



Sageston CP School



School Improvement Plan

2022 – 2023

Date Approved: 14th July 2022

Head Teacher: Mr A Welch

Date of Next Review: January 2023

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 112 pupils on roll, including 11 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. 13 pupils (12%) are eligible for free school meals. 31 pupils (26%) 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 second School Improvement Plan developed following the completion of the Post Inspection Action Plan and first led by the new 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		www.sagestoncpschool.co.uk

Staffing

	Teachers	Support Staff	Admin	Caretaking	Cleaning	Lunchtime	Kitchen	Playgroup	Total
No. of staff	6	8	1	1	1	3	1	2	23
Time equivalent	4.2	7.7	0.7	0.2	1	3	1	2	19.8

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	2.7	11PT	18							29
Barn Owl (Y1/2)	1	2			14	12					26
Swan (Y3/4)	1	1					17	16			33
Kingfisher (Y5/6)	1	1							9	15	24
										Total	112

School Composition

Speak Welsh at home	English as an Additional Language	School Action	School Action Plus	Statement	eFSM	Looked After Children
1%	0%	0%	28%	0%	12%	0%

Roles and Responsibilities

Teaching and Support Staff		
Name	Post	Responsibility
Mr A Welch	Headteacher	
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 G Harland	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
Mrs A Sterlini	LSA	Progression Step 3
Mrs C Collings	LSA	Progression Step 1 and RADY/RRRS Interventions
Mrs A Gray	LSA	Progression Step 1 and RADY/RRRS Interventions
Miss H Lloyd	LSA	Progression Step 1
Mrs T Oakley	LSA	Progression Step 2
Mrs M John	LSA	Playgroup
Mrs A O'Leary	LSA	Playgroup

Governing Body		
Name	LA/Parent/Foundation	Responsibility
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	
Ms M Hughes	Parent	
Mr S Cole	Parent	
Mrs A Rue	Parent	
Mrs N Probert	Parent	
Mr C Templeton	Parent	
Mrs M Allen	Parent	
Mrs E Macken	Staff Representative	
Mrs J Bowers	Teacher Rep	
Mr A Welch	Headteacher	

Available Resources and Grants School Budget

Aspect	Total
Formula Funding	£477,954

Additional Grants	Total
Education Improvement Grant RSCIG	£6,499
PDG Statutory School Age	£4,600
Professional Learning Grant	£2,290
RRRS	£5,861
ALN Implementation	£1,699
Period Dignity	£273

Reviewing the impact of last year's SIP

Sept 2021 – July 2022

Priority	Impact Did we meet our targets? What impact has there been on provision?	Evidence	RAG
Implement the Welsh government key curriculum and educational priorities.	<p>Medium term and thematic planning for Curriculum for Wales 2022 (CfW 2022) now implemented and used by all teaching staff. Short term planning has been adapted to incorporate AoLE Statements of What Matters and these are reflected in Learning Objective and Success Criteria slips stuck into books.</p> <p>REAL PE and physical literacy training have been undertaken by all staff. Staff are beginning to implement these within their teaching and learning for PE/PD lessons. Monitoring of the impact of the training has not taken place in the summer term. Staff have continued developing their professional learning through the Talk for Writing project – feedback from monitoring carried out by Talk for Writing trainer in the summer term was positive but gave areas to develop practice further.</p> <p>Cluster working around CfW 2022 has been limited, however, at the final Headteacher meeting of the term it was decided to set an INSET day for autumn term 2022/23 to agree common knowledge, skills and experiences within AoLEs and Progression Steps. New Headteacher undertook Pembrokeshire County Council organised training which will also feed into this cluster-based work. Due to staffing issues across schools, the impact of the training was limited.</p> <p>Four Purposes characters have been developed within the school to ensure pupils are aware of the aims of their work within CfW 2022 but impact is limited due to assemblies not taking place which expand on understanding of these characters.</p> <p>Work on RADY has been limited. New headteacher met with lead from Pembrokeshire County Council to discuss the process and next steps for the school. All staff were subsequently trained on RADY by new Headteacher.</p> <p>ALNCO has attended a range of training for the ALN Reform, including training on IDP development and IDPs have been created for qualifying pupils. Staff have been updated on the reform. One Page Profile in place for all pupils and One Page Profile Pluses have been created for this with enhanced needs. Further work necessary on the integration of person-centred planning for all pupils with identified ALN. All staff have completed WOW training but implementation of these training approaches within school practice needed.</p>	<p>Planning formats and completed planning</p> <p>Pupil books</p> <p>T4W monitoring report</p> <p>Training notes</p> <p>Cluster</p> <p>Headteacher meeting minutes</p> <p>Displays</p> <p>Training records and minutes from meetings</p> <p>IDP format</p> <p>Completed IDPs</p> <p>One Page Profiles</p>	
Develop and pilot an assessment system that informs day-to-day teaching.	<p>Established tools are in place to provide assessment data for pupils – GL Assessment's Complete Data Solution package, National Tests, baseline/on entry.</p> <p>Other systems are in place to provide pupils with instant assessment of their work through digital means – Big Maths, Lexia, Spelling Shed. However, a revised calendar of assessments is needed to ensure that assessments take place at a practical time of the year so that they can be used to inform planning and so that pupils are given the right conditions to perform at their best.</p> <p>The collection of data from assessments has been set up and it is a comprehensive system. A need to simplify this process and avoid repetition has been identified and will be worked on in 2022/23.</p> <p>There is no assessment system in place to record against CfW 2022 – there are plans within the cluster to work on this throughout the 2022/23 academic year.</p>	<p>Data reports from National Test and GL Assessment package</p> <p>Data from digital packages on progress</p> <p>School based data collection system</p>	
Improve pupils' literacy, language and communication skills including	<p>School has signed up to the Voice 21 project starting in 2022/23 to help further develop pupils' oracy skills.</p> <p>Read, Write, Inc groups have been established in the Foundation Phase – some staff require further training and updates.</p> <p>Reading scheme has been improved through the purchase of additional resources and Lexia is now available for all pupils from Year 1 to Year 6 to utilise in school and at home. In addition, pupils who are not meeting the expected standard in reading are given regular support and all pupils take part in regular guided reading session.</p>	<p>Data from interventions and RWI</p> <p>Pupil books and assessment data</p>	

