



# Sageston CP School



## School Improvement Plan

### 2023 – 2024

**Date Approved:** 17<sup>th</sup> July 2023

**Head Teacher:** Mr A Welch

**Date of Next Review:** January 2024

**Chair of Governors:** Mrs R. Lloyd

## Context

Sageston Community Primary School is in the village of Sageston near Tenby in Pembrokeshire, Wales. The school serves Sageston, Carew and several other semi-rural small villages in the immediate area. Children are accepted into the Nursery class on a part-time basis in the term immediately following their third birthday. There are currently 105 pupils on roll, including 13 part-time nursery pupils. The school operates a playgroup/day care which offers wrap around care for part-time nursery age pupils and children over the age of two.

Nearly all pupils come from within the catchment and the majority of pupils live in a rural setting. Almost all pupils speak English at home and very few speak Welsh at home. 10 pupils (10%) are eligible for free school meals. 20 pupils (19%) are designated as having additional learning needs.

The current Headteacher started in post during the summer term of 2022. The school was removed from Estyn monitoring in 2020 under the leadership of the previous Headteacher. This is the third School Improvement Plan developed following the completion of the Post Inspection Action Plan and second led by the current Headteacher.



## School Information

| Full Name of School               | WG No | WG Lang | School Address  |
|-----------------------------------|-------|---------|---|
| Sageston Community Primary School | 2203  | English | Sageston CP School, Bird's Lane, Sageston, Pembrokeshire.SA70 8SH |

| Phone        | Email                               | Website  |
|--------------|-------------------------------------|--|
| 01646 651471 | admin.sageston@pembrokeshire.gov.uk | <a href="http://www.sagestoncpschool.co.uk">www.sagestoncpschool.co.uk</a> |

## Staffing

|                 | Teachers | Support Staff | Admin | Caretaking | Cleaning | Lunchtime | Kitchen | Playgroup | Total |
|-----------------|----------|---------------|-------|------------|----------|-----------|---------|-----------|-------|
| No. of staff    | 5        | 5             | 1     | 1          | 1        | 2         | 2       | 2         | 23    |
| Time equivalent | 4        | 4.1           | 0.7   | 0.2        | 1        | 2         | 1       | 2         | 15    |

## Classes

| Name of Classes and members of staff |          |               | Number of pupils |     |        |        |        |        |        |        |       |
|--------------------------------------|----------|---------------|------------------|-----|--------|--------|--------|--------|--------|--------|-------|
| Classes                              | Teachers | Support Staff | Nursery          | Rec | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total |
| Robin Class (N&R)                    | 2        | 1.5           | 13PT             | 11  |        |        |        |        |        |        | 24    |
| Barn Owl (Y1/2)                      | 1        | 1             |                  |     | 17     | 12     |        |        |        |        | 29    |
| Swan (Y3/4)                          | 1        | 0.5           |                  |     |        |        | 12     | 17     |        |        | 29    |
| Kingfisher (Y5/6)                    | 1        | 0.5           |                  |     |        |        |        |        | 15     | 8      | 23    |
|                                      |          |               |                  |     |        |        |        |        |        | Total  | 105   |

## School Composition

| Speak Welsh at home | English as an Additional Language | School Action | School Action Plus | Statement | eFSM | Looked After Children |
|---------------------|-----------------------------------|---------------|--------------------|-----------|------|-----------------------|
| 0%                  | 0%                                | 14%           | 5%                 | 0%        | 10%  | 0%                    |

## **Roles and Responsibilities**

| <b>Teaching and Support Staff</b> |               |   |
|-----------------------------------|---------------|---|
| <b>Name</b>                       | <b>Post</b>   | <b>Responsibility</b>                   |
| Mr A Welch                        | Headteacher   | DSL, Nursery/Reception                  |
| Mr N Davies                       | Assistant HT  | ALNCO, Year 5/6                         |
| Miss S Cole                       | Teacher / SLT | Year 3/4                                |
| Mrs J Bowers                      | Teacher       | Year 1/2                                |
| Mrs S Roach                       | Teacher       | Nursery/Reception                       |
| Mrs D James                       | HLTA          | PPA, Progression Step 1 and SALT        |
| Mrs E Macken                      | LSA           | Progression Step 2 and ELSA             |
| Mrs W Davies                      | LSA           | Progression Steps 2/3 and Interventions |
| Mrs C Collings                    | LSA           | Progression Step 1 and Interventions    |
| Miss H Lloyd                      | LSA           | Progression Step 1                      |
| Mrs M John                        | LSA           | Playgroup Leader                        |
| Mrs A O’Leary                     | LSA           | Playgroup Assistant                     |

| <b>Governing Body</b> |                             |                       |
|-----------------------|-----------------------------|-----------------------|
| <b>Name</b>           | <b>LA/Parent/Foundation</b> | <b>Responsibility</b> |
| Mrs R Lloyd           | Local Authority             | Chair                 |
| Cllr V Thomas         | Local Authority             |                       |
| Mrs K Scourfield      | Community                   | Vice Chair            |
| Mrs J Palmer          | Community                   |                       |
| Mrs C Ford            | Community                   |                       |
| Mr S Jenkins          | Community                   |                       |
| Mrs A Rue             | Parent                      |                       |
| Mrs N Probert         | Parent                      |                       |
| Mr C Templeton        | Parent                      |                       |
| Mrs M Allen           | Parent                      |                       |
| Mrs E Macken          | Staff Representative        |                       |
| Mr N Davies           | Teacher Rep                 |                       |
| Mr A Welch            | Headteacher                 |                       |

## **Available Resources and Grants** **School Budget**

| <b>Aspect</b>   | <b>Total</b> |
|-----------------|--------------|
| Formula Funding | £508,130     |

| <b>Additional Grants</b>          | <b>Total</b> |
|-----------------------------------|--------------|
| Education Improvement Grant RSCIG | £6499        |
| PDG Statutory School Age          | £7245        |
| PDG – Early Years                 | £2300        |
| Professional Learning Grant       | £2295        |
| RRRS                              | £7597.67     |
| ALN Implementation                | £3324        |

## Reviewing the impact of last year's SIP

### Sept 2022 – July 2023

| Priority   | Impact<br>Did we meet our targets? What impact has there been on provision?<br><i>Targets/Success Criteria taken from SIP 2022/23</i>  | Evidence  | RAG |
|--|--|---|-----|
| Implement key Welsh government educational priorities, including Curriculum for Wales 2022, ALN Reform and Attendance. | <ul style="list-style-type: none"> <li>- A shared cluster vision for CfW 2022 written and shared with pupils, parents and the community – <b>target not met – the cluster schools have worked closely together throughout the year, including a whole cluster INSET in November 2022 and on CfW projects including the creation of shared expectations for Year 6 pupils (see below) and on the provision and expectations for RSE and RVE. However, a shared cluster vision for CfW 2022 has not been created. Schools in the cluster have many common themes within their individual visions.</b></li> <li>- A revised school vision for CfW 2022 following consultation with all key stakeholders – <b>target met – the vision has been updated and involved the input of all stakeholders – it is displayed in the school and on the school website.</b></li> <li>- Staff have a clear understanding of what is expected of pupils when they transition to secondary school at the end of Progression Step 3. This is reflected in their understanding of the expectations for pupils at the end of Progression Steps 1 and 2 – <b>target partially met – cluster work towards this target has taken place with SCPS staff involved at all stages. Documentation needs finalising within the 2023/24 academic year.</b></li> <li>- A clear framework is in place for assessing pupils against the expectations of the CfW 2022 – <b>target partially met – assessment systems in the school have been updated and reflect all of the assessments pupils are undertaking and teacher assessment against the expectations of the LNF. However, there is no formal system for assessing pupils against the expectations of CfW 2022. A working group is going to be set up within the cluster to begin to address this on a cluster level in the 2023/24 academic year.</b></li> <li>- All staff are aware of changes to ALN practice and have received updated professional learning to ensure changes are implemented successfully – <b>target met – ALNCO has ensured new and revised systems are in place for the implementation and monitoring of ALN support across the school and staff have been trained to ensure successful implementation of this, reflecting the changes to ALN practice as a result of the ALN reform.</b></li> <li>- All pupils on the ALN register have been identified and PCP meetings have been held for each pupil – <b>target met – pupils have been identified and all necessary meetings held.</b></li> <li>- Improved procedures for monitoring attendance and supporting families where attendance raises concerns, resulting in attendance meeting the target of 96% - <b>target partially met – attendance for the whole school improved upon the previous year (89.4% to 90.8%) However, whole school attendance still falls below the target of 96%.</b></li> <li>- A system which celebrates improved and high levels of attendance in classes and across the school is in place – <b>target not met – no system has been put into place.</b></li> </ul> | <ul style="list-style-type: none"> <li>- Revised school vision for CfW 2022 shared on school website.</li> <li>- Documents created through cluster working showing the expectations for pupils reaching the end of Progression Step 3.</li> <li>- Documents created to show the expectations for pupils at the end of Progression Steps 1 and 2.</li> <li>- Adapted assessment system with the school.</li> <li>- ALN register and records of PCP meetings, with resulting paperwork and plans.</li> <li>- Attendance data from SIMS – weekly, monthly, termly and annually.</li> </ul> |     |
| Further develop pupils' oracy skills in English and Welsh.   | <ul style="list-style-type: none"> <li>- Voice 21 Oracy Framework used to inform planning and assess oracy skills throughout the school – <b>target partially met – lead teacher using Voice 21 received positive feedback during monitoring visit for the use of the Voice 21 Oracy Framework to support the development of oracy skills within one class. The development of these skills throughout the rest of the school began in 2022/23 but will need to be developed further in 2023/24.</b></li> </ul>  | <ul style="list-style-type: none"> <li>- Teacher assessment for oracy.</li> <li>- Voice 21 Action Plan and subsequent</li> </ul>  |     |

