

School's Costed Annual Plan

2014-2015

School Effectiveness Grant (SEG)	£14,020.60
Welsh in Education Grant (WEG)	£1,109.26
Pupil Deprivation Grant (PDG)	£45,900.00

Name of school	DARRENLAS PRIMARY SCHOOL
Headteacher	GEMMA JONES
Date submitted	MARCH 2014

Signed: **(Headteacher)**

Date:

Signed: **(Chair of Governors)**

Date:

National Priority: Raising Standards in Literacy

Literacy Strategy: Key Priorities			
<ol style="list-style-type: none"> 1. Effective challenge and support for all schools 2. Effective leadership of literacy (SEG identifier 1) 3. Effective use of data and assessment (SEG identifier 2) 4. Effective whole-class teaching in all classes (SEG identifiers 1/3) 5. Maximise opportunities for sharing best practice through outstanding practitioners (SEG identifier 4) 6. Effective intervention for those at risk of falling behind or of not achieving potential (SEG identifiers 5 and 6) 7. Engagement of wider partners to support the development of literacy in schools 			
School's Key Areas for Improvement	Baseline (last set of results)	Targets - Expected Outcomes 2014- 2015	Success Criteria
<p>To continue and sustain raising pupils' standards of achievement in Literacy with the aim to minimise the gap between poverty and attainment.</p> <p>To continue to deliver effective interventions for those at risk of falling behind or of not achieving potential</p> <p>To continue to improve reading ages and reading skills which will include development across all areas of the Curriculum</p> <p>To continue to raise standards in writing skills to include writing across the Curriculum</p>	<p>Test results</p> <p>National Reading Tests May 2013/14.</p> <p>Salford Reading Tests</p>	<p>80% pupils achieve Level 4+ in writing; 87% pupils achieve Level 4+ in reading and oracy at the end of KS2 in July 2015</p> <p>79% of children to achieve Outcome 5+ at the end of Foundation Phase in LLC with 5 of those achieving Outcome 6 in July 2015</p>	<p>Results of National testing End of year results in Oracy, Reading and writing (INCERTs) Salford reading scores analysis Children will meet or exceed their targets in reading and writing.</p> <p>All pupils will make at least 2 levels of progress in all 3 Core Subjects - a few to exceed the 2 levels of progress and make 3 levels</p> <p>Focused interventions are tracked and the impact analysed.</p> <p>Standards improve for FSM pupils and this helps to 'Close the Gap' in their education.</p>

CSC Priority	SEG Identifier	Improving Schools Plan	Key Actions	Lead	Timescale		Monitoring Are we on track?	<u>Developmental</u> How does the activity enhance the capacity of the school? <u>Collaborative</u> Nature of collaboration and benefits to school <u>Sustainable</u> How will the work be developed & embedded	Funding			Evaluation Who, When, How
					Start Date	End Date			Staffing and Resources	Cost	Source	
✓	1/3		Staff Training on Phonic Programme (POPAT) 1 teacher 1 teaching Assistant	V.Morris (DHT)	19.9			To maintain delivery of POPAT throughout Foundation Phase - relocated staff retrained 2X 1 training day	90X2 training Supply costs 135 X1	316	SEG	Literacy Progress report
	4	✓	Employment of LSA to introduce Speech and Language programme in Early Years Unit, CLIC project in Reception	B John (FP Leader)	April 2014	Mar 2015	on going pupil tracking	To support our robust early identification of need with regard to disadvantaged pupils - introduction of a S/L early intervention programme for individual learners in the Early Years Unit Participation in CLIC project	Teaching Assistant 5 afternoons	6118	SEG	End of year results in Oracy, Reading and writing (INCERTs) S/L observations
✓	4		Access to training programme for LSA- Active Literacy Kit- ½ day training Continuation of current intervention programme- ALK: through employment of LSA to	T Anstee (ALNCO)	April 2014	Mar 2015	on going pupil tracking	To continue to target underachieving pupils through already successful interventions The programmes are already embedded	Teaching Assistant employed to carry out intervention (2 days per week)	3140	SEG	Termly testing - Salford reading & comp test SLT analysis Annual review involving the governing body

