collaboratively as well as independently.” Following feedback from WhiteRose training by JB and outcome of ESTYN inspection, teachers are ensuring numeracy opportunities are planned in line with the expectations document. Work scrutiny will monitor impact. Maths concept weeks on time and money have shown progression of skills across the school. Teachers ensure that discrete maths skills are reflected in authentic contexts within 2 weeks. Planning identifies opportunities for this and identifies where authentic contexts are used to teach the skill e.g. autumn leaves for pictograms. Aole lead feedback states “Many of the activities were differentiated appropriately and there was clear evidence of real life contexts for children to explore numeracy and apply previously taught skills.
<p>Area 3 - Improve the teaching and learning of humanities through an enquiry based approach.</p>	<ul style="list-style-type: none"> Autumn term - Each class topic has an enquiry question as their starting point for the Spring term. Twilight training with Tom Basher from Partneriaeth on 11th Jan had an immediate impact in the quality of the enquiry work undertaken. E.g teachers use of Enquiry model, improved effective questioning by learners. Aole reported “ Rec – Yr 2 - Majority were able to form questions based on a photograph. Most of the children used question starters to create their questions. Yr 3-Yr 6 Most of the children in the KS2 classes were able to create questions. A minority of children were able to think of higher order questions. Monitoring shows good coverage of world faiths across the school.
<p>Additional area added following ESTYN Inspection October 22. Area 4 - Build on existing good practice to ensure learning environments across the school provide opportunities for all pupils to develop as independent and enthusiastic learners. Build on existing good practice to ensure all teaching is of a consistently high standard.</p>	<ul style="list-style-type: none"> Rec to Yr 2 Staff attended face to face training by Cath Delve. Monitoring has shown improved learning environments and the development of pedagogical approaches to independent learning. Whole staff virtual module training received by Cath Delve. Staff have identified areas to be developed within their settings. EY Staff have shared in house good practise and visited colleague settings to share ideas and approaches.

<p>Priority area 1:</p> <ul style="list-style-type: none"> Improve all pupils’ reading and extended writing skills and their ability to apply them appropriately in authentic contexts. 	<p>Link Teacher: Adele Gilbert Link Governor: TBC Link SLT: DMc</p>
<p>Source of priority and evidence: Internal monitoring, National priorities.</p>	

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Targets				Success criteria:			
<ul style="list-style-type: none"> Nearly all learners to make at least good progress in reading and writing. 15% of pupils to make excellent progress, including DL in writing and reading. 				<ul style="list-style-type: none"> Nearly all pupils make good progress in writing and reading. 15% of pupils make excellent progress, including DL in writing and reading. All staff to be aware of and use the POP. 			
Strategically planned actions to deliver the success criteria	Responsibility	Timescale	Resources / Cost / Grant	Monitoring	R INCLUDE DATE AND SUPPORTING NOTES	A INCLUDE DATE AND SUPPORTING NOTES	G INCLUDE DATE AND SUPPORTING NOTES
Focus on raising standards in reading in year 2 using a peer tutoring approach. Herons/Owls Kingfishers/Redkites	RD,AG	Sept 23	N/A	L2L Cohort reading scores Monitoring.			
Continue with the use of Lexia in classroom sessions to raise standards in reading.	ST	Throughout the year.	PDG	ST (PDG LSA) +JH monitor progress made by learners.			
Focus on creative writing opportunities with Steve Skidmore in Year 5 and 6.	LK	Autumn Term	RCSIG	Improved standards in writing L2L			
Continue to engage a Family Liaison officer to improve parental engagement and their impact on promoting independence and learner effectiveness and improve attendance.	TL	Sept 23 ongoing	PDG funded	Good engagement by parents in initiatives offered. Improved attendance.			
Engagement of support staff in Early Years to deliver early intervention programmes – SALLEY/PATHS	LK/JM	Sept 23 ongoing	EY PDG funded	Improved baseline into reception			
Following POP training. A whole staff agreement on what “Good” and “Excellent” progress looks like for Reading and Writing to be developed.	LK Lead All staff	Autumn term	N/A Friday training	Statement developed. Work scrutiny for consistency			