|  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"> <li>- All classrooms have developed oracy rich environments and planning reflects increased opportunities to build and apply oracy skills in Welsh and English – <b>target partially met – classes have adopted some of the Voice 21 strategies for developing oracy rich environments but greater focus on this is needed throughout the 2023/24 academic year.</b></li> <li>- Planning reflects a context-driven curriculum for oracy which is embedded across different phases and subject disciplines – <b>target partially met – planning at all levels was adapted during the year and careful considerations was given to ensuring the curriculum was context-driven. The development of oracy skills across all aspects of the curriculum has not been embedded in planning formats.</b></li> <li>- Pupils use a variety of sentence starters to facilitate conversations through both English and Welsh – <b>target partially met – pupils are given sentence patterns in Welsh to support with their oracy and developing confidence in the language, this is not reflected in English, where there is not a consistent use of sentence starters throughout the school to support oracy skills.</b></li> <li>- High quality questioning/responses enable pupils to make accelerated progress.</li> <li>- Pupils not meeting expected standard or making effective progress identified quickly and appropriate support put in place – <b>target met – systems for identifying pupils not meeting the expected standards are clear and ensure that interventions and/or additional support are utilized to support the development of oracy skills.</b></li> <li>- Clear systems for the referral and support of identified pupils experiencing Speech and Language challenges – <b>target met – as per previous target.</b></li> <li>- Staff trained in most recent Speech and Language processes and practice – <b>target met – those staff who require up-to-date training have been identified and are up-to-date with their training in order to carry out speech and language interventions with identified pupils.</b></li> <li>- Similar results/attainment in English and Welsh Second Language to ensure parity between the languages – <b>target not met – pupils across the school still lack confidence in Welsh as a Second Language and there is not currently parity between pupils’ attainment in both languages.</b></li> <li>- Siarter Iaith targets for silver award met and Welsh is heard throughout the school, naturally used by staff and pupils – <b>target partially met – systems are in place to support improvements in standards in W2L including weekly Welsh assemblies, an active Criw Cymraeg and weekly awards for the use of Welsh throughout the school helping to make progress towards the Siarter Iaith silver award and improving the amount of Welsh which can be heard throughout the school.</b></li> </ul> | <ul style="list-style-type: none"> <li>- monitoring of this plan.</li> <li>- Teachers’ planning.</li> <li>- Monitoring, including pupil conferencing.</li> <li>- Pupil books and digital files (j2e for oracy activities).</li> <li>- Monitoring of Siarter Iaith.</li> <li>- Pupils Progress Meeting notes.</li> <li>- Assessment data for all pupils.</li> <li>- Speech and Language support visit notes.</li> </ul> |  |
| Further develop pupils’ mental recall of basic maths/numeracy facts, including multiplication tables and number bonds. | <ul style="list-style-type: none"> <li>- Nearly all pupils demonstrate greater confidence, fluency and accuracy when recalling basic mathematical facts including number bonds and multiplication facts – <b>target partially met – improvements in planning (through the use of consistent approach to medium term planning and the use of Big Maths to support learning has resulted in improved fluency for most pupils.</b></li> <li>- Most pupils confidently apply this improving confidence and understanding to completing calculations in a range of numeracy-based contexts across the curriculum – <b>target partially met – most pupils have improved confidence and understanding levels but there needs to be an increase in the number of opportunities across the curriculum where pupils are given the opportunity to apply these improvements.</b></li> <li>- Planning demonstrates regular opportunities for pupils to practise, rehearse and acquire basic mathematical facts. It also shows a range of opportunities to apply these facts to a range of contexts across the curriculum – <b>target partially met – planning formats changed during the year to ensure that. A greater focus on the use of these skills across the curriculum is needed in the 2023/24 academic year.</b></li> </ul>  | <ul style="list-style-type: none"> <li>- Assessment data for all pupils – to include National Test data, data from Big Maths, data from GL assessments (taken twice yearly).</li> <li>- Teachers’ planning.</li> <li>- Monitoring, including pupil conferencing.</li> <li>- Pupil books.</li> <li>- Pupils Progress Meeting notes.</li> </ul>  |  |

|   |   |   |  |
|---|---|---|--|
|   | <ul style="list-style-type: none"> <li>- Big Maths utilised consistently and effectively to support pupils' development and progress in their understanding of key mathematical facts – target met – staff received updated training on the use of Big Maths and have made adaptations to the way it is being utilised to support pupils' development.</li> <li>- Average progress scores in National Tests (Numeracy Procedural) above the national average in all year groups – target partially met - 4/5 year groups above national average for reasoning and 4/5 year groups at or above national average in procedural (based on second attempt scores).</li> <li>- A consistent approach to mathematical vocabulary is evident throughout the school – target not met – plans to develop a consistent approach to mathematical vocabulary are in place for the 2023/24 academic year.</li> <li>- Maths/Numeracy working walls reflect consistent approach to use of vocabulary and use of manipulative and imagery to support recall of basic maths facts – target not met – alongside plans to develop consistent approach to mathematical vocabulary in 2023/24 are plans to use this vocabulary on revised mathematics and numeracy working walls.</li> </ul>   |   |  |
| Implement a rigorous assessment system across the school to monitor and evaluate the performance of all groups of learners, including ALN learners. | <ul style="list-style-type: none"> <li>- There are clear systems in place for collecting a range of assessment data. This data is, at times, duplicated in different systems – target met – the school now has a revised central system for recording this data which feeds into pupil progress meetings and is used to analyse progress of individuals, classes and groups of pupils.</li> <li>- Assessment tools have been refined to ensure that the school utilises a number of assessments to get an accurate and detailed picture of pupils' attainment and progression during their time in the school – target met – a clear assessment calendar is now in place to ensure that assessments are aiding planning of in-class provision and any interventions needed to support pupil progress across the school.</li> <li>- In the future, these tools need to be used within a rigorous and well-planned assessment calendar to ensure the data can be used as effectively as possible to improve pupil progress and attainment – target met – a clear assessment calendar is now in place.</li> <li>- Plans within the cluster are to focus on establishing a common and shared understanding of the knowledge, skills and experiences all pupils should have at the point of transition from primary to secondary school (end of Progression Step 3) – target partially met – staff from across the cluster, including staff from SCPS at all stages, have worked on documents that set out clear expectations for pupils as they move through the Progression Steps with particular focus on the knowledge, skills and experiences pupils need when they transition from Year 6 to secondary school. These documents need finalising in the autumn term of 2023/24.</li> <li>- There is currently no system in place for assessing pupils against the expectations, including the Statements of What Matters or Principles of Progression, from CfW 2022 - target not met – plans are now in place for a working group made up of staff from across the cluster to begin work on this area during the 2023/24 academic year.</li> <li>- Planned cluster work will, however, allow the school to develop assessment arrangements which measure pupils' performance against the expectations of the CfW 2022 – target not met – as per previous target.</li> </ul> | <ul style="list-style-type: none"> <li>- Assessment data on whole school assessment system.</li> <li>- RADY data.</li> <li>- ALN data.</li> <li>- Minutes from cluster Headteachers' meetings.</li> <li>- Minutes from staff training, including cluster-based training.</li> <li>- Pupil Progress data and meeting notes.</li> </ul> |  |

## **Our School Improvement Plan**

### **Targets and Strategies for Our Immediate Priority Areas: 2023-24**

We strive to improve through employing rigorous continual self-assessment and self-evaluation. As a result of detailed analysis of school data and ongoing continuous self-evaluation we have four priorities this year. These improvement objectives reflect where we are at as a school as we continue to evolve as a self-improving learning organisation across all areas of school practice. In order to ensure the recommendations, set out in our SIP are met, our Performance Management targets will be linked to these priorities during the academic year 2022/23.

| <b>By the end of July 2024, we aim to:</b> |   |
|--|---|
| <b>1</b>                                   | Establish a rigorous process of developing effective skills for writing across all genres and applying these skills across the curriculum.          |
| <b>2</b>                                   | Further develop pupils' oracy skills in Welsh.  |
| <b>3</b>                                   | Further develop pupils' mental recall of basic maths/numeracy facts, applying them accurately to solving word problems.                             |
| <b>4</b>                                   | Implement a rigorous assessment system across the school to monitor and evaluate the performance of all groups of learners, including ALN learners. |
| <b>5</b>                                   | Develop the use of outdoor learning provision to support and enhance learning across the curriculum.  |

**Priority Area 1:** Establish a rigorous process of developing effective skills for writing across all genres and applying these skills across the curriculum.

| <b>Where are we now?</b><br>based on our self-evaluation  | <b>Targets &amp; Success Criteria</b><br>We will know we have succeeded when:  | <b>Key Sources of Evidence</b>  |
|---|--|---|
| <ul style="list-style-type: none"> <li>- Through targeted professional learning, staff have developed the Talk for Writing approach to the teaching of writing skills across the school.</li> <li>- Adaptations to the Talk for Writing procedures are necessary to ensure that all key writing skills are taught and developed.</li> <li>- Analysis of teacher assessment shows that a minority of pupils are not meeting the expected standard for their year group in writing.</li> <li>- Monitoring of writing across the curriculum established that there is a lack of regular opportunities to apply skills developed in LLC lessons to topic work and authentic contexts.</li> <li>- Teacher assessment of writing is not regularly or rigorously moderated.</li> </ul> | <ul style="list-style-type: none"> <li>- Through regular planned opportunities for writing across the curriculum, pupils effectively apply writing skills developed in LLC lessons to different contexts.</li> <li>- Long-term planning ensures that a broad range of genres are covered in LLC lessons and that skills developed in these lessons can be applied across the curriculum in topic work.</li> <li>- A consistent approach (based on Talk for Writing pedagogy) to the development of writing skills during LLC lessons is applied throughout the school.</li> <li>- Reading and oracy skills are successfully utilised to support the development of effective writing skills.</li> <li>- Regular moderation of writing ensures that teacher assessment of writing is effective and secure.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher assessment for writing.</li> <li>- No More Marking assessment data, including writing ages.</li> <li>- Teachers' planning.</li> <li>- Monitoring, including pupil conferencing.</li> <li>- Pupil books.</li> <li>- Pupils Progress Meeting notes.</li> </ul> |

| Targets   | Actions and Strategically Planned Tasks   | Whom?                              | When?                             | Cost?                                   | Monitoring and Review   | Success Criteria and Impact   | RAG       |
|---|---|------------------------------------|-----------------------------------|---|---|---|-----------|
| Through regular planned opportunities for writing across the curriculum, pupils effectively apply writing skills developed in LLC lessons to different contexts.                              | <ul style="list-style-type: none"> <li>- Staff to identify opportunities to apply skills taught in LLC lessons are applied to real-life contexts as part of topic work.</li> <li>- Resources to support to application of these skills are created and provided to support pupils on an independent level.</li> </ul>   | SLT<br>Class teachers              | Adapted planning from spring term | N/A                                     | SLT monitoring: learning walks, book scrutinies, pupil conferencing, planning scrutinies. | <ul style="list-style-type: none"> <li>- Pupils are given regular opportunities to apply their writing skills to a range of genres and contexts across the curriculum.</li> <li>- Pupils writing for different purposes in all AoLEs is high quality.</li> </ul>                        | <b>A</b>  |
|   |   |                                    |                                   |   |   |   | <b>Sp</b> |
|   |   |                                    |                                   |   |   |   | <b>Su</b> |
| Long- and medium-term planning ensures that a broad range of genres are covered in LLC lessons and that skills developed in these lessons can be applied across the curriculum in topic work. | <ul style="list-style-type: none"> <li>- Staff to map out the coverage of genres within LLC lessons and across the curriculum.</li> <li>- Staff to ensure that a range of genres are being written across the curriculum.</li> <li>- Staff to ensure skills needed when writing across the curriculum are successfully taught and embedded during LLC lessons.</li> </ul> | SLT<br>Class teachers              | Adapted planning from spring term | N/A                                     | SLT monitoring: learning walks, book scrutinies, pupil conferencing, planning scrutinies. | <ul style="list-style-type: none"> <li>- Pupils develop a range of effective writing skills during LLC lessons.</li> <li>- Pupils are given regular opportunities to apply these skills to writing for real-life contexts across the curriculum.</li> </ul>                             | <b>A</b>  |
|   |   |                                    |                                   |   |   |   | <b>Sp</b> |
|   |   |                                    |                                   |   |   |   | <b>Su</b> |
| A consistent approach (based on Talk for Writing pedagogy) to the development of writing skills during LLC lessons is applied throughout the school.  | <ul style="list-style-type: none"> <li>- Staff to develop guidelines for the approach to teaching writing skills in LLC lessons.</li> <li>- Opportunities provided for AoLE lead and class teachers to observe best practice in other schools.</li> </ul>   | SLT<br>AoLE Lead<br>Class teachers | Autumn term                       | Two days supply cover for visits (£550) | SLT monitoring: learning walks, book scrutinies, pupil conferencing, planning scrutinies. | <ul style="list-style-type: none"> <li>- Pupils make good or better progress in their writing skills during LLC lessons.</li> <li>- Pupils can successfully and effectively apply their written skills to a range of contexts and genres when writing across the curriculum.</li> </ul> | <b>A</b>  |
|   |   |                                    |                                   |   |   |   | <b>Sp</b> |
|   |   |                                    |                                   |   |   |   | <b>Su</b> |