greater challenge the more able.	Talk for Writing training has continued and there have been some positive impacts on the standards of written work produced by pupils. Positive feedback on the school's use of T4W strategies was given during monitoring in the summer term from the T4W trainer. Regular interventions taking place in literacy skill development including one-to-one reading support and group work on spelling and writing skills. Interventions need to be re-assessed based on data from National Tests, feedback from PPMs and redeployment of staff. Work towards meeting the Starter laith Silver Award has begun but more work needs to be done to encourage greater bilingualism across the school.	Monitoring reports Training notes	
Improve provision and outcomes for mathematics and numeracy.	Clearer structure developed to the teaching of maths and numeracy throughout the school. Greater opportunities given to pupils to utilise maths skills throughout the whole day, not just in discreet maths lessons. Impact – pupils engaging in maths activities more frequently throughout the school day and becoming more confident in discussing maths. Big Maths has been utilised as a resource to improve the speed and accuracy of mental recall of key mathematical facts. Greater potential to utilise Big Maths strategies to develop these skills throughout the whole school. Interventions in maths have taken place with small groups focusing on the recall of basic facts, including multiplication tables. With redeployment of staff, feedback from PPMs and reports for assessments available, interventions need to be re-assessed in autumn term 2022. Manipulative and pictorial representations are now being more frequently utilised to improve pupils' understanding of mathematical concepts.	Pupil books Floor books Planning National Test data Assessment data collected from Big Maths and GL Assessment tools, National Tests	
Improve provision to promote greater health, fitness and wellbeing.	Sport Pembrokeshire and other organisations regularly attended the school to provide greater opportunities for promoting health, fitness and well-being. Opportunities for pupils to take part in physical activity in school, during extra-curricular clubs and through sports fixtures/events/festivals taking place increased as the year progressed. Teachers have engaged in REAL PE and Physical Literacy training – monitoring of the impact of this has not taken place and will need form part of the monitoring calendar for 2022/23. ELSA programme is well-used, however, there is work to do in establishing clearer guidance on the entry and exit procedures for those accessing ELSA support, including monitoring the impact of the provision. Greater use of PASS data needed to help establish pupils who may need to access ELSA or may need to receive other emotional support. Whilst outdoor learning opportunities regularly take place, work on establishing the effectiveness of these sessions and ensuring they take place throughout the year is needed.	Results of School Sports Survey Training records and notes ELSA records	
Further develop leadership systems and practice across the school.	Leadership Matters subscription has been funded by Pembrokeshire County Council but its use within the leadership of the school has been limited. Rigorous monitoring systems were established, however, due to the change of Headteacher part way through the year, some of these processes stalled or were delayed until the new Headteacher was in post. A new system and calendar of monitoring will be agreed between the Headteachers at Sageston, St Oswald's and Tenby as part of an agreement between the three school for greater collaboration and support – this has been presented to governors at Sageston who were in agreement with this partnership working. Following appointment of new Headteacher – regular SLT meetings take place to ensure greater distributed leadership. New AoLE leaders put in place to greater reflect the curriculum strengths of teachers. During the 2022/23 academic year, leaders will be given a day a term to audit practice in their AoLE and then implement and monitor any necessary changes. Sub-committees established for governors but involvement in the day to day running of the school has been challenging due to COVID-19 restrictions – first face-to-face FGB since spring 2020 took place at the start of summer term 2022. A plan of regular monitoring will be established with governors during autumn term FGB meeting.	SLT meeting minutes Collaborative working document – Sageston, Tenby and St Oswald's Governors' Meeting minutes	

Our Three Year School Improvement Plan

Targets and Strategies for Our Immediate Priority Areas for Year 2: 2022-23

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.

By the end of July 2023, we aim to:	
1	Implement key Welsh government educational priorities, including Curriculum for Wales 2022, ALN Reform and Attendance.
2	Further develop pupils' oracy skills in English and Welsh.
3	Further develop pupils' mental recall of basic maths/numeracy facts, including multiplication tables and number bonds.
4	Implement a rigorous assessment system across the school to monitor and evaluate the performance of all groups of learners, including ALN learners.

Priority Area 1: Implement key Welsh government educational priorities, including Curriculum for Wales 2022, ALN Reform and Attendance.

Where are we now? based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Key Sources of Evidence
<ul style="list-style-type: none"> - Methods of long-, medium- and short-term planning are in place and utilised by all teaching staff to plan a bespoke curriculum. - Schools within the cluster have a plan to create a shared vision for CfW 2022 and also a shared understanding and agreement of the knowledge, skills and experiences learners need by the end of Progression Step 3, ready for transition to secondary school. - Assessment against CfW 2022 has yet to be planned and implemented. These arrangements link to the cluster work planned for 2022/23. - ALN processes have been put into place, as per the phased implementation of the ALN Reform. However, meetings with identified pupils and their families have not yet been held to confirm arrangements for those pupils who will remain on ALN register. - Due to absences through COVID-19 and in-term holidays, in addition to normal illness, attendance at school was very low in 2021/22 (approximately 85%). - There is currently no system in place to celebrate high levels of attendance either on an individual, class or school level. 	<ul style="list-style-type: none"> - A shared cluster vision for CfW 2022 written and shared with pupils, parents and the community. - A revised school vision for CfW 2022 following consultation with all key stakeholders. - 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. - A clear framework is in place for assessing pupils against the expectations of the CfW 2022. - All staff are aware of changes to ALN practice and have received updated professional learning to ensure changes are implemented successfully. - All pupils on the ALN register have been identified and PCP meetings have been held for each pupil. - Improved procedures for monitoring attendance and supporting families where attendance raises concerns, resulting in attendance meeting the target of 96%. - A system which celebrates improved and high levels of attendance in classes and across the school is in place. 	<ul style="list-style-type: none"> - Cluster vision for CfW 2022 shared on school website. - Revised school vision for CfW 2022 shared on school website. - Documents created through cluster working showing the expectations for pupils reaching the end of Progression Step 3. - Documents created to show the expectations for pupils at the end of Progression Steps 1 and 2. - Adapted assessment system with the school. - ALN register and records of PCP meetings, with resulting paperwork and plans. - Attendance data from SIMS – weekly, monthly, termly and annually.

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
Curriculum for Wales 2022							
A revised school vision for CfW 2022 following consultation with all key stakeholders.	<ul style="list-style-type: none"> - Work with newly elected school council on their ideas for vision. - Work with parent group on ideas for vision. - Work with Curriculum and Standards Sub-committee in their ideas for vision. - As a staff – incorporate all ideas into a shared vision (which also incorporates staff views). - Share vision on Class Dojo and website. Adapt signage around school to reflect vision. 	Whole staff AW working with families, pupils and Governors	Autumn Term 2022	N/A	SLT and governors to monitor progress throughout autumn term and review the vision at the end of term.	<ul style="list-style-type: none"> - There is a clear vision which all key stakeholders have had input in and reflects the views of all. - The vision is shared on school website. - All stakeholders are aware of the new vision. 	A
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							Su
A shared cluster vision for CfW 2022 written and shared with pupils, parents and the community.	<ul style="list-style-type: none"> - Work with cluster Headteachers to create shared vision which incorporates visions from all schools. - Share the vision with parents and school community through Class Dojo and school website. 	AW working with cluster Headteachers	Autumn Term 2022	N/A	SLT review the vision once complete, prior to it being shared.	<ul style="list-style-type: none"> - There is a clear cluster vision for CfW 2022 which reflects the ideas/beliefs/ views of all schools in the cluster. - The vision is shared on school websites. - All stakeholders are aware of the new cluster vision. 	A
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Staff have a clear understanding of what is expected of pupils when they	<ul style="list-style-type: none"> - Planning session (16.9.22) and INSET day (7.11.22) arranged to ensure that there is a clear structure to the collaborative 	All staff	Autumn Term – INSET on 7.11.22 and	N/A	SLT and Governors	<ul style="list-style-type: none"> - There is clear documentation showing the skills, knowledge, 	A