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Priority area 2: Continue to improve pedagogy and learning environments to facilitate the development of independent and problem solving learners.					Link Teacher: Adele Gilbert Link Governor: Adele Newman Link SLT: DMc		
Source of priority and evidence: Internal monitoring, National priorities.							
Targets <ul style="list-style-type: none"> All staff to be appropriately trained in The principles of progression. All learning environments provide opportunities to develop independence and problem solving strategies. To implement poverty proofing and social action strategies to ensure all learners can access the curriculum appropriately. 				Success criteria: <ul style="list-style-type: none"> Learning walks, L2L and work scrutiny show consistent evidence of opportunities for pupils to be independent and show enthusiasm. All staff to be aware of and use the POP. All teaching of a consistency high standard with a focus on pace, questioning and challenge. 			
Strategically planned actions to deliver the success criteria	Responsibility	Timescale	Resources / Cost / Grant	Monitoring	R INCLUDE DATE AND SUPPORTING NOTES	A INCLUDE DATE AND SUPPORTING NOTES	G INCLUDE DATE AND SUPPORTING NOTES
Sharing good practise in developing Learning environments and pedagogy in the Early Years with Narberth School	LK	Autumn Term	School to school support finance	Impact report to be generated by those staff involved.			
Pedagogical approaches: All staff to attend whole school INSET training: Excellent Teaching – Nick Jones training	D McG	22/12/23	23 @ £50 pp = £1,150	In house evaluation form to be completed.			
Create a literacy rich learning environment in indoor and outdoor spaces to allow opportunities for oracy and develop extended writing in an authentic context.	LK	Autumn Term	N/A	Learning walk			
Review and revise Progress and Assessment procedures. SLT to attend CFW – Assessment and Progression training IMPACT Wales to feedback and review.	RD,AG,JH	10/10/23	£785.00 RCSIG £200 x2 supply	N/A			
Whole Staff refresher on The Principles of Progression to support learner effectiveness.	RD, JH, AG	Autumn Term	No Cost Friday Training Session	N/A			

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Cluster Social Action project led by UNCRC Ambassadors and School Council	AG, LK	Autumn term	Professional learning grant to fund supply cover	TBC			
Cluster transition plan priorities for progression and assessment	RD,AG,JH	Autumn Term	Professional learning grant to fund supply cover	Transition plan			
Poverty proofing the curriculum – SLT members to attend “Closing the gap” training with IMPACT Wales. Feedback to whole staff to ensure equity for all.	LK, JH	5 th Oct 2023	£540.00 RCSIG £200 supply	Effective strategies evident and planned to poverty proof the curriculum building on existing practise.			
Termly pupil progress meeting to discuss individual pupils and progress made, groups of learners and areas of concern	All teaching staff led by JH, AG	Mid Autum, Spring, Summer term.	RCSIG to cover supply costs	Minutes of meetings			
Expectation document of what should an effective learning environment have in it. Indoors and Outdoors.	JH,AG and All staff	September 23 ongoing	No cost	Learning walks Work scrutiny L2L			

<p>Priority area 3:</p> <ul style="list-style-type: none"> Improve the link between discrete maths skills and their application in authentic contexts. 	<p>Link Teacher: Hannah Jones Link Governor: Ian Mansell Link SLT: Jo Hinds</p>
<p>Source of priority and evidence: Internal monitoring and ESTYN 2022</p>	
<p>Targets</p> <ul style="list-style-type: none"> Learners to make good progress in aspects of maths Learners to develop their numeracy skills across all AoLes Consistently high standard of teaching in all maths/numeracy sessions 	<p>Success criteria:</p> <ul style="list-style-type: none"> Nearly all learners make good progress in the application of number in Rec-Yr2 and times tables in Yrs3-6 .