|  |   |                                    |                      |     |   |   |           |
|--|---|------------------------------------|----------------------|-----|---|---|-----------|
| Reading and oracy skills are successfully utilised to support the development of effective writing skills. | <ul style="list-style-type: none"> <li>- Staff continue to plan for high-quality and effective oracy and reading opportunities in LLC lessons and across the curriculum.</li> <li>- Staff plan for the use of reading and writing skills to support the writing process in LLC lessons and across the curriculum.</li> </ul>          | Class teachers                     | Throughout the year  | N/A | SLT monitoring: learning walks, book scrutinies, pupil conferencing, planning scrutinies. | <ul style="list-style-type: none"> <li>- Pupils make good or better progress in their oracy and reading skills.</li> <li>- Pupils can successfully and effectively apply oracy and reading skills to improve their written work.</li> </ul>     | <b>A</b>  |
|  |   |                                    |                      |     |   |   | <b>Sp</b> |
|  |   |                                    |                      |     |   |   | <b>Su</b> |
| Regular moderation of writing ensures that teacher assessment of writing is effective and secure.          | <ul style="list-style-type: none"> <li>- Staff to be given regular opportunities to moderate written work from a range of pupils across the school to develop consistent teacher assessment of writing.</li> <li>- A portfolio of written work which meets certain standards is created to support future moderation work.</li> </ul> | SLT<br>AoLE lead<br>Class teachers | Starting spring term | N/A | Termly monitoring of process by SLT   | <ul style="list-style-type: none"> <li>- Staff can successfully identify work which meets LNF assessment criteria.</li> <li>- There is consistency in the judgements of staff across the school when assessing pupils' written work.</li> </ul> | <b>A</b>  |
|  |   |                                    |                      |     |   |   | <b>Sp</b> |
|  |   |                                    |                      |     |   |   | <b>Su</b> |

## Priority Area 2: Further develop pupils' oracy skills in Welsh.

| <b>Where are we now?</b><br>based on our self-evaluation   | <b>Targets &amp; Success Criteria</b><br>We will know we have succeeded when:  | <b>Key Sources of Evidence</b>   |
|--|--|--|
| <ul style="list-style-type: none"> <li>- A consistent approach to the teaching of Welsh is needed to improve standards of Welsh second language (with a clear focus on oracy) across the school.</li> <li>- Welsh oracy standards suffered because of the COVID-19 pandemic, with nearly all learners speaking little or no Welsh at home.</li> <li>- The school has achieved the bronze award for Siarter Iaith but progress towards the silver award has stalled over the past two academic years.</li> <li>- Systems are in place to promote the use of the Welsh language throughout the school including an established Criw Cymraeg, weekly awards for Cymro/Cymraes Yr Wythnos and weekly Welsh assemblies and Welsh language pattern.</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers successfully utilise the Ffa La La and MARS EARS approaches to improve standards of teaching and learning in Welsh.</li> <li>- All classrooms have developed oracy rich environments and planning reflects increased opportunities to build and apply oracy skills in Welsh.</li> <li>- Pupils use a variety of sentence starters/structures to facilitate conversations through Welsh.</li> <li>- Teacher Assessment is used to effectively monitor pupils' progress in Welsh oracy.</li> <li>- Siarter Iaith targets for silver award met and Welsh is heard throughout the school, naturally used by staff and pupils.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher assessment for oracy in Welsh.</li> <li>- Teachers' planning.</li> <li>- Monitoring, including pupil conferencing.</li> <li>- Pupil books and digital files (j2e for oracy activities).</li> <li>- Monitoring of Siarter Iaith.</li> <li>- Pupils Progress Meeting notes.</li> <li>- Assessment data for all pupils.</li> </ul> |

| Targets   | Actions and Strategically Planned Tasks   | Whom?                            | When?  | Cost?                     | Monitoring and Review                           | Success Criteria and Impact   | RAG |
|---|---|----------------------------------|--|---------------------------|---|---|-----|
| Teachers successfully implement and utilise the Ffa La La and MARS EARS approaches to improve standards of teaching and learning in Welsh.    | <ul style="list-style-type: none"> <li>- Staff attend training with PCC to understand how to implement Ffa La La and MARS EARS approaches within their classrooms.</li> <li>- Staff implement approaches within classrooms following training.</li> </ul>                 | Class teachers                   | Autumn term for training<br><br>Monitoring: termly | Supply cover – four days  | AoLE termly reviews<br><br>SLT termly reviews   | <ul style="list-style-type: none"> <li>- Teachers confidently use Ffa La La and/or MARS EARS approaches to lead pupil learning in Welsh.</li> <li>- Pupils more confident in their use of Welsh as a second language.</li> <li>- Pupils make effective progress in Welsh oracy, reading and writing.</li> </ul> | A   |
|   |   |                                  |  |                           |   |   | Sp  |
|   |   |                                  |  |                           |   |   | Su  |
| All classrooms have developed oracy rich environments and planning reflects increased opportunities to build and apply oracy skills in Welsh. | <ul style="list-style-type: none"> <li>- AoLE lead and Headteacher to visit schools with Welsh language/oracy rich environment and share best practice with staff.</li> <li>- Non-negotiables for classroom/ learning environments established with all staff.</li> </ul> | AoLE Lead – ND<br>Class teachers | Autumn term<br><br>Monitoring: termly              | ND supply cover – one day | AoLE – termly reviews<br><br>SLT termly reviews | <ul style="list-style-type: none"> <li>- Staff have a clear understanding of how to create a learning environment which facilitates effective oracy progression.</li> <li>- Learning environments are oracy rich and incorporate all non-negotiables for creating such environments.</li> </ul>                 | A   |
|   |   |                                  |  |                           |   |   | Sp  |
|   |   |                                  |  |                           |   |   | Su  |
| Pupils use a variety of sentence starters/structures to facilitate conversations through Welsh.   | <ul style="list-style-type: none"> <li>- Staff model effective use of sentence starters.</li> <li>- Sentence starters are used regularly and displayed on working walls.</li> <li>- Use 'Sentence pattern of the week'</li> </ul>   | AoLE Lead – ND<br>Class teachers | Autumn Term<br><br>Monitoring: termly              | N/A                       | AoLE lead: termly                               | <ul style="list-style-type: none"> <li>- Pupils use expected sentence patterns/starters confidently in both languages.</li> <li>- Pupils are aware of the</li> </ul>  | A   |
|   |   |                                  |  |                           |   |   | Sp  |

|   |   |  |  |     |                                 |  |           |
|---|---|--|--|-----|---------------------------------|--|-----------|
|   | for Welsh.  |  |  |     |                                 | sentence patters/<br>sentences they are working<br>on and time is provided to<br>practice them.  | <b>Su</b> |
| Teacher Assessment is<br>used to effectively<br>monitor pupils' progress<br>in Welsh oracy.   | <ul style="list-style-type: none"> <li>- SLT to adapt current system for recording teacher assessment to Welsh oracy, reading and writing.</li> <li>- Staff record teacher assessment against LNF for Welsh oracy, reading and writing termly.</li> <li>- SLT and AoLE lead to analyse data termly</li> </ul>   | SLT<br>AoLE<br>lead<br>Class<br>teachers | Autumn<br>term –<br>implement<br>data<br>collection<br>changes | N/A | SLT termly<br>data<br>analysis  | <ul style="list-style-type: none"> <li>- Teacher assessment is recorded each term.</li> <li>- Teacher assessment shows pupils making good or better progress in Welsh as a Second Language – oracy, reading and writing.</li> </ul>  | <b>A</b>  |
|   |   |  |  |     |                                 |  | <b>Sp</b> |
|   |   |  |  |     |                                 |  | <b>Su</b> |
| Siarter Iaith targets for<br>silver award met and<br>Welsh is heard<br>throughout the school,<br>naturally used by staff<br>and pupils. | <ul style="list-style-type: none"> <li>- Audit current position with progress towards silver award in Siarter Iaith.</li> <li>- LLC lead to work with county council support to identify areas for focus to meet the required standards for achieving silver award.</li> <li>- LLC lead to work with whole staff to address areas discussed with county council support.</li> </ul> | ND<br>All staff                          | Autumn<br>term –<br>audit                                      | N/A | SLT and<br>AoLE lead:<br>termly | <ul style="list-style-type: none"> <li>- Pupils more confidently use incidental Welsh and taught sentence patterns.</li> <li>- Requirements of Siarter Iaith silver award are met over the course of the year and embedded into daily practice throughout the school.</li> </ul> | <b>A</b>  |
|   |   |  | Training:<br>throughout<br>the year                            |     |                                 |  | <b>Sp</b> |
|   |   |  | July 2024  |     |                                 |  | <b>Su</b> |

**Priority Area 3:** Further develop pupils' mental recall of basic maths/numeracy facts, applying them accurately to solving word problems.

| <b>Where are we now?</b><br>based on our self-evaluation   | <b>Targets &amp; Success Criteria</b><br>We will know we have succeeded when:   | <b>Key Sources of Evidence</b>  |
|--|---|---|
| <ul style="list-style-type: none"> <li>- A minority of pupils are below the expected standard in mathematics across the school according to teacher assessment.</li> <li>- Analysis of Personalised Assessment data shows that 4/5 year groups performed above the national average in the latest Numeracy Reasoning assessment (summer term 2023) based on the average scores for each year group.</li> <li>- Average progress scores for Numeracy Procedural and Reasoning improved across the year in all cases.</li> <li>- However, monitoring of planning and books demonstrated that effective opportunities for pupils to apply their skills to solving word problems were sporadic and inconsistent.</li> <li>- Monitoring of planning shows limited opportunities for applying maths skills across the curriculum.</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils apply improving confidence and understanding when recalling basic maths facts to completing calculations in a range of numeracy-based contexts across the curriculum, including solving word problems/reasoning activities.</li> <li>- Planning demonstrates regular opportunities for pupils to apply basic maths facts to a range of contexts across the curriculum, including solving word problems/reasoning activities.</li> <li>- Average progress scores in National Tests (Numeracy Reasoning) above the national average in all year groups (Year 2 to 6).</li> <li>- A consistent approach to mathematical vocabulary is evident throughout the school.</li> <li>- Maths/Numeracy working walls reflect consistent approach to use of vocabulary and use of manipulative and imagery to support recall of basic maths facts.</li> </ul> | <ul style="list-style-type: none"> <li>- Assessment data for all pupils – to include National Test data, data from Big Maths, data from GL assessments (taken twice yearly).</li> <li>- Teachers' planning.</li> <li>- Monitoring, including pupil conferencing.</li> <li>- Pupil books.</li> <li>- Pupils Progress Meeting notes.</li> </ul> |