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.	<ul style="list-style-type: none"> work needed to ensure staff have this clear understanding. Once there is a shared understanding for each AoLE, further meetings (with primary colleagues) to be planned to ensure a consistent understanding of the expectations for pupils at the end of Progression Steps 1 and 2. 		follow up work with cluster during the rest of term and Spring Term			<ul style="list-style-type: none"> experiences and vocabulary needed at the end of PS3. Staff have a clear understanding of the expectation for pupils as they transition to secondary school – for all AoLEs. 	Sp
A clear framework is in place for assessing pupils against the expectations of the CfW 2022.	<ul style="list-style-type: none"> Work with cluster colleagues to develop a clear framework for assessing pupil attainment and progress against the expectation for CfW 2022. Trial the use of new assessment processes in school to monitor their effectiveness and accuracy. Incorporate new assessment processes with existing processes to create a comprehensive tool for tracking pupil attainment and progress across the school. 	SLT working with cluster colleagues	Spring Term – to trial during Summer Term	Supply costs for ND/SC release (2 days)	SLT to monitor impact and effectiveness in summer term. Moderation at a cluster level, monitored and reviewed by Headteachers?	<ul style="list-style-type: none"> There are clear rules and processes for how to assess pupils against the expectations of CfW 2022. The processes are applied consistently across all schools in the cluster. The new assessment system is understood and utilised by all teaching staff to inform planning. 	A
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ALN Reform							
All staff are aware of changes to ALN practice and have received updated professional learning to ensure changes are implemented successfully.	<ul style="list-style-type: none"> ALNCO to establish a programme of training involving all staff. ALNCO to work with other ALNCOs to ensure best practice is reflected in practice across the school. 	ND All staff	Training updates throughout the year	N/A	SLT and Governors: termly	<ul style="list-style-type: none"> ALNCO has identified training needs for all staff. All staff have a clear understanding of the ALN Reform. All staff's ALN-based training needs are met. 	A
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All pupils on the ALN register have been identified and PCP meetings have been held for each pupil.	<ul style="list-style-type: none">- ALNCO, working with all staff, to establish list of pupils on ALN register.- All identified pupils must have a PCP meeting with their parents and school staff.- Targets and support discussed and agreed during meeting and paperwork shared with parents subsequently. Review dates set.	ND Class teachers	Autumn and Spring Terms	Supply cost for ND release (3 days)	SLT and Governors – monitor and review at the end of spring term when all meetings complete Pupil and parents feedback via Forms	<ul style="list-style-type: none">- All pupils with identified ALN to have had PCP meeting.- All pupils with identified ALN have agreed targets and support in place.- Parents of pupils with identified ALN have a clear understanding of targets and the support school has in place.	A
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							Su
Attendance							
Improved procedures for monitoring attendance and supporting families where attendance raises concerns, resulting in attendance meeting the target of 96%.	<ul style="list-style-type: none">- Regular meetings with assigned EWO to discuss pupils causing concern (i.e. persistent absenteeism).- Review current attendance policy, including how to consistently approach holiday requests.- Regular meetings between AW and LS to monitor attendance between meetings with EWO and to ensure strategies suggested are followed.	AW/SLT LS	Throughout the year – monthly meetings with EWO	N/A	SLT and Governors: termly	<ul style="list-style-type: none">- Clear target figures for attendance are set and shared with school community.- Consistent use of the procedures for addressing attendance which falls below target figures – i.e. use of formal letters at various stages and the resulting support offered, followed by referrals if and when necessary.	A
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							Su
A system which celebrates improved and high levels of	<ul style="list-style-type: none">- Visit schools where attendance is strong and discuss their methods of celebrating good attendance.	AW/LS	Implement in Autumn Term	£100 for trophy	SLT and Governors: Termly	<ul style="list-style-type: none">- There is a clear system which celebrates positive attendance in	A

attendance in classes and across the school is in place.	<ul style="list-style-type: none"> - Ensure that individual attendance (or non-attendance) is not highlighted – this should be dealt with discreetly with parents. - Work with school council on ways to encourage improved attendance. 		Throughout the year	and stickers	Parental and pupil feedback through Forms	groups/classes or across the whole school.	Sp
						- Attendance figures for groups/classes are shared with the school community.	Su

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

Where are we now? based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Key Sources of Evidence
<ul style="list-style-type: none"> - Throughout the school many pupils speak confidently about what they are learning and to an audience. However teachers have acknowledged and highlighted a dip in this confidence since the start of the COVID-19 pandemic, which is more obvious with younger learners. - Many younger pupils did not have the same pre-school social opportunities that they would have had had before the COVID-19 pandemic - Welsh oracy standards also suffered because of the pandemic and the teaching methods and restrictions during the pandemic, with nearly all learners speaking little or no Welsh at home. - Practices for Talk for Writing are embedded in the school ensuring that pupils use oracy as a tool for supporting the writing process. - 6% of pupils at the end of 2021/22 were accessing Speech and Language support through SALTA. - Teacher assessment shows that a minority of pupils across the school were not working at the expected level in oracy at the end of the 2021/22 academic year. - Teacher assessment also shows that a minority of pupils across the school were not working at expected level in writing or reading at the end of the 2021/22 academic year. The development of these skills is linked to the development of oracy skills. 	<ul style="list-style-type: none"> - Voice 21 Oracy Framework used to inform planning and assess oracy skills throughout the school. - All classrooms have developed oracy rich environments and planning reflects increased opportunities to build and apply oracy skills in Welsh and English. - Planning reflects a context-driven curriculum for oracy which is embedded across different phases and subject disciplines. - Pupils use a variety of sentence starters to facilitate conversations through both English and Welsh. - High quality questioning/responses enable pupils to make accelerated progress. - Pupils not meeting expected standard or making effective progress identified quickly and appropriate support put in place. - Clear systems for the referral and support of identified pupils experiencing Speech and Language challenges. - Staff trained in most recent Speech and Language processes and practice. - Similar results/attainment in English and Welsh Second Language to ensure parity between the languages - Siarter Iaith targets for silver award met and Welsh is heard throughout the school, naturally used by staff and pupils. 	<ul style="list-style-type: none"> - Teacher assessment for oracy. - Voice 21 Action Plan and subsequent monitoring of this plan. - Teachers' planning. - Monitoring, including pupil conferencing. - Pupil books and digital files (j2e for oracy activities). - Monitoring of Siarter Iaith. - Pupils Progress Meeting notes. - Assessment data for all pupils. - Speech and Language support visit notes.

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
Voice 21 Oracy Framework used to inform planning and assess oracy skills throughout the school.	<ul style="list-style-type: none"> - Meet with Heads, AoLE leads and project leads from St Teilo's and St Florence to plan actions arising from the first Oracy 21 Development Day and to write an Action Plan. - Voice 21 lead/AoLE lead (ND) to attend development days for project. - ND to lead staff training on implementation of Voice 21 framework throughout the school based on Action Plan. 	Project lead – ND All staff	11.10.22 (DD1) 15.11.22 (DD2) Autumn term	Voice 21 Subs: £890	SLT Termly monitoring and review set out in Action Plan	<ul style="list-style-type: none"> - All staff will have a clear understanding of the Voice 21 framework and how it can be used to improve attainment and progress in oracy. - A clear Action Plan for joint working is shared with staff and monitored by SLT. - Planning and pupil work demonstrates effective use of the Voice 21 framework. 	A
							Sp
							Su
All classrooms have developed oracy rich environments and planning reflects increased opportunities to build and apply oracy skills in Welsh and English.	<ul style="list-style-type: none"> - Through implementing Voice 21 framework – work with all staff on creating an oracy rich environment. - Project/AoLE lead and Headteacher to visit schools with language/oracy rich environment and share best practice with staff. - Non-negotiables for classroom/ learning environments established with all staff. 	AoLE Lead – ND Class teachers	Autumn term Monitoring: termly	ND supply cover – one day	AoLE/project lead – termly reviews SLT termly review of Action Plan	<ul style="list-style-type: none"> - Staff have a clear understanding of how to create a learning environment which facilitates effective oracy progression. - Learning environments are oracy rich and incorporate all non-negotiables for creating such environments. 	A
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							Su
Planning reflects a context-driven curriculum for oracy which is embedded across different phases and subject disciplines.	<ul style="list-style-type: none"> - Staff training focused on improving the opportunities for language/oracy rich activities within planning across the curriculum. - Project/AoLE lead and 	AoLE Lead – ND Class teachers	Monitoring: termly	N/A	AoLE/project lead – termly reviews SLT termly	<ul style="list-style-type: none"> - Staff have a clear understanding of contexts which facilitate effective oracy progression. - Planning reflects this understanding and shows 	A
							Sp