			deliver these initiatives				and therefore need to be sustained				
	1		Access to Improving Teacher programme	G Jones V Morris	Sept 14	Mar 15	HT to monitor standards Intensive, high quality teaching intervention at Foundation Phase will improve standards and school capacity. Teacher will benefit from collaboration with teachers from other schools.	Course Cost Supply costs (3 days) Observation of good practice - (from OTP programme)	650 470	SEG	Foundation Phase leader will evaluate the effectiveness of the course through mentor meetings and lesson observations HT will feedback progress and standards being achieved through PM.
	3/4		Access to training programme for LSA- Literacy Launch pad- 3 days training	T Anstee (ALNCO)	16.9 30.9 2.10		To develop the skills and professional development of a new member of the SEN team Training on writing IEPs, diagnostic literacy assessments	Course costs Supply costs	200 680	SEG	SEN progress report Observations of SEN LSAs Measurable progress of SEN pupils supported in class
	3/4			T Anstee (ALNCO)	11.3.15		To reinforce ALK skills of a new member of the SEN team in order to carry on programme in KS2	Course costs	140	SEG	SEN progress report Observations of SEN LSAs Measurable progress of SEN pupils on ALK

National Priority: Raising Standards in Numeracy

Numeracy Strategy: Key Priorities			
<ol style="list-style-type: none"> 1. Effective challenge and support for all schools 2. Effective leadership of numeracy (SEG identifier 1) 3. Effective use of data and assessment (SEG identifier 2) 4. Effective whole-class teaching in all classes (SEG identifiers 1/3) 5. Maximise opportunities for sharing best practice through outstanding practitioners (SEG identifier 4) 6. Effective intervention for those at risk of falling behind or of not achieving potential (SEG identifiers 5 and 6) 7. Engagement of wider partners to support the development of numeracy in schools 			
School's Key Areas for Improvement	Baseline (last set of results)	Targets - Expected Outcomes 2014-2015	Success Criteria
<p>To continue and sustain raising pupils' standards of achievement in Numeracy with the aim to minimise the gap between poverty and attainment.</p> <p>To continue to children's mathematical development and this will include the development of numerical skills across all areas of the Curriculum</p> <p>Undertaking Monitoring and evaluation to quality assure provision Analysis of data and achievement</p>	<p>Test results National Numeracy Tests May 2013/14. Big Maths CLIC tracking data sheets</p>	<p>In Numeracy at KS2 - 88.8% of pupils to achieve Level 4+ at the end of Key Stage 2 in July 2015 48.1% of pupils to achieve Level 5 at the end of Key Stage 2 in July 2015</p> <p>In Numeracy at Foundation Phase 86.6% of children to achieve Outcome 5+ in July 2015 40% of children to achieve Outcome 6 in July 2015</p>	<p>Children will meet or exceed their targets in Maths and Mathematical Development at Key Stage 2 and the Foundation Phase respectively.</p> <p>All children will make at least 2 levels of progress in Maths at KS2.</p> <p>Lessons observations indicate raised levels of self-esteem and confidence in Maths and numeracy</p> <p>File of evidence in Numeracy indicate wide range of opportunities for pupils to use their numeracy skills</p>

CSC Priority	SEG Identifier	Improving Schools Plan	Key Actions	Lead	Timescale		Monitoring Are we on track?	<u>Developmental</u> How does the activity enhance the capacity of the school? <u>Collaborative</u> Nature of collaboration and benefits to school <u>Sustainable</u> How will the work be developed & embedded	Funding			Evaluation Who, When, How
					Start Date	End Date			Staffing and Resources	Cost	Source	
✓	4	✓	To maximise opportunities for sharing best practice through outstanding practitioners in numeracy Ensuring Estyn recommendation of Improving standards in numeracy is maintained	A Vigliotta	Sept 2014	Dec 2014	on going pupil tracking / lesson obs by AV	Giving staff more opportunity to observe excellent practice in the delivery of Big Maths OTP teacher to be released to work with teachers to plan OTP to deliver exemplar lessons and model Big Maths lessons to ensure initiative is embedded and consistently delivered and	I day per week @ 13 weeks	135 X 13 1755	SEG	Monitoring of Numeracy Leader and HT in MER cycle
	2		Access to leadership and management training - development of distributed leadership	A Vigliotta	Sept 2014	May 2015		To develop the skills and professional development of Leader of numeracy	6 sessions over year	500	SEG	HT/SL in MER cycle/Performance management and Estyn Review