| Targets  | Actions and Strategically Planned Tasks   | Whom?                    | When?        | Cost? | Monitoring and Review   | Success Criteria and Impact  | RAG |
|--|---|--------------------------|--------------|-------|---|--|-----|
| Pupils apply improving confidence and understanding when recalling basic maths facts to completing calculations in a range of numeracy-based contexts across the curriculum, including solving word problems/reasoning activities. | <ul style="list-style-type: none"> <li>- Staff continue to develop the confidence and accuracy of pupils' recall of basic maths facts in mathematics and numeracy lessons using revised planning strategies and resources such as Big Maths and White Rose Maths.</li> <li>- Regular opportunities for pupils to apply improving confidence in the recall of basic maths facts across the curriculum (particularly word problems/reasoning activities) are planned and developed by staff.</li> </ul> | AoLE Lead Class teachers | July 2024    | N/A   | AoLE lead and SLT: termly monitoring of planning, books, pupil conferencing and learning walks/lesson observations. | <ul style="list-style-type: none"> <li>- Pupils can confidently and accurately apply skills in a range of contexts outside of mathematics and numeracy lessons.</li> <li>- Pupils can explain their processes for applying these skills and identify why they have chosen the strategies they have.</li> </ul>                               | A   |
|  |   |                          |              |       |   |  | Sp  |
|  |   |                          |              |       |   |  | Su  |
| Planning demonstrates regular opportunities for pupils to apply basic maths facts to a range of contexts across the curriculum, including solving word problems/reasoning activities.  | <ul style="list-style-type: none"> <li>- Staff to develop planning across the curriculum which has a greater focus on the application of mental maths skills in topic sessions – particularly word problems/reasoning activities.</li> <li>- Provide staff with models of effective contexts and examples of planning which provides a wide range of contexts or the application of these skills.</li> </ul>  | AoLE lead All staff      | July 2024    | N/A   | AoLE lead and SLT: termly monitoring of planning, books, pupil conferencing and learning walks/lesson observations. | <ul style="list-style-type: none"> <li>- Pupils accurately and confidently apply improving mental maths skills to a range of contexts across the curriculum.</li> <li>- Teacher planning, pupil conferencing, learning walks and pupil books show an increased range of contexts for applying maths skills across the curriculum.</li> </ul> | A   |
|  |   |                          |              |       |   |  | Sp  |
|  |   |                          |              |       |   |  | Su  |
| Average progress scores in National  | <ul style="list-style-type: none"> <li>- Ensure processes for completing National Tests are clear and</li> </ul>  | SLT Maths/               | By July 2024 | N/A   | AoLE lead and SLT analyse   | <ul style="list-style-type: none"> <li>- Staff use analysis of National Test data to</li> </ul>  | A   |

|   |  |                          |  |                                    |  |  |    |
|---|--|--------------------------|--|------------------------------------|--|--|----|
| Tests (Numeracy Reasoning) above the national average in all year groups (Year 2 to 6).   | provide optimum conditions for success for all pupils (access arrangements, time of year, etc.)<br>- Analyse data and feedback available for each year group to provide staff with clear areas for development for each year group and within their own teaching.  | Num AoLE Lead            |  |                                    | data after each National Test 'window'   | inform planning and teaching and learning, including changes to universal provision and interventions.<br>- Staff's planning and teaching and learning reflects these changes.   | Sp |
|   |  |                          |  |                                    |  |  | Su |
| A consistent approach to mathematical vocabulary is evident throughout the school.  | - Work with staff to adapt language documents constructed by Headteacher whilst in previous post to ensure their relevance to Sageston CP School.<br>- Staff to decide on non-negotiables for the use of language in maths and how this is to be displayed in planning, books and within the learning environment.                     | AoLE lead Class teachers | Implemented: Autumn term<br><br>Monitored: each term | N/A                                | AoLE lead and SLT: termly monitoring of classrooms including Working Walls and maths/ numeracy areas | - Pupils use a consistent vocabulary when discussing maths/numeracy, reflecting agreed approach and non-negotiables.<br>- Classroom environments reflect the agreed consistent approach to the use of mathematical language within the school. | A  |
|   |  |                          |  |                                    |  |  | Sp |
|   |  |                          |  |                                    |  |  | Su |
| Maths/Numeracy working walls reflect consistent approach to use of vocabulary and use of manipulative and imagery to support recall of basic maths facts. | - SLT to visit school/s where effective and consistent use of working walls and manipulatives are identified as a strength. Provide staff with feedback from these visits.<br>- Staff to decide on non-negotiables for how to present working walls in maths and which resources are available to pupils within each Progression Step. | AoLE lead Class teachers | Implemented: Autumn term<br><br>Monitored: each term | Supply cover for ND and SC (1 day) | AoLE lead and SLT: termly monitoring of classrooms including Working Walls and maths/ numeracy areas | - Pupils confidently use the Working Walls and maths/numeracy areas to support their learning.<br>- Working Walls and maths/numeracy areas reflect agreed approach and non-negotiables.  | A  |
|   |  |                          |  |                                    |  |  | Sp |
|   |  |                          |  |                                    |  |  | Su |

**Priority Area 4:** Implement a rigorous assessment system across the school to monitor and evaluate the performance of all groups of learners, including ALN learners.

| <b>Where are we now?</b><br>based on our self-evaluation   | <b>Targets &amp; Success Criteria</b><br>We will know we have succeeded when:   | <b>Key Sources of Evidence</b>   |
|--|---|--|
| <ul style="list-style-type: none"> <li>- There is currently no system in place for assessing pupils against the expectations, including the Statements of What Matters or Principles of Progression, from CfW 2022.</li> <li>- Planned cluster work will, however, allow the school to develop assessment arrangements which measure pupils' performance against the expectations of the CfW 2022.</li> <li>- Systems for tracking coverage of the skills from CfW 2022 are not robust and consistent across the school.</li> <li>- A whole school data tracking system has been developed but does not allow for quick and easy analysis of all groups of learners.</li> <li>- Processes for analysing the data of groups of learners and classes are not as comprehensive as for individual learners.</li> </ul> | <ul style="list-style-type: none"> <li>- All staff have a clear and consistent understanding of assessing pupils against the CfW 2022.</li> <li>- Pupils assessed against the Statements of What Matters and Principles of Progression from CfW 2022.</li> <li>- The school's assessment system reflects pupils' progress and attainment against CfW 2022.</li> <li>- There is a clear system for tracking the skills from CfW 2022 covered by each cohort of pupils.</li> <li>- SLT perform comprehensive analysis of termly assessment data, providing staff with priorities for groups of learners and classes.</li> </ul> | <ul style="list-style-type: none"> <li>- Assessment data on whole school assessment system.</li> <li>- Minutes from cluster Headteachers' meetings.</li> <li>- Minutes from staff training, including cluster-based training.</li> <li>- Pupil Progress data and meeting notes.</li> </ul> |

| Targets   | Actions and Strategically Planned Tasks   | Whom?          | When?                                     | Cost?                                   | Monitoring and Review             | Success Criteria and Impact  | RAG |
|---|---|----------------|---|---|-----------------------------------|--|-----|
| All staff have a clear and consistent understanding of assessing pupils against the CfW 2022.       | <ul style="list-style-type: none"> <li>- Work with cluster colleagues to finalise documents on shared agreement and understanding of the knowledge, skills and experiences pupils need to have at the point of transition to secondary school (end of Progression Step 3).</li> <li>- This process to be extended to reflect the knowledge, skills and experiences needed at the end of Progression Steps 1 and 2 – with cluster colleagues and refined in individual schools.</li> <li>- Staff to implement contents of finalised documents in planning to ensure pupils at Sageston CP School achieve the knowledge, skills and experiences.</li> </ul> | All staff      | Spring Term – to trial during Summer Term | Supply costs for ND/SC release (2 days) | Cluster Heads, SLT and AoLE leads | <ul style="list-style-type: none"> <li>- Staff understand expectations of CfW 2022 in each Progression Step.</li> <li>- A shared agreement and understanding is developed for the expectations of pupils at the end of each Progression Step.</li> <li>- Assessment processes reflect this shared understanding and agreement.</li> </ul>    | A   |
|   |   |                |   |   |                                   |  | Sp  |
|   |   |                |   |   |                                   |  | Su  |
| Pupils assessed against the Statements of What Matters and Principles of Progression from CfW 2022. | <ul style="list-style-type: none"> <li>- Working with cluster colleagues, develop a system of assessing pupils against the expectation of CfW 2022.</li> <li>- Staff to trial the devised assessment system and review its effectiveness and ease of use.</li> <li>- System of reporting assessment to parents devised – hold meetings/ produce documentation to explain how pupils have been assessed and what it means to parents.</li> </ul>   | Class teachers | Spring Term – to trial during Summer Term | N/A                                     | Cluster Heads, SLT and AoLE leads | <ul style="list-style-type: none"> <li>- Staff have a clear understanding of how to utilise new assessment processes to make accurate judgements on pupil progress and attainment against CfW 2022 expectations.</li> <li>- Parents have a clear understanding of the new assessment process and what reported information means.</li> </ul> | A   |
|   |   |                |   |   |                                   |  | Sp  |
|   |   |                |   |   |                                   |  | Su  |
| The school's assessment system reflects pupils' progress and  | <ul style="list-style-type: none"> <li>- Cluster work on assessment system to carefully track the expectations from CfW 2022 using Statements of What</li> </ul>  | SLT            | Spring Term – to trial                    | N/A                                     | Cluster Heads, SLT, AoLE leads    | <ul style="list-style-type: none"> <li>- Assessment of pupils against the expectations of CfW 2022 is accurate –</li> </ul>  | A   |