	Headteacher to visit schools with language/oracy rich environment and share best practice with regards to planning with staff.				review of Action Plan	a range of contexts for oracy activities which support progression in oracy skills.	Su
Pupils use a variety of sentence starters to facilitate conversations through both English and Welsh.	<ul style="list-style-type: none"> - Staff model effective use of sentence starters. - Sentence starters are used regularly and displayed on working walls. - Introduce 'Sentence pattern of the week' for both English and Welsh. 	AoLE Lead – ND Class teachers	Monitoring: termly	N/A	AoLE lead: termly	<ul style="list-style-type: none"> - Pupils use expected sentence patterns/starters confidently in both languages. - Pupils are aware of the sentence patters/ sentences they are working on and time is provided to practice them. 	A
							Sp
							Su
High quality questioning/responses enable pupils to make accelerated progress.	<ul style="list-style-type: none"> - Staff training on effective use of questioning utilising Bloom's Taxonomy. - Resources produced to support questioning within classrooms. - Complete staff training to ensure questioning is evident in planning. 	All staff	By July 2023	N/A	SLT and AoLE lead: termly	<ul style="list-style-type: none"> - Staff and pupils confidently ask and answer a range of effective questions. - Learning environments, including displays and pupil books, reflect a clear emphasis on effective questioning. 	A
							Sp
							Su
Pupils not meeting expected standard or making effective progress identified quickly and appropriate support put in place.	<ul style="list-style-type: none"> - Rigorous assessment procedures, including termly PPMs, identify pupils not reaching expected standard in oracy. - Identified pupils the given support to 'catch up' through interventions or changes to universal provision. 	Class teachers	Throughout year, identified during termly PPMs	N/A	SLT and AoLE lead: termly PPMs and data analysis	<ul style="list-style-type: none"> - Pupils not meeting expected standard or making adequate progress in development of oracy skills are identified. - Clear support for identified pupils in place and monitored regularly for effectiveness. 	A
							Sp
							Su
Clear systems for the referral and support of identified pupils	<ul style="list-style-type: none"> - Appoint DJ to oversee all Speech and Language referrals. - DJ to support pupils under Speech 	ND DJ	Autumn Term	N/A	ALNCO SLT	<ul style="list-style-type: none"> - Staff have a clear understanding of who to liaise with where they are 	A

experiencing Speech and Language challenges.	<ul style="list-style-type: none"> and Language by following the suggested support. Teachers who need to make referrals to work with DJ to ensure processes are followed accurately prior to referral. 					<p>concerned about a pupil's Speech and Language development.</p> <ul style="list-style-type: none"> Identified pupils receive appropriate support following advice from Speech and Language team. 	Sp
							Su
Staff trained in most recent Speech and Language processes and practice.	<ul style="list-style-type: none"> ND and DJ to identify support staff need with Speech and Language and devise a programme of support/ training to take place over the year. DJ to undertake any training needed to ensure her level of understanding for supporting pupils with Speech and Language needs remains high. 	ND DJ	Autumn Term	Cover DJ to lead training (supply costs for 2 days)	ALNCO SLT	<ul style="list-style-type: none"> All staff are confident in utilising the latest practices for supporting Speech and Language development of pupils. Speech and Language lead has received training to ensure an up-to-date and comprehensive understanding of current best practice. 	A
							Sp
							Su
Similar results/attainment in English and Welsh Second Language to ensure parity between the languages	<ul style="list-style-type: none"> Careful analysis of termly and end of year assessments to establish pupil attainment in English and Welsh. Audit staff to identify any training needs for Welsh. Arrange any training necessary following audit for individuals and/or groups of staff. 	ND All staff	Autumn term – audit	N/A	SLT and AoLE lead: termly	<ul style="list-style-type: none"> All staff feel confident with Welsh language skills to be able to teach pupils as effectively in Welsh Second Language Assessment data reflects parity in attainment in both languages. 	A
			Training: throughout the year				Sp
			Data analysis: July 2023				Su
Starter Iaith targets for silver award met and	<ul style="list-style-type: none"> Audit current position with progress towards silver award in 	ND All staff	Autumn term –	N/A	SLT and AoLE lead:	<ul style="list-style-type: none"> Pupils more confidently use incidental Welsh and 	A

Welsh is heard throughout the school, naturally used by staff and pupils.	Siarter Iaith. - LLC lead to work with county council support to identify areas for focus to meet the required standards for achieving silver award. - LLC lead to work with whole staff to address areas discussed with county council support.		audit		termly	taught sentence patterns. - Requirements of Siarter Iaith silver award are met over the course of the year and embedded into daily practice throughout the school.	Sp
			Training: throughout the year July 2023				Su

Priority Area 3: Further develop pupils' mental recall of basic maths/numeracy facts, including multiplication tables and number bonds.

Where are we now? based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Key Sources of Evidence
<ul style="list-style-type: none"> - Few pupils are below the expected standard in mathematics across the school according to teacher assessment. - National Test data for Numeracy Procedural shows that half of the year groups had an average progress score below the national average during the latest assessment (summer term 2022). - Analysis of this data also demonstrates that half of the year groups also had an average progress score below the national average in the latest Numeracy Reasoning assessment (summer term 2022). - Average progress scores for Numeracy Procedural and Reasoning improved across the year in many incidences, with only one assessment showing a dip in average progress scores from the first to the second assessment. - Big Maths is utilised in all classes and certificates are awarded during the weekly Celebration Assembly for those pupils who have achieved their Learn Its, CLIC Challenges or Beat That! Scores. - Assessment systems are in place to monitor the progress and achievements of all pupils in maths but need to be adapted to ensure greater use of results from Big Maths to show progress in mental maths, with these results then informing planning and provision for groups and individuals.. 	<ul style="list-style-type: none"> - Nearly all pupils demonstrate greater confidence, fluency and accuracy when recalling basic mathematical facts including number bonds and multiplication facts. - Most pupils confidently apply this improving confidence and understanding to completing calculations in a range of numeracy-based contexts across the curriculum. - 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. - Big Maths utilised consistently and effectively to support pupils' development and progress in their understanding of key mathematical facts. - Average progress scores in National Tests (Numeracy Procedural) above the national average in all year groups. - A consistent approach to mathematical vocabulary is evident throughout the school. - Maths/Numeracy working walls reflect consistent approach to use of vocabulary and use of manipulative and imagery to support recall of basic maths facts. 	<ul style="list-style-type: none"> - Assessment data for all pupils – to include National Test data, data from Big Maths, data from GL assessments (taken twice yearly). - Teachers' planning. - Monitoring, including pupil conferencing. - Pupil books. - Pupils Progress Meeting notes.

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
Nearly all pupils demonstrate greater confidence, fluency and accuracy when recalling basic mathematical facts including number bonds and multiplication facts.	<ul style="list-style-type: none"> - Arrange training for all staff on use of Big Maths as a tool to support improved fluency, confidence and accuracy in this area. - Implement consistent use of Big Maths practices and procedures across the school to support these improvements. - Ensure that successes are celebrated during weekly assemblies. 	AoLE lead - AW All staff	July 2023	Cost of training for whole staff	AoLE lead and SLT: termly monitoring of planning, books, pupil conferencing and learning walks/lesson observations.	<ul style="list-style-type: none"> - Nearly all pupils demonstrate greater confidence, fluency and accuracy when answering mental maths questions. - Nearly all pupils make effective progress against Big Maths' 'Learn Its', 'Beat That!' and 'CLIC challenges'. 	A
							Sp
							Su
Most pupils confidently apply this improving confidence and understanding to completing calculations in a range of numeracy-based contexts across the curriculum.	<ul style="list-style-type: none"> - Staff to develop planning across the curriculum which has a greater focus on the application of mental maths skills across the curriculum. - Provide staff with models of effective contexts and examples of planning which provides a wide range of contexts or the application of these skills. 	AoLE lead - AW All staff	July 2023	N/A	AoLE lead and SLT: termly monitoring of planning, books, pupil conferencing and learning walks/lesson observations.	<ul style="list-style-type: none"> - Pupils accurately and confidently apply improving mental maths skills to a range of contexts across the curriculum. - Teacher planning. pupil conferencing, learning walks and pupil books show an increased range of contexts for applying mental maths skills across the curriculum. 	A
							Sp
							Su
Planning demonstrates regular opportunities for pupils to practise,	<ul style="list-style-type: none"> - Staff to work together to develop their planning in-line with the expectations of Big Maths and to ensure that opportunities are 	All teachers	Autumn Term Monitored: throughout	N/A	AoLE lead and SLT: termly monitoring of planning,	<ul style="list-style-type: none"> - Planning across the school shows regular opportunities to practise, rehearse and acquire 	A