National Priority: Support for Welsh

Welsh in Education Grant Outcomes

1. More seven-year old children being taught through the medium of Welsh
2. More learners continuing to improve their language skills on transfer from primary to secondary school
3. More learners aged 14-16 studying for qualifications through the medium of Welsh
4. More learners aged 16-19 studying subjects through the medium of Welsh
5. More learners of all ages with higher-level Welsh language skills
6. Improved Welsh-medium provision for learners with additional learning needs

See WEG circular on page 8 for eligible activities and how these relate to the outcomes above

School's Key Areas for Improvement	Baseline (last set of results)	Targets - Expected Outcomes 2014-2015	Success Criteria
To improve reading and writing at Key Stage 2	Welsh Language Development Officer's Reports of Listening to Learners End of Key Stage 2 data	100% Mainstream pupils to achieve Level 4+ in WLD in July 2015	Improved confidence in speaking, reading and writing in Welsh Improved Outcomes and Levels in WLD
To listen to and hear other people speaking Welsh and practise using the language with them	INCERTS tracker for WLD		

CSC Priority	WEG Outcome	Improving Schools Plan	Key Actions	Lead roles	Timescale		Monitoring Are we on track?	<u>Developmental</u> How does the activity enhance the capacity of the school? <u>Collaborative</u> Nature of collaboration and benefits to school <u>Sustainable</u> How will the work be developed & embedded	Funding			Evaluation Who, When, How
					Start Date	End Date			Staffing and Resources	Cost	Source	
	2		To improve reading and writing at Key Stage 2 To listen to and hear other people speaking Welsh and practise using the language with them	B John (Welsh Leader)	April 2014	July 2014	on going pupil tracking	Give Year 5/6 children more opportunities to speak Welsh in group with Welsh speaker	Bilingual Teaching Assistant 2 afternoons per week	780	WEG	Formatively by the teachers Summatively at the end of year by the Welsh Curriculum Leader
	2		To purchase resources to enhance provision for WLD e.g. dictionaries; apps for ipads etc	B John (Welsh Leader)	April 2014	March 2015	on going pupil tracking	Give EskillsEE	Books/apps	329	WEG	Children's application and attitude more positive to their work

Pupil Deprivation Grant 2014-2015

Possible areas of focus for use of the Pupil Deprivation Grant

1. Robust **identification of need** with regard to disadvantaged pupils, their circumstances, current achievement and progress, together with clear procedures for **tracking individuals' progress**
2. Developing a systematic approach to **intervention, support and providing feedback** to individual learners, including **those at risk of disengaging from learning** and whose **attendance** is a cause for concern.
3. Making provision of high quality for learners experiencing material disadvantage who have **additional learning needs**, or who are **looked after children**, are **educated otherwise than at school** or have **emotional social and behavioural needs**.
4. Access to **enrichment activities, the removal of any financial barriers** to participation and the provision of curricular activities and opportunities through **out-of-school hours provision** and holiday programmes.
5. The provision of **additional tuition**, small group tuition and other strategies designed to **personalise learning** and target support and **access to facilities beyond the school day** that support homework and independent learning, such as those involving ICT.
6. The development of **personal support and mentoring** to meet pupils' physical, emotional and social needs, to remove barriers to learning and improve well-being and readiness to learn.
7. The development of strategies that involve the **family and community** including those that signpost learning opportunities.
8. The embedding of opportunities within the curriculum and in wider learning for **learners' voice** to be fully involved in informing decisions that affect their education.
9. The strengthening of strategies that promote **the school at the heart of its community**.