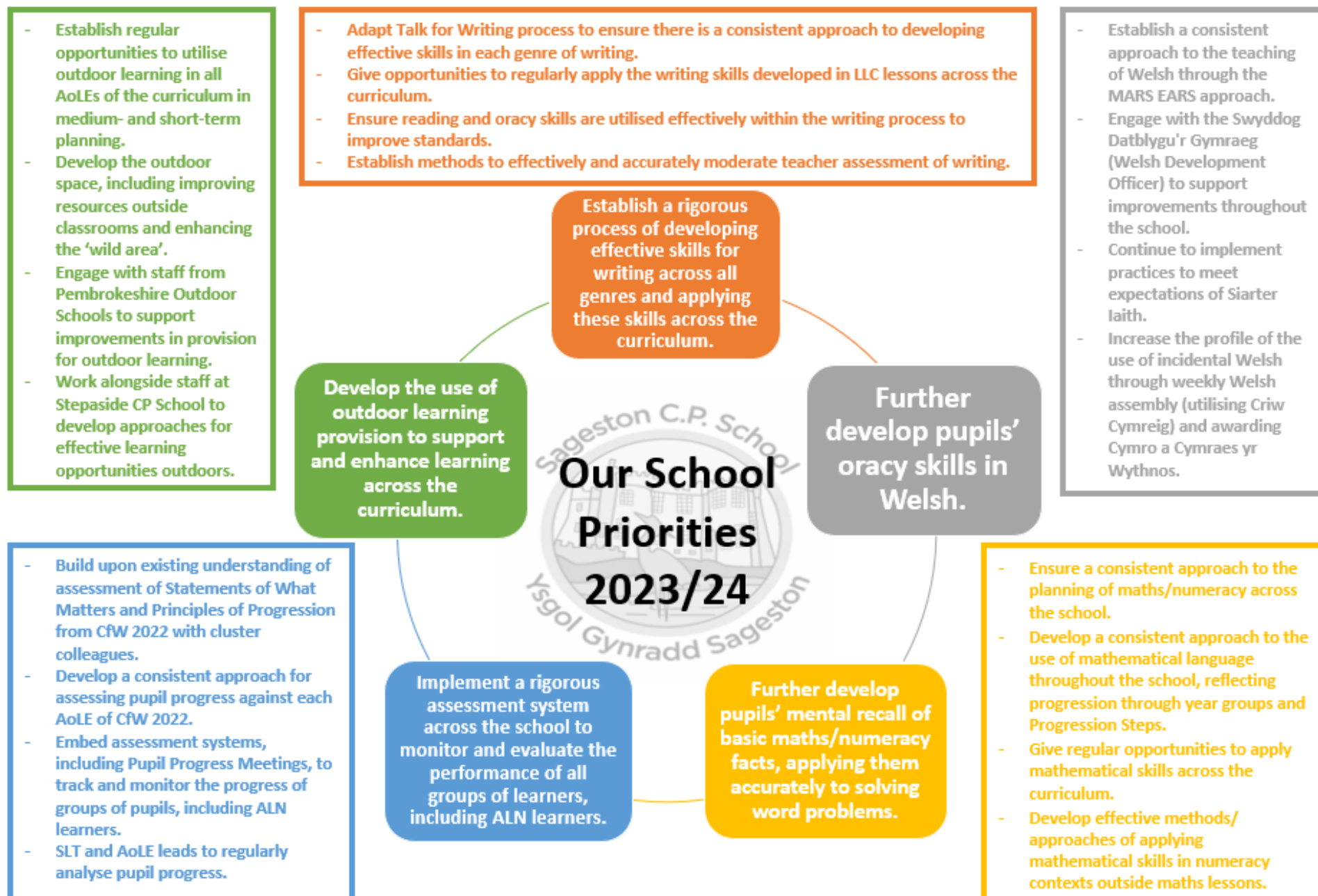
|   |   |                    |                           |     |   |   |    |
|---|---|--------------------|---------------------------|-----|---|---|----|
| attainment against CfW 2022.  | <ul style="list-style-type: none"> <li>Matters and Principles of Progression.</li> <li>Moderate assessments within school and with cluster colleagues to ensure system is being used effectively and that assessments accurately reflect progress and attainment against CfW 2022.</li> </ul>   |                    | during Summer Term        |     |   | <ul style="list-style-type: none"> <li>demonstrated through internal and cluster moderation processes.</li> <li>Accurate assessment is used to effectively plan universal provision and interventions for the benefit of all pupils.</li> </ul>   | Sp |
|   |   |                    |                           |     |   |   | Su |
| There is a clear system for tracking the skills from CfW 2022 covered by each cohort of pupils.                                   | <ul style="list-style-type: none"> <li>Teaching staff develop systems for comprehensive tracking of the skills covered within their planning. Regular use of these systems is embedded.</li> <li>The process of mapping of skills across the long-term planning for the school is undertaken to ensure an even coverage of skills throughout the school.</li> </ul> | SLT Class teachers | Spring and summer terms   | N/A | SLT and AoLE leads carry out termly monitoring of developed documents | <ul style="list-style-type: none"> <li>Documentation shows clear and accurate tracking of skills in each AoLE throughout the school.</li> <li>Documentation shows an even coverage of skills throughout the whole school across all AoLEs.</li> </ul>   | A  |
|   |   |                    |                           |     |   |   | Sp |
|   |   |                    |                           |     |   |   | Su |
| SLT perform comprehensive analysis of termly assessment data, providing staff with priorities for groups of learners and classes. | <ul style="list-style-type: none"> <li>SLT develop a system of providing termly feedback to class teachers based on analysis of whole class and identified groups' assessment data.</li> <li>Class teachers and SLT work together to establish priorities based on feedback and how these priorities impact planning for the following term.</li> </ul>             | SLT                | Spring term: trial system | N/A | SLT and AoLE leads carry out termly monitoring of planning            | <ul style="list-style-type: none"> <li>SLT use assessment data to identify underperforming classes/groups and support class teachers in planning for accelerated progress in future.</li> <li>Class teachers effectively utilise feedback and identified priorities to plan for whole class and identified groups.</li> </ul> | A  |
|   |   |                    |                           |     |   |   | Sp |
|   |   |                    |                           |     |   |   | Su |

**Priority Area 5:** Develop the use of outdoor learning provision to support and enhance learning across the curriculum.

| <b>Where are we now?</b><br>based on our self-evaluation   | <b>Targets &amp; Success Criteria</b><br>We will know we have succeeded when:  | <b>Key Sources of Evidence</b>   |
|--|--|--|
| <ul style="list-style-type: none"> <li>- The school has extensive grounds and outdoor spaces to utilise when pupils are learning outdoors.</li> <li>- Space and resources outside each classroom ensure that classes have instant access to the outdoors. However, the space needs to be organised effectively to enhance opportunities to learn outdoors for all pupils.</li> <li>- Resources do not enable effective outdoor learning to take place throughout the year.</li> <li>- Outdoor learning opportunities are sporadic and not regularly planned throughout the school.</li> <li>- Staff confidence to plan and teach effective and purposeful outdoor learning opportunities is low.</li> <li>-</li> </ul> | <ul style="list-style-type: none"> <li>- Outdoor provision is developed to ensure it is safe, there are a variety of areas (including a wild area) and effective resources are available to enhance learning opportunities.</li> <li>- Medium- and short-term planning shows that opportunities for outdoor learning in all AoLEs are purposeful and regular.</li> <li>- Staff confidence to utilise and lead effective and purposeful outdoor learning has improved through targeted professional learning opportunities.</li> <li>- Pupils speak confidently about the skills they are developing in the outdoors and how this positively impacts their learning and helps them make progress.</li> <li>- Floor books (digital and physical) are utilised effectively to record evidence of the learning that has taken place outdoors.</li> </ul> | <ul style="list-style-type: none"> <li>- Monitoring, including learning walks, book scrutinies and pupil conferencing.</li> <li>- Teachers' planning.</li> <li>- PASS data.</li> <li>- Minutes from staff training, including joint professional learning with colleagues from other schools.</li> </ul> |

| Targets  | Actions and Strategically Planned Tasks   | Whom?                 | When?  | Cost?                                   | Monitoring and Review  | Success Criteria and Impact  | RAG |
|--|---|-----------------------|--|---|--|--|-----|
| Outdoor provision is developed to ensure it is safe, there are a variety of areas (including a wild area) and effective resources are available to enhance learning opportunities. | <ul style="list-style-type: none"> <li>- Audit of resources to decide what is needed to ensure effective outdoor provision.</li> <li>- Contractors to be employed to clear specific outdoor areas to ensure they are safe for use by all pupils but also can be used for specific purposes (log circle, nature trail, etc.).</li> </ul>   | SLT                   | Autumn term  | £2000 for work<br>£1000 for resources   | Review of provision at end of autumn term to ensure it meets SC.                         | <ul style="list-style-type: none"> <li>- Pupils have access to safe outdoor spaces and specific areas are clearly identified.</li> <li>- Pupils have access to resources that allow outdoor learning opportunities to be taken throughout the year and that enhance their learning experiences.</li> </ul> | A   |
|  |   |                       |  |   |  |  | Sp  |
|  |   |                       |  |   |  |  | Su  |
| Medium- and short-term planning shows that opportunities for outdoor learning in all AoLEs are purposeful and regular.   | <ul style="list-style-type: none"> <li>- Provide staff with opportunities to visit other schools where outdoor provision is effective (as identified by Pembrokeshire Outdoor Schools or Estyn case studies).</li> <li>- Staff to develop systems for identifying and recording outdoor learning opportunities within their planning across all aspects of the curriculum.</li> </ul> | SLT<br>Class teachers | Spring term<br><br>(Some training planned for summer term) | Two days supply cover for visits (£550) | Termly monitoring lead by SLT: floor books, planning, pupil conferencing, learning walks | <ul style="list-style-type: none"> <li>- Planning highlights opportunities for high-quality and purposeful outdoor learning across the curriculum.</li> <li>- Outdoor learning opportunities enhance learning experiences and have a positive impact on pupil wellbeing and progress.</li> </ul>           | A   |
|  |   |                       |  |   |  |  | Sp  |
|  |   |                       |  |   |  |  | Su  |
| Staff confidence to utilise and lead effective and purposeful outdoor learning has improved  | <ul style="list-style-type: none"> <li>- Training opportunities to be identified with Pembrokeshire Outdoor Schools and other external providers.</li> <li>- Staff to be given training in order to improve their confidence in the</li> </ul>  | SLT<br>Class teachers | Spring term<br><br>(Some training                          | Cost for external trainer (TBC)         | Termly monitoring lead by SLT: floor books, planning,                                    | <ul style="list-style-type: none"> <li>- Staff knowledge and understanding of how to deliver effective outdoor learning opportunities has improved.</li> </ul>   | A   |
|  |   |                       |  |   |  |  | Sp  |

|  |  |                    |                          |     |   |   |           |
|--|--|--------------------|--------------------------|-----|---|---|-----------|
| through targeted professional learning opportunities.  | effective delivery of outdoor learning opportunities which enhance pupil wellbeing and progress.   |                    | planned for summer term) |     | pupil conferencing, learning walks                                | - Staff have more confidence to plan and deliver outdoor learning experiences have a positive impact on pupil wellbeing and progress. | <b>Su</b> |
| Pupils speak confidently about the skills they are developing in the outdoors and how this positively impacts their learning and helps them make progress. | <ul style="list-style-type: none"> <li>- Support pupils, with the use of sentences starters and conversation structures to be able to discuss their learning outdoors – what they have achieved, how they have made progress, what they can do in the future.</li> <li>- Provide pupils with planned regular opportunities to self-assess their learning in the outdoors.</li> </ul> | SLT Class teachers | Autumn/spring term       | N/A | SLT termly monitoring: pupil conferencing                         | - Pupils can speak confidently about their learning experiences when outdoors.  | <b>A</b>  |
|  |  |                    |                          |     |   | - Pupils can express what progress they have made in their learning following outdoor learning experiences.                           | <b>Sp</b> |
|  |  |                    |                          |     |   |   | <b>Su</b> |
| Floor books (digital and physical) are utilised effectively to record evidence of the learning that has taken place outdoors.                              | <ul style="list-style-type: none"> <li>- Establish separate physical or digital floor books where evidence of outdoor learning can be recorded.</li> <li>- Provide staff with examples of best practice when recording evidence within the floor books – photos, pupil comments, LO and SC, etc.</li> </ul>  | Class teachers     | Autumn/spring term       | N/A | SLT termly monitoring: pupil conferencing and floor book scrutiny | - Floor books provide an effective record of the outdoor learning that has taken place across the school.                             | <b>A</b>  |
|  |  |                    |                          |     |   | - Floor books provide effective evidence of the progress made by pupils and how learning outcomes have been enhanced.                 | <b>Sp</b> |
|  |  |                    |                          |     |   |   | <b>Su</b> |



## **Our Three Year School Improvement Plan**

### **High Level Priorities and targets for Year 3: 2023-24**

#### **Summary of High-Level Priorities & Targets Year 3 (2023-24)**

| <b>Priority</b>  | <b>Target</b>   | <b>Est Cost</b>  | <b>Source</b>                           |
|--|---|--|---|
| To progressively implement Welsh government curriculum and other statutory educational priorities. | Curriculum and ALN reform embedded in whole school practice.<br>Attendance policy and procedures support the improvement of attendance post COVID-19 pandemic.            | £2500 (staffing and resources)                         | Welsh Government School Self-Evaluation |
| To raise outcomes and standards for more able pupils.  | More able pupils achieve in line or above other more able pupils across Wales.<br>Teaching and intervention supports the achievement of higher level outcomes for pupils. | £500 (staffing and resources)                          | School Self-Evaluation                  |
| To improve standards and outcomes in literacy across the school.                                   | Most pupils improve their reading, writing and oracy skills and advance their age standardised score year on year making above expected progress.                         |  | School Self-Evaluation                  |
| To improve standards and outcomes in mathematics across the school.                                | Most pupils improve their mathematical skills and advance their age standardised score year on year making above expected progress.                                       | £1500 (Big Maths subscription, training and resources) | School Self-Evaluation                  |
| To improve the standards of spoken Welsh across the school.  | Learners are confident and competent and communicating through the medium of Welsh.<br>Staff foster, promote and support a bilingual culture within the school.           | £500 (training, staffing and resources)                | School Self-Evaluation                  |