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.	<ul style="list-style-type: none"> given in each lesson to practise, rehearse and acquire basic mathematical facts. Planning to be adapted to reflect a greater range of opportunities and context within which application of improved mental maths skills is integral. 		the year		books, pupil conferencing and learning walks/lesson observations.	<ul style="list-style-type: none"> mental maths skills. Planning across the school shows a range of authentic contexts for application of these mental maths skills across the curriculum. 	Sp
							Su
Big Maths utilised consistently and effectively to support pupils' development and progress in their understanding of key mathematical facts.	<ul style="list-style-type: none"> Whole staff training to ensure a consistent use of Big Maths. Staff to develop their planning to reflect consistent approach to Big Maths. Successes in Big Maths to be celebrated during weekly Celebration Assembly. Rigorous analysis of data from Big Maths to take place to monitor pupil attainment and progress in mental maths skills. 	All staff	Autumn Term	Cost of training for whole staff	AoLE lead and SLT: termly monitoring of planning, books, pupil conferencing and learning walks/lesson observations.	<ul style="list-style-type: none"> Staff have a clear understanding of how to utilise Big Maths to support improvements in pupils' development and progress of basic maths facts. Pupils engage successfully with Big Maths processes, leading to improvements in the development and progress of mental maths skills. 	A
							Sp
							Su
Average progress scores in National Tests (Numeracy Procedural) above the national average in all year groups.	<ul style="list-style-type: none"> Ensure processes for completing National Tests are clear and provide optimum conditions for success for all pupils (access arrangements, time of year, etc.) 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. 	SLT	By July 2023	N/A	AoLE lead and SLT analyse data after each National Test 'window'	<ul style="list-style-type: none"> Staff use analysis of National Test data to inform planning and teaching and learning, including changes to universal provision and interventions. Staff's planning and teaching and learning reflects these changes. 	A
							Sp
							Su

A consistent approach to mathematical vocabulary is evident throughout the school.	<ul style="list-style-type: none"> - Work with staff to adapt language documents constructed by Headteacher whilst in previous post to ensure their relevance to Sageston CP School. - 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 - AW Class teachers	Implemented: Autumn term Monitored: each term	N/A	AoLE lead and SLT: termly monitoring of classrooms including Working Walls and maths/ numeracy areas	<ul style="list-style-type: none"> - Pupils use a consistent vocabulary when discussing maths/numeracy, reflecting agreed approach and non-negotiables. - 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.	<ul style="list-style-type: none"> - 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. - 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 - AW Class teachers	Implemented: Autumn term 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	<ul style="list-style-type: none"> - Pupils confidently use the Working Walls and maths/numeracy areas to support their learning. - 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.

Where are we now? based on our self-evaluation	Targets & Success Criteria We will know we have succeeded when:	Key Sources of Evidence
<ul style="list-style-type: none"> - There are clear systems in place for collecting a range of assessment data. This data is, at times, duplicated in different systems. - 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. - 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. - 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). - 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. - Planned cluster work will, however, allow the school to develop assessment arrangements which measure pupils' performance against the expectations of the CfW 2022. 	<ul style="list-style-type: none"> - All staff have a clear and consistent understanding of assessing pupils against the CfW 2022. - Pupils assessed against the Statements of What Matters and Principles of Progression from CfW 2022. - The school's assessment system reflects pupils' progress and attainment against CfW 2022. - The school's assessment system is rigorous, centralised and accessed frequently by staff to help plan universal provision and interventions. - The school's assessment system enables aspirational targets to be set, carefully monitored and rigorously analysed for all pupils, including those identified as part of RADY and those with ALN. - Assessment data is rigorously analysed each term and utilised in Pupil Progress Meetings to identify pupils requiring additional support to make accelerated progress. 	<ul style="list-style-type: none"> - Assessment data on whole school assessment system. - RADY data. - ALN data. - Minutes from cluster Headteachers' meetings. - Minutes from staff training, including cluster-based training. - Pupil Progress data and meeting notes.

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"> - Work with cluster colleagues to decide 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). - 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. 	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"> - Staff understand expectations of CfW 2022 in each Progression Step. - A shared agreement and understanding is developed for the expectations of pupils at the end of each Progression Step. - Assessment processes reflect this shared understanding and agreement. 	A
							Sp
							Su
Pupils assessed against the Statements of What Matters and Principles of Progression from CfW 2022.	<ul style="list-style-type: none"> - Working with cluster colleagues, develop a system of assessing pupils against the expectation of CfW 2022. - Staff to trial the devised assessment system and review its effectiveness and ease of use. - System of reporting assessment to parents devised – hold meetings/ produce documentation to explain how pupils have been assessed and what it means to parents. 	Class teachers	Spring Term – to trial during Summer Term	N/A	Cluster Heads, SLT and AoLE leads	<ul style="list-style-type: none"> - 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. - Parents have a clear understanding of the new assessment process and what reported information means. 	A
							Sp
							Su
The school's assessment system reflects pupils' progress and	<ul style="list-style-type: none"> - Cluster work on assessment system to carefully track the expectations from CfW 2022 using Statements of What 	SLT	Spring Term – to trial	N/A	Cluster Heads, SLT, AoLE leads	<ul style="list-style-type: none"> - Assessment of pupils against the expectations of CfW 2022 is accurate – 	A

attainment against CfW 2022.	<ul style="list-style-type: none"> Matters and Principles of Progression. 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. 		during Summer Term			<p>demonstrated through internal and cluster moderation processes.</p> <ul style="list-style-type: none"> Accurate assessment is used to effectively plan universal provision and interventions for the benefit of all pupils. 	Sp
							Su
The school's assessment system is rigorous, centralised and accessed frequently by staff to help plan universal provision and interventions.	<ul style="list-style-type: none"> Incorporate assessment data for CfW 2022 alongside data from other means of assessing (i.e. GL Assessments, Big Maths, Lexia, teacher assessment) Ensure that data systems avoid duplication of results, are easy to access and understand and give a clear and comprehensive picture of all pupils' attainment and progress across their time at the school. 	SLT Class teachers	Revised: Autumn Term End of each term	N/A	SLT and AoLE leads: termly	<ul style="list-style-type: none"> The assessment system is clear, simple to use and avoids duplication of data. The assessment system accurately records all pupil assessments giving a clear picture of individual pupil's attainment and progress. Staff access the assessment system regularly to inform planning. 	A
							Sp
							Su
The school's assessment system enables aspirational targets to be set, carefully monitored and rigorously analysed for all pupils, including	<ul style="list-style-type: none"> Set targets for all pupils based on age standardised scores. Ensure there is an uplift for pupils identified as part of the RADY project. Ensure aspirational targets are set for ALN learners. Establish a clear timetable for 	SLT	Set: Autumn Term Monitored and analysed:	N/A	SLT, AoLE Leads and Governors: termly	<ul style="list-style-type: none"> Each pupil has clear targets for progress whilst at the school. Pupils identified under the RADY project and with ALN have appropriate targets set. 	A
							Sp

those identified as part of RADY and those with ALN.	monitoring and analysing data and pupils' progress towards targets.		End of each term			<ul style="list-style-type: none"> - Staff have a clear understanding of when and how assessment data will be monitored and analysed. 	Su
Assessment data is rigorously analysed each term and utilised in Pupil Progress Meetings to identify pupils requiring additional support to make accelerated progress.	<ul style="list-style-type: none"> - Establish a clear assessment calendar which includes time to monitor and analyse assessment data. - Review processes for Pupil Progress Meetings to ensure they are an integral part of the process for analysing data. - Ensure that, where pupils are identified as not meeting the expected standard or falling behind progress towards targets, there are clear processes for establishing support. 	SLT Class teachers	End of each term	N/A	SLT, AoLE leads and Governors: termly	<ul style="list-style-type: none"> - There is a clear and concise assessment calendar. - Dates are set for analysis of data. - Pupil Progress Meetings play an integral role in the analysis of data and subsequent planned support. - Staff utilise data to put in place appropriate support for identified pupils. 	A
							Sp
							Su