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<ul style="list-style-type: none"> Improve standards of pupils' reasoning skills. 				<ul style="list-style-type: none"> 15% of learners to make excellent progress, including DL in application of number in Rec-Yr2 and times tables in Yrs3-6 . Nearly all learners demonstrate an appropriate link between discrete maths skills and application of numeracy skills. 			
Strategically planned actions to deliver the success criteria.	Responsibility	Timescale	Resources / Cost / Grant	Monitoring	R INCLUDE DATE AND SUPPORTING NOTES	A INCLUDE DATE AND SUPPORTING NOTES	G INCLUDE DATE AND SUPPORTING NOTES
Review Numeracy across the AoLEs and current maths lesson practice to judge pace, engagement, challenge.	HJ and JH	2 nd half term	2x1/2 day RCSIG 3x£90 supply RCSIG	Work scrutiny with pupils during learning walks. Learning walks to be conducted in 1 st half term for information gathering.			
Teachers continue ensure that discrete maths skills are reflected in authentic contexts within 2 weeks. Planning to identify opportunities for this and identify where authentic contexts are used to teach the skill.	All teachers	Sept 23 onwards	N/A	Planning and work scrutiny			
HJ to create a bank of ideas for teachers to use as a stimulus for numeracy.	HJ	Sept onwards	½ day RCSIG	Work scrutiny			
Focus weeks – with the emphasis on reasoning.	HJ	Throughout the year.	N/A staff meeting	Work scrutiny			
Following POP training. A whole staff agreement on what “Good” and “Excellent” progress looks like for Reasoning to be developed.	HJ Lead All staff	Autumn term	N/A Friday training	Statement developed. Work scrutiny for consistency			
Continue with the use of RMeasimaths and TTRockstars / Numbots in classroom sessions to raise standards maths.	ST	Throughout the year.	PDG	ST (PDG LSA) +JH monitor progress made by learners.			
Whiterose Maths Reasoning and problem-solving webinar	D McG/HJ	Friday PM training	330.00 RCSIG	Attendance and feedback forms.			
Whiterose Maths Supporting Low attainers webinar	D McG/HJ	Friday PM training	165.00 RCSIG	Attendance and feedback forms.			
Whiterose Maths Supporting high attainers webinar	D McG/HJ	Friday PM training	165.00 RCSIG	Attendance and feedback forms.			

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Whiterose Maths Mathematical talk and questioning	D McG/HJ	Friday PM training	330.00 RCSIG	Attendance and feedback forms.			
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Priority area 4: <ul style="list-style-type: none"> Improve pupils' coding and database skills and their understanding of cyber security and their online presence. 				Link Teacher: Rachel Davies Link Governor: TBC Link SLT: Damon McGarvie			
Source of priority and evidence:							
Targets <ul style="list-style-type: none"> ICT scheme used effectively throughout the school. Consistently high standard of teaching of ICT throughout the school. Pupils to improve their digital literacy through the school. 				Success criteria <ul style="list-style-type: none"> Learning walks, L2L and work scrutiny show consistent evidence of opportunities for pupils to be independent and show enthusiasm and progression in ICT. Nearly all pupils to be using and understanding appropriate coding and databases in years 5/6. Nearly all pupils to have a good understanding of cyber safety and online presence. 			
Strategically planned actions to deliver the success criteria	Responsibility	Timescale	Resources / Cost / Grant	Monitoring	R INCLUDE DATE AND SUPPORTING NOTES	A INCLUDE DATE AND SUPPORTING NOTES	G INCLUDE DATE AND SUPPORTING NOTES
Implement new ICT scheme of work across the school. Whole staff training	RD	Sept 23 onwards	No Cost	Planning scrutiny Work Scrutiny L2L Learning walks			
Teaching duo's to focus on identified target areas. HLTA to facilitate cover for observed teacher.	All staff	Spring term.	RCSIG to cover supply costs	Planning L2L			
Introduce "Discovery Education" for coding in Years 5 and 6	RD/HJ	Sept 23 Onwards	TBC	Planning scrutiny Work Scrutiny L2L Learning walks			

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Digital 360 assessment to be undertaken by whole school	All Staff RD Lead	Sept 23 Onwards	No cost	Scrutinise assessment data.			
Digimaps to be incorporated into enquiry work.	All staff	Sept 23 Onwards	£150 whole school license	Planning scrutiny Work Scrutiny L2L Learning walks			

3 year priorities

Continue to review the curriculum ensuring it is relevant to and offers authentic contexts to our pupils
Continue to ensure RSE is embedded throughout the school including Anti Racism training via DARPL for all staff and an Anti Racism, Equity and Poverty Proofing thread throughout the curriculum.
Continue to ensure RVE is embedded throughout the school.
Continue to develop cross curricular skills and the 4 purposes as vehicles for pupil development.
Continue to monitor and assess the delivery of RWI across the school.
Continue to ensure consistency of high-quality teaching and learning environments.