## School Improvement Plan Checklist

| Regulation   | Outcome |
|--|---------|
| Raising standards in Literacy                            | ✓       |
| Raising standards in Numeracy                            | ✓       |
| Focus on minimising the effect of poverty on attainment  | ✓       |
| 3-year plan  | ✓       |
| SIP approved by the Governing Body                       | ✓       |
| Copy of SIP distributed to all staff and governors       | ✓       |
| Summary copy of SIP presented to parents                 | ✓       |
| SIP monitored in each meeting of the full governing body | ✓       |
| GB have reviewed and updated the SIP where appropriate   | ✓       |
| Success criteria clear and quantifiable                  | ✓       |
| Attention given to leadership development                | ✓       |
| Accountability recorded clearly                          | ✓       |
| Financial resources recorded clearly                     | ✓       |
| Staff workforce development recorded clearly             | ✓       |
| Previous SIP reviewed                                    | ✓       |

## Sageston Community Primary School

### Monitoring and Assessment Calendar 2023-2024

| September<br>Term Starts 1 <sup>st</sup>  | October<br>First Half Term Ends 27 <sup>th</sup>  | November<br>Second Half Term Starts 6 <sup>th</sup>   | December<br>Term Ends 22 <sup>nd</sup>  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>○ 25<sup>th</sup> Sept to 6<sup>th</sup> Oct – Assessment Period</li> <li>○ 5<sup>th</sup> Sept to 13<sup>th</sup> Oct – Reception Baseline Assessment Period and Nursery On-Entry Assessment Period</li> </ul> <p><i>Collect data and evidence for SER</i></p>  | <ul style="list-style-type: none"> <li>○ 9<sup>th</sup> to 20<sup>th</sup> – Learning Walks, Listening to Learners and Book Scrutinies</li> <li>○ 9<sup>th</sup> to 13<sup>th</sup> – Y3 No More Marking</li> <li>○ WB 23<sup>rd</sup> – Performance Development Meetings</li> <li>○ By 27<sup>th</sup> – OPPs to be updated and saved online</li> <li>○ By 27<sup>th</sup> – DEST screening</li> </ul> <p><i>Collect data and evidence for SER</i></p> | <ul style="list-style-type: none"> <li>○ 13<sup>th</sup> to 17<sup>th</sup> – Y5 No More Marking</li> <li>○ WB 13<sup>th</sup> – Parent Meetings</li> <li>○ WB 20<sup>th</sup> – Welsh Government Testing Week</li> </ul> <p><i>Collect data and evidence for SER</i></p>   | <ul style="list-style-type: none"> <li>○ WB 4<sup>th</sup> - Listening to Learners and Book Scrutinies</li> <li>○ WB 11<sup>th</sup> – Pupil Progress Meetings</li> </ul> <p><i>Collect data and evidence for SER</i></p>   |
| January<br>Term Starts 8 <sup>th</sup>  | February<br>First Half Term Ends 9 <sup>th</sup><br>Second Half Term Starts 19 <sup>th</sup>  | March<br>Term Ends 22 <sup>nd</sup>   | April<br>Term Starts 8 <sup>th</sup>  |
| <ul style="list-style-type: none"> <li>○ 8<sup>th</sup> to 12<sup>th</sup> – Y1 No More Marking</li> <li>○ 8<sup>th</sup> to 26<sup>th</sup> – Nursery On-Entry Assessment Period</li> <li>○ 15<sup>th</sup> to 19<sup>th</sup> – Y4 No More Marking</li> <li>○ 15<sup>th</sup> to 26<sup>th</sup> – Assessment Period</li> </ul> <p><i>Collect data and evidence for SER</i></p> | <ul style="list-style-type: none"> <li>○ 12<sup>th</sup> to 23<sup>rd</sup> – Y2 No More Marking</li> <li>○ 19<sup>th</sup> Feb to 1<sup>st</sup> Mar – Learning Walks, Listening to Learners and Book Scrutinies</li> <li>○ 26<sup>th</sup> Feb to 1<sup>st</sup> Mar – Y6 No More Marking</li> </ul> <p><i>Collect data and evidence for SER</i></p>  | <ul style="list-style-type: none"> <li>○ WB 13<sup>th</sup> – Parent Meetings</li> <li>○ WB 27<sup>th</sup> – Pupil Progress Meetings</li> </ul> <p><i>Collect data and evidence for SER</i></p>  | <ul style="list-style-type: none"> <li>○ 8<sup>th</sup> to 26<sup>th</sup> – Nursery On-Entry Assessment Period</li> <li>○ WB 8<sup>th</sup> – Performance Development Review Meetings</li> <li>○ WB 15<sup>th</sup> - Listening to Learners and Book Scrutinies</li> </ul> <p><i>Collect data and evidence for SER</i></p> |
| May<br>First Half Term Ends 24 <sup>th</sup>  | June<br>Second Half Term Starts 3 <sup>rd</sup>   | July<br>Term Ends 19 <sup>th</sup>  | August  |
| <ul style="list-style-type: none"> <li>○ 1<sup>st</sup> to 17<sup>th</sup> – Year 4 and 5 No More Marking (Non-Fiction)</li> <li>○ 24<sup>th</sup> – 3 sample reports to SLT</li> </ul> <p><i>Collect data and evidence for SER</i></p>   | <ul style="list-style-type: none"> <li>○ 2<sup>nd</sup> to 20<sup>th</sup> – Learning Walks, Listening to Learners and Book Scrutinies</li> <li>○ 10<sup>th</sup> to 21<sup>st</sup> – Welsh Government Testing Period</li> <li>○ 28<sup>th</sup> – Reports to AW</li> </ul> <p><i>Collect data and evidence for SER</i></p>  | <ul style="list-style-type: none"> <li>○ 8<sup>th</sup> – AW to return all reports for amendments</li> <li>○ WB 8<sup>th</sup> – Pupil Progress Meetings</li> <li>○ 12<sup>th</sup> – Reports sent home to parents</li> <li>○ WB 15<sup>th</sup> – SER complete</li> <li>○ WB 15<sup>th</sup> – Performance Development Meetings</li> </ul> <p><i>Collect data and evidence for SER</i></p> |   |

## Sageston CP School Teacher Tasks Calendar

| September  | October  | November  | December  | January   | February   |
|--|--|---|---|---|--|
| <p>Assessment Weeks<br/>Reception Baseline<br/>Nursery Adapted Baseline</p> <p>Termly Planning<br/>Performance<br/>Development</p> <p>Set interventions on EduKey</p> <p>Open Evening</p>  | <p>Record Assessment Data<br/>No More Marking – Y3</p> <p>Learning Walks<br/>Listening to Learners<br/>Book Scrutinies</p> <p>TAPPAS 1: update<br/>TAPPAS 1 grid<br/>TAPPAS 2: consultation<br/>outcome grid (if applicable)</p> <p>Harvest<br/>Diwrnod Shwmae</p> | <p>National Tests<br/>No More Marking – Y5</p> <p>Parents' Meetings</p> <p>Review and set<br/>interventions on EduKey<br/>Update OPPs<br/>Signed OPP+ during<br/>parents' meetings</p> <p>Remembrance Service</p> | <p>Record National Test<br/>Data<br/>Teacher Assessment Data<br/>Pupil Progress Meetings</p> <p>Listening to Learners<br/>Book Scrutinies</p> <p>Review of Provision<br/>Mapping Grid (if applicable)</p> <p>Christmas Fayre<br/>Christmas Performances</p> | <p>Assessment Weeks<br/>No More Marking – Y1 and Y4</p> <p>Termly Planning</p> <p>Review and set<br/>interventions on EduKey<br/>TAPPAS 1: update TAPPAS 1 grid<br/>TAPPAS 2: consultation<br/>outcome grid (if applicable)</p>   | <p>Record Assessment Data<br/>No More Marking – Y2 and Y6</p> <p>Learning Walks<br/>Listening to Learners<br/>Book Scrutinies</p> <p>Performance<br/>Development Reviews</p> <p>Review and set<br/>interventions on EduKey</p> |
| March  | April  | May   | June  | July  | August   |
| <p>Teacher Assessment Data<br/>Pupil Progress Meetings</p> <p>Parents' Meetings</p> <p>Signed reviewed OPP+<br/>during parents' meetings<br/>Review of Provision<br/>Mapping Grid (if applicable)</p> <p>St David's Day<br/>Landing Days</p> | <p>Termly Planning</p> <p>Listening to Learners<br/>Book Scrutinies</p> <p>Review and set<br/>interventions on EduKey</p>  | <p>Report Writing</p> <p>TAPPAS 1: update<br/>TAPPAS 1 grid<br/>TAPPAS 2: consultation<br/>outcome grid (if applicable)<br/>Review and update OPPs</p>  | <p>National Tests</p> <p>Report Writing</p> <p>Learning Walks<br/>Listening to Learners<br/>Book Scrutinies</p> <p>Review and set<br/>interventions on EduKey</p> <p>Sports Day<br/>Summer Fete</p>   | <p>Teacher Assessment Data<br/>Pupil Progress Meetings</p> <p>Performance<br/>Development<br/>Cohort and Whole School<br/>Trackers</p> <p>End of Year Reviews –<br/>signed by parents<br/>Final review of<br/>interventions on EduKey<br/>Review of Provision<br/>Mapping Grid (if applicable)</p> <p>Leavers'<br/>Assembly/Presentation<br/>Day<br/>Landing Days</p> |  |

## **INSET and Professional Learning**

Broader professional learning comprehensively planned and tracked on OneNote.

| <b>INSET Days</b>                        |   |                        |
|--|---|------------------------|
| <b>Date</b>                              | <b>Focus</b>  | <b>SI Link</b>         |
| <b>INSET One:</b> 1.9.23 (Directed Day)  | Safeguarding Updates<br>ALN Updates<br>Medical Needs Updates                                  | SIP Priority 1         |
| <b>INSET Two:</b> 4.9.23                 | Writing Process<br>Assessment Procedures<br>School Improvement Priorities and Self-Evaluation | SIP Priorities 1 and 4 |
| <b>INSET Three:</b> 10.11.23             | Cluster Day – Curriculum for Wales  | SIP Priority 4         |
| <b>INSET Four:</b> 8.1.24                | Curriculum for Wales – Assessment and Tracking Processes                                      | SIP Priority 4         |
| <b>INSET Five:</b> 8.4.24 (Directed Day) | Welsh as a Second language Pedagogy<br>Mathematics and Numeracy Pedagogy                      | SIP Priorities 2 and 3 |
| <b>INSET Six:</b> 26.4.24                | Outdoor Learning (outside provider) with Stepside CP School                                   | SIP Priority 5         |