- Develop key understanding of assessment of Statements of What Matters and Principles of Progression from CfW 2022 with cluster colleagues.
- Adapt assessment system to incorporate range of assessments, including assessment of progress against CfW 2022.
- Develop assessment systems, including Pupil Progress Meetings, to track and monitor the progress of groups of pupils, including ALN learners.
- Regular (half termly) analysis of pupil progress.

Implement key Welsh government educational priorities, including Curriculum for Wales 2022, ALN Reform and Attendance

- Refine planning processes for CfW 2022.
- Work with cluster schools to develop shared priorities for effective implementation of CfW 2022.
- Implement key aspects of ALN Reform, ensuring all staff are effectively trained.
- Work with EWS and assigned EWO to identify and support families where pupil attendance is below target.
- Develop systems to encourage improved attendance for all pupils.

Implement a rigorous assessment system across the school to monitor and evaluate the performance of all groups of learners, including ALN learners

Our School Priorities 2022/23

Further develop pupils' oracy skills in English and Welsh

- Engage with Big Maths training for whole staff, then develop consistent use of Big Maths strategies throughout the school.
- Improve daily teaching and learning of basic maths skills in all class: agreed consistent use of resources and language.
- Develop assessment processes to track and monitor progress of how pupils recall basic maths/numeracy facts.
- Ensure consistency in use of maths/numeracy working walls.

Further develop pupils' mental recall of basic maths/numeracy facts, including multiplication tables and number bonds

- Engage with Voice 21 project, implementing Action Plan developed with partner schools.
- Develop consistent systems for Speech and Language interventions and support.
- Update staff professional learning to support Speech and Language interventions and the teaching and learning of effective oracy skills.
- Develop rigorous assessment processes to track and monitor the progress of all learners with oracy skills and those accessing Speech and Language intervention.

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)

Priority	Target	Est Cost	Source
To progressively implement Welsh government curriculum and other statutory educational priorities.	Curriculum and ALN reform embedded in whole school practice. 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. 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.	£1500 (Voice 21 subscription and resources)	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. Staff foster, promote and support a bilingual culture within the school.	£500 (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 2022-2023

September Term Starts 5 th	October First Half Term Ends 28 th	November Second Half Term Starts 7 th	December Term Ends 23 rd
<ul style="list-style-type: none"> ○ 26th Sept to 7th Oct – Assessment Period ○ W/B 26th: Pupil Progress Meetings and Performance Management Meetings (2021/22) ○ 6th Sept to 14th Oct – Reception Baseline Period 	<ul style="list-style-type: none"> ○ 26th September to 7th October – Assessment Period ○ 6th Sept to 14th Oct – Reception Baseline Period ○ 10th to 14th – Y3 No More Marking ○ By 28th – OPPs to be completed and saved online ○ By 28th – DEST screening <p><i>Collect data and evidence as part of SER</i></p>	<ul style="list-style-type: none"> ○ 7th to 11th – Y5 No More Marking ○ WB 7th – Performance Management Meetings ○ WB 14th – Parent Meetings ○ WB 21st – Welsh Government Testing Week ○ WB 28th – Learning Walks <p><i>Collect data and evidence as part of SER</i></p>	<ul style="list-style-type: none"> ○ 7th – Maths book look ○ 9th – Topic book look ○ WB 12th – Pupil Progress Meetings <p><i>Collect data and evidence as part of SER</i></p>
January Term Starts 9 th	February First Half Term Ends 17 th Second Half Term Starts 27 th	March Term Ends 31 st	April Term Starts 17 th
<ul style="list-style-type: none"> ○ 9th to 13th – Y1 No More Marking ○ 16th to 20th – Y4 No More Marking ○ 16th 27th – Assessment Period <p><i>Collect data and evidence as part of SER</i></p>	<ul style="list-style-type: none"> ○ 13th to 24th – Y2 No More Marking ○ WB 13th – Pupil Conferencing Week ○ 27th Feb to 3rd Feb – Y6 No More Marking ○ WB 27th – Learning Walks <p><i>Collect data and evidence as part of SER</i></p>	<ul style="list-style-type: none"> ○ 27th Feb to 3rd Feb – Y6 No More Marking ○ 8th – Maths book look ○ 10th – Topic book look ○ WB 13th – Parent Meetings ○ WB 27th – Pupil Progress Meetings <p><i>Collect data and evidence as part of SER</i></p>	<ul style="list-style-type: none"> ○ WB 17th – Performance Management Review Meetings <p><i>Collect data and evidence as part of SER</i></p>
May First Half Term Ends 26 th	June Second Half Term Starts 5 th	July Term Ends 24 th	August
<ul style="list-style-type: none"> ○ 9th – Learning walk ○ 26th – 3 sample reports to SLT <p><i>Collect data and evidence as part of SER</i></p>	<ul style="list-style-type: none"> ○ 13th to 24th – Welsh Government Testing Week (download Y6 data prior to 21st July) ○ WB 12th – Learning Walks ○ 21st – Maths book look ○ 23rd – Topic book look ○ 30th – Reports to AW <p><i>Collect data and evidence as part of SER</i></p>	<ul style="list-style-type: none"> ○ 10th – AW to return all reports for amendments ○ WB 10th – Pupil Progress Meetings ○ 14th – Reports sent home to parents ○ WB 17th – SER complete <p><i>Collect data and evidence as part of SER</i></p>	

INSET and Professional Learning

Broader professional learning comprehensively tracked via rolling professional learning logs accessed [here](#).