School's Key Areas for Improvement	Baseline (last set of results)	Targets - Expected Outcomes 2014-2015	Success Criteria
To continue and sustain raising pupils' standards of achievement in Literacy and Numeracy with the aim to minimise the gap between poverty and attainment To continue to children's mathematical development and this will include the development of numerical skills across all areas of the Curriculum	Please see test results from National Numeracy Tests May 2013 and subsequently May 2014; May 2015. Please see School Maths Data from the Baseline test administered twice a year. Please see Big Maths CLIC tracking data sheets	In Numeracy - 80% of pupils to achieve Level 4+ at the end of Key Stage 2 in July 2015 In Numeracy - 86% of children to achieve Outcome 5+ at the end of Foundation Phase in Mathematical Development with 5 of those achieving Outcome 6 in July 2015	Children will meet or exceed their targets in Maths and Mathematical Dev and Literacy at Key Stage 2 and the Foundation Phase respectively. All children will make at least 2 levels of progress in Maths/Literacy at KS2. Raised levels of self-esteem and confidence in Maths.
		80% pupils achieve Level 4+ in writing; 87% pupils achieve Level 4+ in reading and oracy at the end of KS2 in July 2015 79% of children to achieve Outcome 5+ at the end of Foundation Phase in LLC with 5 of those achieving Outcome 6 in July 2015	

CSC Priority	PDG Area of Focus	Improving Schools Plan	Key Actions What we need to do to bring about improvement and achieve our targets	Lead Roles	Timescale		Monitoring Are we on track?	Developmental How does the activity enhance the capacity of the school? <u>Collaborative</u> Nature of collaboration and benefits to school <u>Sustainable</u> How will the work be developed & embedded	Funding			Evaluation Who, When, How
					Start Date	End Date			Staffing and Resources	Cost	Source	
	4	✓	Continuation of current intervention programme- Catch up Literacy and POPAT phonic initiative in KS2 : through employment of LSA to deliver these initiatives- closing the gap	V Morris (DHT)	April 2014	Mar 2015	on going pupil tracking	To continue to target underachieving pupils through already successful interventions The programmes are already embedded and therefore need to be sustained	Teaching Assistant employed to carry out intervention 15 hours per week	7,314	PDG	Termly testing - POPAT and Salford reading SLT analysis Annual review involving the governing body
✓	1,3,5	✓	Employment of LSA to raise attainment in Literacy and Numeracy through the Numicon and Big Maths programme. Also to implement Catch up Programme in Foundation Phase	A Vigliotta (Numeracy Leader) B John (FP Leader)	April 2014	Mar 2015	on going pupil tracking	Continue to target disadvantaged and/or underachieving pupils. Interventions have been successful in enhancing the provision for groups of learners e.g. those who meet the criteria for Catch up and those selected to undertake CRI All programmes are already embedded and have had a significant impact	Learning Support Assistant	13,459	PDG	End of year results in Oracy, Reading and writing (INCERTs) Salford reading scores analysis SLT analysis Annual review involving the governing body

	3		Provision of high quality enrichment activities for learners who are looked after children in KS2	T Anstee (ALNCO)	April 2014	Mar 2015	on going pupil tracking	Support given to LAC pupil in addition to their SNSA allocation, including ELSA sessions, basic skills and memory book work	Learning support employed to work with LAC pupils	4,894	PDG	Annual Reviews by ALNCO/ Powys childrens Services
	4	✓	Access to enrichment activities, the removal of any financial barriers to participation and the provision of curricular activities and opportunities through out-of-school hours provision Reduce low achievement through L2Ls and school council projects	G Jones	April 2014	Mar 2015	on going pupil tracking	To ensure all pupils have equal access to enrichment activities and school trips. School to support these activities by contributing to travel expenses		2,000	PDG	Children's application and attitude more positive through access to a wide variety of learning experiences
	6		ELSA conference and workshop To support and further embed good practice in supporting well-being in school	V Morris				Ensure continued development of ELSA throughout school	TA to attend conference	90	PDG	ELSA file
	6		Development of personal support and mentoring to meet pupils' physical, emotional and social needs, through weekly ELSA sessions	V Morris	April 2014	Mar 2015		Ensure continued development of ELSA throughout school	TA to work with pupils with social and emotional needs (7.5 hrs per week)	3298	PDG	ELSA file