## Safeguarding Action Plan

| Targets   | Actions and Strategically Planned Tasks   | Whom?                      | When?                     | Cost?   | Monitoring and Review      | Success Criteria and Impact   | RAG |
|---|---|----------------------------|---------------------------|---|----------------------------|---|-----|
| Update and share Safeguarding Policies  | <ul style="list-style-type: none"> <li>✓ All staff read the <u>Safeguarding Policy</u>.</li> <li>✓ SLT update policy and GB ratify in the autumn term 2022 (using County Council provided model policy).</li> </ul>   | AW                         | By 27.10.23               | N/A   | SLT, LA and Governing Body | <ul style="list-style-type: none"> <li>✓ Safeguarding policy is shared with all staff.</li> <li>✓ Safeguarding policy is up to date.</li> </ul> |     |
| All mandatory POD Safeguarding modules are completed by staff                                 | <ul style="list-style-type: none"> <li>✓ Access training records of staff and ascertain who requires what training.</li> <li>✓ Staff provided with time to complete modules.</li> </ul>   | All staff                  | 1.9.23 and 4.9.23 onwards | N/A   | SLT, LA and Governing Body | <ul style="list-style-type: none"> <li>✓ Staff are up to date on safeguarding training modules.</li> </ul>                                      |     |
| All mandatory Safeguarding training completed by identified Governors                         | <ul style="list-style-type: none"> <li>✓ Safeguarding Governor/s identified.</li> <li>✓ Governors attend any face-to-face and/or online training required to support school in fulfilling its safeguarding duties and responsibilities.</li> </ul>  | AW<br>Identified Governors | Sept onwards              | N/A   | SLT, LA and Governing Body | <ul style="list-style-type: none"> <li>✓ Identified Governors are up to date on safeguarding training.</li> </ul>                               |     |
| Safeguarding leads attend additional safeguarding training                                    | <ul style="list-style-type: none"> <li>✓ Safeguarding Children, Young People and Adults training</li> <li>✓ Safer Recruitment training via POD</li> <li>✓ Child Protection and Processes training</li> <li>✓ Safeguarding Allegations or Concerns about Practitioners and those in Positions of Trust training</li> </ul> | ND and SC                  | Sept onwards              | Release time for identified teachers - £215 per day | SLT, LA and Governing Body | <ul style="list-style-type: none"> <li>✓ Safeguarding leaders are up to date on the latest training.</li> </ul>                                 |     |
| Embed online system for recording all safeguarding concerns (EduKey – Safeguarding My School) | <ul style="list-style-type: none"> <li>✓ Refresh training for all staff on use of digital safeguarding resource (Safeguarding My School).</li> </ul>  | All staff                  | 1.9.23                    | £405pa for licence                                  | SLT, LA and Governing Body | <ul style="list-style-type: none"> <li>✓ Staff utilise EduKey safeguarding resource to record all safeguarding concerns</li> </ul>              |     |


## Spending Plan for Recruit, Recover and Raise Standards funding

- This plan should indicate the number of pupils included and an outline of the curriculum and staffing solutions proposed.
- Where schools are working in collaborative partnerships or cluster arrangements a single plan will be acceptable

|  |  |   |
|--|--|---|
| School   | School Name / cluster of schools: Sageston CP School<br><br>Lead Head teacher: Adam Welch<br>Contact email: <a href="mailto:welcha11@hwbcymru.net">welcha11@hwbcymru.net</a> or <a href="mailto:head.sageston@pembrokeshire.gov.uk">head.sageston@pembrokeshire.gov.uk</a>   |   |
| Number of pupils included  | Priority 1: 16 pupils<br>Priority 2: 16 pupils<br>Priority 3: 16 pupils  |   |
| Family schools   | Tenby/Greenhill  |   |
| Focus Area as determined by the criteria in the Grant Terms and Conditions (provided separately)   | The expectation of the funding is to help <b>schools</b> meet the demands of the COVID-19 pandemic through the <b>Recruit, Recover, Raise Standards (RRRS) programme</b> .<br><br>During the pandemic, it has become clear that many learners have not progressed as much as they might in terms of their progress in learning, some learners having been impacted more seriously than others have. This RRRS funding enables investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the COVID-19 crisis and the related periods of school closure. |   |
| Total Grant  |  | <b>£7597.67</b>   |
| Ensure that the priorities match the Focus Area and also comply with any funding criteria. Priorities must meet the grant criteria and be linked to your SDP. This will take account of any recommendations arising from categorisation.<br>A full breakdown of costs against each activity must be included.  |  | Costs   |
| <b>Priority 1:</b> Development of independent learning skills, motivation and enjoyment of learning, to enable and encourage learners in all groups to make accelerated progress and, where appropriate by working more effectively alone and out of school  |  | Total - £1170   |
| <u>Activities to meet Priority 1:</u><br><br>Providing targeted support to Progression Steps 2 and 3 through group interventions – focus on developing independent learning and life skills<br>(6 pupils + 8 pupils = 14 pupils)   |  | <u>Breakdown of costs</u><br><br><b>One afternoon p/w</b><br><b>30 weeks x £39 = £1,170</b> |
| <b>Priority 2:</b> Literacy including oracy, numeracy and digital competence developed and applied within a broad, balanced and engaging curriculum – for the qualifications years. This will include higher order reading and writing skills, high level mathematics where relevant, and digital competence at the appropriate level and as relevant to learners progressing with their qualifications. |  | Total: £5257.67   |

|   |  |
|---|--|
| <u>Activities to meet Priority 2:</u><br><br>Providing targeted support to Progression Steps 2 and 3 through group interventions – maths groups and literacy support<br>(6 pupils + 8 pupils = 14 pupils)   | <u>Breakdown of costs</u><br><br><b>5 mornings p/w</b><br><b>30 x 5 x £39 = £5,850</b><br><b>(£5257.67 covered by grant)</b> |
| <b>Priority 3:</b> Support and engagement through coaching – this in recognition that learners may need coaching, emotional support and relationship building as well as support for examination preparation and skills for those undertaking qualifications. | <b>Total - £1,170</b>  |
| <u>Activities to meet Priority 3:</u><br><br>Emotion coaching for targeted pupils (identified through PASS and class teachers) – weekly session with up to 4 pupils (short term interventions)  | <u>Breakdown of costs</u><br><br><b>One afternoon p/w</b><br><b>30 weeks x £39 = £1,170</b>                                  |

|  |  |
|--|--|
| <b>Total Spend including additional funds allocated by the schools</b> | <b>£8,190</b><br><b>(7597.67 covered by grant)</b> |
|--|--|

|   |  |                                       |
|---|--|---------------------------------------|
| School Head teacher (at planning stage) | <br>Adam Welch | Date: 11 <sup>th</sup> September 2023 |
|---|--|---------------------------------------|

|  |                                       |
|--|---------------------------------------|
| Please insert date that the plan has been approved by the governing body | Date: 11 <sup>th</sup> September 2023 |
|--|---------------------------------------|

In all cases the plans should be signed off by the school's Governing Body and details of the school's approach should be made available to parents and the wider community.

*We would recommend that where the school has one the plan is published on the schools website, if not then please keep a copy at the school.*

# Regional Consortia School Improvement Grant Spending Plan 2023 - 2024

**School: Sageston CP School**

**School Number: 2203**

**Headteacher: Mr. A Welch**

**Chair of Governors: Mrs R Lloyd**

| Code |             | RCSIG Objectives   |
|------|-------------|--|
| A    | Objective 1 | An excellent, professional workforce                             |
| B    | Objective 2 | A curriculum that is engaging and attractive                     |
| C    | Objective 3 | Qualifications that are nationally and internationally respected |
| D    | Objective 4 | Leaders working together in a self-improving system              |

Schools will need to use the code to identify which objective the action is addressing

**Total RCSIG expenditure- £6499.00**

|         | Targets/ Outcome measures  | Baseline measures  |
|---------|--|--|
| A and B | <p>To improve the provision for developing number skills in pupils.</p> <p>To improve the monitoring of pupils' mathematical skills.</p> <p>To inform and guide teaching practice so that individuals can be supported to improve.</p> | <p>Self-Evaluation processes highlight that:<br/>The mean standardised scores for procedural mathematics across the school include:<br/>Current year group (2023/24 academic year):<br/>Year 6 – 101.25<br/>Year 5 – 107.25<br/>Year 4 – 106.85<br/>Year 3 – 94.25</p> <p>Standards have improved based on this data. However, there is still a need to maintain the provision (Big Maths) and to ensure it is being used effectively throughout the school so that pupil outcomes in Year 2 reflect outcomes in other year groups and all outcomes are above the expected standard.</p> |
| A and B | <p>To improve standards in reading and spelling.</p> <p>To increase pupils' access and use of strategies for spelling words.</p>   | <p>Self-Evaluation processes highlight that the mean age standardised scores for spelling across the school include:<br/>Current year group (2022/23 academic year):<br/>Year 6 – 82.5<br/>Year 5 – 97.1<br/>Year 4 – 93.2<br/>Year 3 – 90.5</p> <p>Data shows that spelling is still an area for concern. Effective use of a spelling scheme (EdShed) is needed throughout the school. The impact must be rigorously monitored.</p>   |

## Details of RCSIG Expenditure

| RCSIG Objectives | Actions to be taken   | School Lead | Start    | End     | Resource (Including staff costs) | RAG |
|------------------|---|-------------|----------|---------|----------------------------------|-----|
| A and B          | <b>Big Maths</b><br>Re-subscribe to Big Maths.<br>Identify training needs to ensure Big Maths is being fully and effectively utilised to help improve standards in maths – particularly mental recall of maths facts.<br>Staff to undertake training.<br>Monitor use of Big Maths and impact on pupil progress.   | AW          | Apr '23  | Mar '24 | £1100 for subscription           |     |
| A and B          | <b>White Rose Maths</b><br>Establish use of structure of White Rose Maths for medium term planning to ensure consistency in planning across the school.   | AW          | June '23 | Mar '24 | £200 for subscription            |     |
| A and B          | <b>Ten Town</b><br>Establish the use of Ten Town resource to support the development of basic number facts for Nursery and Reception pupils.  | AW          | June '23 | Mar '24 | £95 for subscription             |     |
| A, B and D       | <b>Assessment Processes – Garth Coombes</b><br>AHT to undertake assessment training to identify key strategies to be implemented in school to ensure consistent use of self-assessment strategies.  | ND          | June '23 |         | £50                              |     |
| A and B          | <b>Squiggle Programme</b><br>Establish the use of Squiggle resource to support the development of gross and fine motor skills for Nursery and Reception pupils.   | SR          | Sept '23 |         | £114.99 for resources            |     |
| A, B and D       | <b>Srategol - @teb Curriculum Resource</b><br>Enable effective self-evaluation of planned curriculum through use of @teb resource.<br>Identify areas for further development from the self-evaluation carried out with input from all staff.  | AW          | Sept '23 |         | £295                             |     |
| D                | <b>Assessment Systems: GL Complete Digital Solution package</b><br>Re-subscribe to GL Complete Digital Solution package.<br>Establish a new assessment calendar to ensure assessments are completed at an appropriate time allowing for data from assessments to support learning and help improve pupil outcomes.<br>Data from assessments to be monitored and analysed by class teachers and SLT (in PPMs) to support interventions, group and whole class teaching and learning. | AW          | Apr '23  | Mar '24 | £1215                            |     |
| A and B          | <b>EdShed</b><br>Re-subscribe to EdShed.<br>Monitor the impact on improving pupils outcomes for spelling.   | ND          | Apr '23  | Mar '24 | £212.50                          |     |

|         |   |    |             |         |  |  |
|---------|---|----|-------------|---------|--|--|
|         | Ensure a programme of effective use is in place.  |    |             |         |  |  |
| A and B | <b>LSA Support</b><br>Maintain LSA in PS2 and PS3 to support with targeted reading and maths interventions.                   | AW | Apr '23     | Mar '24 | £3120<br>(2 x £39 x 40weeks = £3120)     |  |
| A and C | <b>Trauma Informed Schools Coaching</b><br>Follow up to diploma to ensure systems are in place to support pupils with trauma. | ND | Sept '23    |         | £100                                     |  |
|         |   |    | Total Spend |         | <b>£6502.49 (£6499 covered by grant)</b> |  |