INSET Days		
Date	Focus	SI Link
Inset One: 5.9.22 (Directed Day)	School Improvement priorities Safeguarding ALN Reform	SIP Priority 1 Safeguarding Action Plan (below)
Inset Two: 7.11.22	Cluster Training: Curriculum for Wales/Assessment	SIP Priorities 1 and 4
Inset Three: TBC	Maths/Numeracy (Big Maths training?)	SIP Priority 3
Inset Four: 17.4.23 (Directed Day)	TBC: Possible Voice 21 training	SIP Priority 2
Inset Five: 24.7.23	School closure day (covered by Twilights)	

From 2021/23 Twilight Training - closure on 18.7.22		
Date	Focus	SI Link
Twilight 1: 4.4.22	Science and Technology AoLE: sequence of learning design and presentations	SIP Priority 1, 3, 4
Twilight 2: 2.5.22	RADY	SIP Priority 3, 4, 5
Twilight 3: 6.6.22 <i>Postponed to 21.9.22</i>	Schools as Learning Organisations Safeguarding – Digital Resource Voice 21 Launch	SIP Priority 1 New SIP Priorities

Twilight Training - closure on 21.7.23		
Date	Focus	SI Link
Twilight 1: 19.10.22	Curriculum for Wales 2022 Vision	SIP Priority 1
Twilight 2: 23.11.22	Big Maths Training (Part 1)	SIP Priority 3
Twilight 3: TBC	Big Maths Training (Part 2)	SIP Priority 3

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"> ✓ All staff read the <u>Safeguarding Policy</u>. ✓ SLT update policy and GB ratify in the autumn term 2022 (using County Council provided model policy). 	AW	11.10.22	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Safeguarding policy is shared with all staff. ✓ Safeguarding policy is up to date. 	
All mandatory POD Safeguarding modules are completed by staff	<ul style="list-style-type: none"> ✓ Access training records of staff and ascertain who requires what training. ✓ Staff provided with time to complete modules. 	All staff	5.9.22 onwards	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Staff are up to date on safeguarding training modules. 	
All mandatory Safeguarding training completed by identified Governors	<ul style="list-style-type: none"> ✓ Safeguarding Governor/s identified. ✓ Governors attend any face-to-face and/or online training required to support school in fulfilling its safeguarding duties and responsibilities. 	AW Identified Governors	Sept onwards	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Identified Governors are up to date on safeguarding training. 	
Safeguarding leads attend additional safeguarding training	<ul style="list-style-type: none"> ✓ Safeguarding Children, Young People and Adults training ✓ Safer Recruitment training via POD ✓ Child Protection and Processes training ✓ Safeguarding Allegations or Concerns about Practitioners and those in Positions of Trust training 	AW AW AW/ND AW/ND	Sept 22 Sept 22 19.10.22 20.10.22/ 17.11.22	N/A N/A £90 £90	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Safeguarding leaders are up to date on the latest training. 	
Establish online system for recording all safeguarding concerns (EduKey)	<ul style="list-style-type: none"> ✓ Invest in new software for central, digital recording of safeguarding concerns. ✓ Complete training with all staff on use of new safeguarding resource. 	AW All staff	Sept 22 Sept 22	£405pa N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> ✓ Staff utilise EduKey safeguarding resource to record all safeguarding concerns 	


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 Lead Head teacher: Adam Welch Contact email: welcha11@hwbcymru.net or head.sageston@pembrokeshire.gov.uk	
Number of pupils included	Priority 1: 14 pupils Priority 2: 14 pupils Priority 3: up to 24 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 schools meet the demands of the COVID-19 pandemic through the Recruit, Recover, Raise Standards (RRRS) programme . 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		April – August: £2442.07 September – March: £3418.90 £5,860.97
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. A full breakdown of costs against each activity must be included.		Costs
Priority 1: 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 - £967.50
<u>Activities to meet Priority 1:</u> Providing targeted support to Progression Steps 2 and 3 through group interventions – focus on developing independent learning and life skills (6 pupils + 8 pupils = 14 pupils)		<u>Breakdown of costs</u> One afternoon p/w 30 weeks x £32.25 = £967.50
Priority 2: 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: £3870

<u>Activities to meet Priority 2:</u> Providing targeted support to Progression Steps 2 and 3 through group interventions – maths groups and literacy support (6 pupils + 8 pupils = 14 pupils)	<u>Breakdown of costs</u> 4 mornings p/w 30 x 4 x £32.25 = £3870
Priority 3: 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.	Total - £967.50
<u>Activities to meet Priority 3:</u> 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> One afternoon p/w 30 weeks x £32.25 = £967.50

Total Spend including additional funds allocated by the schools	£5805
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School Head teacher (at planning stage)	 Adam Welch	Date: 16 th September 2022 Amended 18 th October 2022
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Please insert date that the plan has been approved by the governing body	Date: 16 th September 2022
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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 2022 - 2023

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
Additional Figure - £1665.55 (Jan 2023)
Revised Total - £8154.55

	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: The mean standardised scores for procedural mathematics across the school include: Current year group (2022/23 academic year): Year 6 – 94.8 Year 5 – 95.4 Year 4 – 108.5 Year 3 – 105.2</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 Years 4 and above reflect outcomes in Years 2 and 3.</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: Current year group (2022/23 academic year): Year 6 – 88.7 Year 5 – 82.8 Year 4 – 93.3 Year 3 – 87.3</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	Big Maths Re-subscribe to Big Maths. 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. Staff to undertake training. Monitor use of Big Maths and impact on pupil progress.	AW	Apr '22	Mar '23	£1100 for training £1100 for subscription	
B	Real PE Re-subscribe to Real PE following whole staff training in April 2022. Monitor impact of Real PE programme on pupils' health and well-being through pupil conferencing. Ensure that it is used effectively through monitoring processes, including planning scrutinies and learning walks.	JB	Apr '22	Mar '23	£695	
D	Assessment Systems: GL Complete Digital Solution package Re-subscribe to GL Complete Digital Solution package. 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. 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 '22	Mar '23	£1043	
A and B	EdShed Re-subscribe to EdShed. Monitor the impact on improving pupils outcomes for spelling. Ensure a programme of effective use is in place.	ND	Apr '22	Mar '23	£117	
A and B	LSA Support Maintain LSA in Foundation Phase to support with targeted reading and maths interventions.	AW	Apr '22	Mar '23	WD - £262 x 5 = £1310 TO - £262 x 7 = £1,834	
C	Trauma Informed Schools Diploma To meet target of all schools in Pembrokeshire having one trained TIS member of staff – identify key member of staff to undertake diploma (cost of diploma to be funded by PCC).	AW/ND	Jan '23	Mar '23	6 x £182.10 = £1092.60	
			Total Spend		£8291.60 (£8145.55 covered by grant)	

Pupil Development Grant Spending Plan 2022 -2023

School: Sageston CP School

School Number: 2203

Headteacher: Mr. A Welch

Chair of Governors: Mrs R Lloyd

Total PDG expenditure - £4600.00

Summary of proposed spend:

Pupil Development Grant: Continuum of statutory school age PDG allocation					
PDG OBJECTIVES Priorities to be addressed.	Actions to be taken	Desired Outcomes	Actual Outcomes	Staffing costs	Other costs
To raise standards and improve provision for developing reading skills.	<p>Identify the needs of the pupils via baseline assessments and analysis. 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. Effective delivery of reading support programmes and development tasks. 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>			LEXIA Core5 online program – £2,193 (Sept 2022)
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>	<p>Pupils make better than expected progress in line with aspirational targets set as part of RADY programme.</p>		<p>LSA – running one-to-one interventions and in class support with pupils in receipt of FSM. CC – 1 day per week (26 weeks) = £1680 AG – 0.5 days per week (26 weeks) = £840 Total = £2520</p>	
				Total: £4713 (£4600 covered by grant)	



Adam Welch

Date: 16th September 2022

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 2022 to 2023 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
Number of pupils in school	111
Proportion (%) of PDG eligible pupils	11%
Date this statement was published	1 st September 2023
Date on which it will be reviewed	30 th September
Statement authorised by	
PDG Lead	Mr Adam Welch
Governor Lead	Mrs Rowena Lloyd

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£4600.00
Total budget for this academic year	£587,953

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 = £2,193
- Additional staff to provide bespoke interventions for pupils in receipt for free school meals – cost = £2520

Learning and Teaching

Budgeted cost: £4713

Activity	Evidence that supports this approach
Subscribe to Lexia Core 5 Reading program	<p>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.</p> <p><i>From Addendum (February 2022) to Education Endowment Foundation evaluation report (September 2021):</i></p> <p><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></p>

One to one interventions/tuition with Learning Support Assistants providing bespoke interventions	Education Endowment Foundation ratings: One to one tuition (with teacher or teaching assistant) – High Impact Reading comprehension strategies – very high impact
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Community Schools

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach
<i>Add or delete rows as needed.</i>	

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
<i>Add or delete rows as needed.</i>	

Total budgeted cost: £4713

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 2021 to 2022 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.