# Pupil Development Grant Spending Plan 2023 -2024

**School: Sageston CP School**

**School Number: 2203**

**Headteacher: Mr. A Welch**

**Chair of Governors: Mrs R Lloyd**

**Total PDG expenditure - £13,800.00  
+ £2,300.00 (Early Years PDG)**

**Summary of proposed spend:**

| Pupil Development Grant: Continuum of statutory school age PDG allocation |  |   |                        |   |                    |
|---|--|---|------------------------|---|--------------------|
| <b>PDG OBJECTIVES<br/>Priorities to be addressed.</b>                     | <b>Actions to be taken</b>   | <b>Desired Outcomes</b>   | <b>Actual Outcomes</b> | <b>Staffing costs</b>   | <b>Other Costs</b> |
| To raise standards and improve provision for developing reading skills.   | <p>Identify the needs of the pupils via baseline assessments and analysis.<br/>Deliver LEXIA Core5 reading program for targeted pupils to establish a personalised reading support profile.</p> <p>Conduct small group intervention/ catch-up reading programmes for all targeted groups.</p> <p>Promote increased use of Lexia at home in class to maximise pupil progress.</p> | <p>Identify the needs of the pupils and formulate groups and timetables.<br/>Effective delivery of reading support programmes and development tasks.<br/>Improvement in standards as monitored by end of year NGRT assessment.</p> <p>Implementation of LEXIA and improved reading scores and skills (as analysed by LEXIA scheme).</p> <p>Improved reading scores and breadth of reading skills for all pupils involved.</p> |                        | N/A   |                    |
| To raise standards in literacy and numeracy for pupils in receipt of FSM. | <p>Identify needs of pupils in receipt of FSM.</p> <p>LSAs with class teacher to work on programme of personalized support for each pupil.</p> <p>LSA with class teacher to identify in-class support needed.</p>  | Pupils make better than expected progress in line with aspirational targets set as part of RADY programme.  |                        | <p>LSA – running one-to-one interventions and in class support with pupils in receipt of FSM.<br/>CC – 0.5 days per week (40 weeks) = £1560<br/>WD – 2 days per week (40 weeks) = £6240<br/><b>Total = £7,800</b></p> |                    |
|   |  |   |                        | <b>Total: £14,355<br/>(£13,800 covered by grant)</b>  |                    |

|   |  |  |  |   |  |
|---|--|--|--|---|--|
| To ensure a smooth transition for pupils in receipt of FSM. | Identify needs of pupils transferring to school.<br><br>LSA with class teacher to work on programme of personalized support for each pupil.<br><br>LSA with class teacher to identify in-class support needed. | Identified pupils have a successful transition to school, ensuring their wellbeing is secure and progress in the development of early learning goals is equivalent to their peers. |  | LSA providing bespoke support for identified pupils in early years.<br>Agency – 5 mornings for 6 weeks = £2,490 |  |
|   |  |  |  | <b>Total: £2,490</b><br><b>(£2,300 covered by Early Years grant)</b>  |  |

|   |                                       |
|---|---------------------------------------|
| <br>Adam Welch | Date: 11 <sup>th</sup> September 2023 |
|---|---------------------------------------|

## Annex B: Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

### PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2023 to 2024 academic year.*

*It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.*

*If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.*

### School Overview

| Detail                                | Data                           |
|---------------------------------------|--------------------------------|
| School name                           | Sageston CP School             |
| Number of pupils in school            | 105                            |
| Proportion (%) of PDG eligible pupils | 10%                            |
| Date this statement was published     | 1 <sup>st</sup> September 2023 |
| Date on which it will be reviewed     | 31 <sup>st</sup> August 2024   |
| Statement authorised by               |                                |
| PDG Lead                              | Mr Adam Welch                  |
| Governor Lead                         | Mrs Rowena Lloyd               |

## Funding Overview

| Detail  | Amount          |
|---|-----------------|
| PDG funding allocation this academic year             | £13,800.00      |
| Early Years PDG funding allocation this academic year | £2,300.00       |
| <b>Total budget for this academic year</b>            | <b>£534,240</b> |

### Part A: Strategy Plan

#### **Statement of Intent**

The purpose of the grant and strategy is to improve the outcomes for learners who are eligible for free school meals. To overcome the additional barriers that prevent the learners from disadvantaged backgrounds achieving their full potential.

Sageston Community Primary School will plan and provide interventions that focus on the attainment of these learners. We monitor the progress and evaluate the success and effectiveness of these interventions.

We look at each individual to see how best they can be supported to achieve to their full potential.

#### **Intended Outcomes**

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria  |
|--|---|
| Accelerated improvement in reading skills of identified pupils, ensuring that they can access all parts of the curriculum                                | Pupils access reading program in school and at home enabling them to make accelerated progress in reading skills. |
| Learners to be supported with additional support and relevant intervention in order to achieve to their full potential and to make value added progress. | The school provides a range of bespoke interventions and provisions to support learners.                          |

#### **Activity in this academic year**

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

- Lexia Core 5 Reading - online is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn – subscription cost = £6,555

- Staff to provide bespoke interventions for pupils in receipt for free school meals – cost = £7,900
- Staff to provide bespoke in-class support for identified pupils – cost = £2,502

## Learning and Teaching

Budgeted cost: £14,355 + £2,502 = £16,857 (£16,100 covered by PDG and EYPDG)

| Activity  | Evidence that supports this approach   |
|---|--|
| Subscribe to Lexia Core 5 Reading program   | Program is proven to accelerate the development of literacy/reading skills in all pupils. A recent evaluation has proven that acceleration in pupils eligible for FSM to be an additional three months.<br><i>From Addendum (February 2022) to Education Endowment Foundation evaluation report (September 2021):</i><br><i>The evaluation found that children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of three additional months' progress in reading compared to other children eligible for FSM. These findings have a high security rating.</i> |
| One to one interventions/tuition with Learning Support Assistants providing bespoke interventions | Education Endowment Foundation ratings:<br>One to one tuition (with teacher or teaching assistant) – High Impact<br>Reading comprehension strategies – very high impact  |

## Community Schools

Budgeted cost: £ [insert amount]

| Activity                      | Evidence that supports this approach |
|-------------------------------|--------------------------------------|
| Add or delete rows as needed. |                                      |

## Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ [insert amount]

| Activity                      | Evidence that supports this approach |
|-------------------------------|--------------------------------------|
| Add or delete rows as needed. |                                      |

**Total budgeted cost: £14,355 + £2,502 = £16,857 (£16,100 covered by PDG and EYPDG)**

## Part B: Review of outcomes in the previous academic year

### PDG outcomes

This details the impact that our PDG activity had on pupils in the 2022 to 2023 academic year.

The Lexia Core 5 Reading program was purchased to support the accelerated literacy and reading skills of pupils. Data analysis shows that, where usage targets were met by pupils, significant progress was made. However, processes within school need to be adapted to ensure that all pupils eligible for free school meals are given the time to meet their usage target within the school week.

Targeted learning support was available to pupils ensuring that their emotional health and well-being were catered for. All pupils eligible for free school meals accessed this support during the 2022/23 academic year.

### ***Externally provided programmes***

*Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.*

| Programme                   | Provider       |
|-----------------------------|----------------|
| Lexi Core 5 Reading program | Lexia Learning |

# ALN Implementation Grant Spending Plan 2023 - 2024

School: Sageston CP School

School Number: 2203

Headteacher: Mr. A Welch

Chair of Governors: Mrs R Lloyd

**Total ALN Implementation Expenditure: £3324**

The funding must focus on:

- A. **Increasing capacity to move children from SEN to ALN system:** Staff time will be needed to take a person-centred, multi-agency approach to moving children to the new ALN system. Increasing capacity will enable this. This could include administrative staff to support the logistical arrangements.
- B. **Developing practitioner knowledge on ALN:** Staff training on ALN to increase understanding in education settings of ALN and ALN types. Training for ALNCO's to be able to identify and respond to the needs of children and young people with ALN. This includes training on how to move people from the SEN system to the ALN system.
- C. **Building a national implementation network:** Collaborating with partners across Wales to develop a national implementation network for successful adoption of the new ALN system. This includes engaging with the work and strategic direction set by the National Implementation Steering Group and engaging in work to collect, monitor, share and evaluate data on implementation of the new ALN system.

| ALN IMPLEMENTATION OBJECTIVES<br>Priorities to be addressed.  | Actions to be taken  | Desired Outcomes   | Actual Outcomes | Staffing costs  | Other costs |
|---|--|--|-----------------|---|-------------|
| <b>B and C</b><br><br>ND to be given release time to work with teachers (half a day per term per teacher) to support with practitioner knowledge in ALN.<br><br>ND to be given release to time (two days per term) to work with cluster colleagues on ALN issues. | Ensure all pupils are transferred to new system.<br><br>Identify training needs for ALNCO and all staff. | All pupils moved to the new ALN system through a person-centered approach.<br><br>ALNCO and other relevant staff have developed a strong understanding of ALN and ALN types. |                 | 15 x £225 (supply costs)<br>= £3,375<br>(£3,324 covered by grant) |             |



Adam Welch

Date: 10<sup>th</sup> October 2023

# Professional Learning Grant Spending Plan 2023 - 2024

**School: Sageston CP School**

**School Number: 2203**

**Headteacher: Mr. A Welch**

**Chair of Governors: Mrs R Lloyd**

**Total Professional Learning Grant Expenditure: £2295**

Examples of how the funding can be used include:

- Releasing and covering staff to be involved in collaborative professional learning and collaborative planning – at a school level, and across clusters and networks.
- Incentivising and rewarding staff to investigate the implications of the new curriculum for their own teaching and assessment practice – at individual level, by funded release for critical enquiry or professional learning.
- Creating roles and posts dedicated to the mission, and especially to supporting colleagues, departments and whole schools through critical enquiry, change management and schools as learning organisations activities.
- Development of the role of a school or cluster level professional learning coach.

| <b>Professional Learning Objectives<br/>Priorities to be addressed</b>                                 | <b>Actions to be taken</b>  | <b>Desired Outcomes</b>  | <b>Actual Outcomes</b> | <b>Staffing costs</b>  | <b>Other costs</b>                |
|--|---|--|------------------------|--|-----------------------------------|
| Whole cluster INSET on assessment – to develop consistent approaches to assessment across the cluster. | Engage keynote speaker to support with the development of consistent assessment strategies across the cluster.  | Schools have a consistently applied approach to assessment.  |                        | N/A  | Cost of speaker - £70 per school. |
| Develop Welsh as a Second Language skills of teachers across the school.                               | Identify key training opportunities and book staff into them. Staff to implement key strategies within their classes.<br><br>Welsh lead to implement strategies to ensure success in applying for Silver Award Siarter Iaith. | Improved outcomes for pupils in Welsh oracy to meet SIP target.<br>School meets the standards to achieve Silver Award Siarter Iaith. |                        | Supply Costs for training and engagement with Siarter Iaith – 6 days supply costs.<br>£225 x 6<br>£1,350 |                                   |
| Develop outdoor learning across the school through INSET training.                                     | Engage consultant to work with all staff to improve knowledge and understanding of effective outdoor learning. Staff to implement key strategies within their classes.  | Improved outcomes for pupils when engaging in outdoor learning activities.   |                        |  | £600 per school.                  |
| Develop Physical   | Staff to attend   | Pupils have  |                        | One day supply   |                                   |

|  |   |  |  |              |  |
|--|---|--|--|--------------|--|
| Literacy within PS1 and PS2 through improved professional learning of staff. | identified training and to feedback to other staff. To develop key strategies within classes. | improved fine and gross motor skills reflected in improved accuracy within the presentation of their work. |  | costs = £225 |  |
|--|---|--|--|--------------|--|

|   |                                       |
|---|---------------------------------------|
| <br>Adam Welch | Date: 11 <sup>th</sup> September 2023 |
|---|---------------------------------------|