ELSA support was available to pupils ensuring that their emotional health and well-being were catered for. Approximately 60% of pupils eligible for free school meals accessed ELSA to support their emotional health and well-being in the 2021/22 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 2022 - 2023

School: Sageston CP School

School Number: 2203

Headteacher: Mr. A Welch

Chair of Governors: Mrs R Lloyd

Total ALN Implementation Expenditure: £1699 - £689.96 (overspend from ALN New System Grant 2021/22) = £1009.04

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 Priorities to be addressed.	Actions to be taken	Desired Outcomes	Actual Outcomes	Staffing costs	Other costs
A and B ND to be given release time for 2.5 hours per week (covered by GH) for autumn term. This is to ensure ALN Reform is fully implemented in the school.	Identify all pupils to be transferred to new system. Identify training needs for ALNCO and all staff.	All pupils moved to the new ALN system through a person-centered approach. ALNCO and other relevant staff have developed a strong understanding of ALN and ALN types.		GH salary – 15 x £75.87 = £1138.05 (£1009.04 covered by grant)	

 Adam Welch	Date: 16 th September 2022
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Professional Learning Grant Spending Plan 2022 - 2023

School: Sageston CP School

School Number: 2203

Headteacher: Mr. A Welch

Chair of Governors: Mrs R Lloyd

Total Professional Learning Grant Expenditure: £2290

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.

Professional Learning Objectives Priorities to be addressed	Actions to be taken	Desired Outcomes	Actual Outcomes	Staffing costs	Other costs
Releasing and covering staff to be involved in collaborative professional learning and collaborative planning – at a school level, and across clusters and networks.	HT to work with other local HTs to decide on plan for year – identifying collaborative approach to professional learning for Curriculum for Wales 2022 – to include RVE and RSE.	Clear shared approach amongst schools in cluster to knowledge, understanding and experiences in each AoLE for all learners. Improved staff professional learning in the AoLE they lead.		Two days per AoLE (+ 1 day each for RVE and RSE) – 14 x £182.10 = £2548.14 (£2290 covered by grant)	

 Adam Welch	Date: 16 th September 2022
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Partneriaeth

Dyranid Cyllid Grant: 2022-23 - Grant Funding Allocation: 2022-23

<ul style="list-style-type: none"> Daw'r cyllid a ddyrennir o Grant y Consortia Rhanbarthol, ac mae'n gysylltiedig â'r amcan Cwricwlwm ac Asesu ac yn seiliedig ar y fformiwlâ briodol ar gyfer y llinell grant hon: ffigurau CYBLD. Rhaid i weithgarwch a ariennir trwy'r elfen hon o'r grant gael ei gyfeirio at symud ymlaen â'r disgwyliadau a rennir a'r ffyrdd o weithio a nodir yn y broses o gyflwyno Taith at Cwricwlwm i Gymru ac mewn perthynas â gweledigaeth y polisi a'r rolau a chyfrifoldebau y cytunwyd arnynt ar y cyd ac a nodir yn Cwricwlwm i Gymru: Cynllun gweithredu. Mae'r broses o wireddu'r cwricwlwm mewn ysgolion ac Unedau Cyfeirio Disgyblion yn cynnwys amrywiaeth o weithgareddau, gan gynnwys: <ul style="list-style-type: none"> nodi ffactorau unigryw'r ysgol neu'r Uned Cyfeirio Disgyblion a'r modd y mae'r rhain yn cyfrannu at y pedwar diben adolygu'r weledigaeth, y gwerthoedd a'r ymddygiadau i gefnogi'r broses o wireddu'r cwricwlwm sicrhau dealltwriaeth o ystyriaethau cynllunio'r cwricwlwm, gan gynnwys elfennau gorfodol a pholisi ieithyddol yr ysgol adolygu modelau cynllunio'r cwricwlwm ac ymchwilio i'w haddasrwydd ar gyfer eu hysgol neu eu Huned Cyfeirio Disgyblion benodol ystyried rôl cynnydd, asesu ac addysgeg yn eu cwricwlwm a'u cyd-destun lleol dylunio, cynllunio a threalu eu model arfaethedig ar gyfer y cwricwlwm, gan werthuso cynlluniau cychwynnol a datblygu cynlluniau tymor canolig wrth iddynt weithio trwy'r broses weithredu gychwynnol a mynd ymlaen i broses barhaus o adolygu a mireinio Gall clystyrau ddatblygu blaenoriaethau'r clwstwr ar gyfer rhai llinellau/pob llinell, os yw hynny'n briodol, a gweithio gyda swyddogion dynodedig Partneriaeth ac ALL i gefnogi blaenoriaethau. Mae angen gwerthusiad byr ar gyfer pob blaenoriaeth, er efallai y bydd ysgolion/clystyrau yn dymuno llunio astudiaethau achos, rhestrau chwarae, ac ati yn dystiolaeth o'r gwaith, a chynnwys dolen i'r rhain yn rhan o'r gwerthusiad. 	<ul style="list-style-type: none"> The funding allocated is from the Regional Consortia Grant and is linked to Curriculum and Assessment objective and is based on the appropriate formula for this grant line: PLASC figures. T&Cs: Activity funded through this element of the grant must be directed towards taking forward the shared expectations and ways of working set out in Journey to curriculum rollout and with regard to the jointly agreed policy vision and roles and responsibilities set out in Curriculum for Wales: Implementation Plan. The process to curriculum realisation in schools and PRUs involves a range of activities, including: <ul style="list-style-type: none"> identifying the unique factors of the school or PRU and how these contribute to the four purposes reviewing the vision, values and behaviours to support curriculum realisation understanding of curriculum design considerations including mandatory elements and school linguistic policy review curriculum design models and investigate the suitability for their specific school or PRU considering the role of progression, assessment and pedagogy in their local curriculum and context designing, planning and trialling their proposed curriculum model, evaluating initial designs and developing medium term plans as they work through initial implementation and into an ongoing process of review and refinement Clusters are able to develop cluster priorities for some/all lines, if appropriate and work with designated Partneriaeth and LA officers to support priorities. A brief evaluation is needed for each priority although schools/clusters may wish to develop case-studies, playlists etc. to evidence the work and include a link to these as part of the evaluation. The grant funding form should be completed by the school/cluster in conjunction with the Challenge Adviser/School Improvement Partner Please complete the following: <ul style="list-style-type: none"> Section 1 Section 2 sign and date the school/cluster section at the end of this form liaise with Challenge Adviser, who will be required to sign and date the LA section at the end of this form Return to sophie.jefferies@partneriaeth.cymru no later
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<ul style="list-style-type: none"> Dylai'r ysgol/clwstwr lenwi'r ffurflen cyllid grant ar y cyd â'r Ymgynghorydd Her/Partner Gwella Ysgol Llenwch y canlynol: <ul style="list-style-type: none"> Adran 1 Adran 2 Llofnodwch a dyddiwch yr adran ysgol/clwstwr ar ddiwedd y ffurflen Cysylltwch â'r Ymgynghorydd Her gan y bydd gofyn iddo lofnodi a dyddio'r adran ALL ar ddiwedd y ffurflen Dychwelwch y ffurflen at sophie.jefferies@partneriaeth.cymru erbyn 28/10/2022 fan bellaf <p>Adran 3 – mae'r Gwerthusiad o'r Effaith i'w lenwi a'i ddychwelyd ddiwedd y Flwyddyn Ariannol</p>	<p>than 28/10/2022</p> <p>Section 3 – Evaluation of Impact to be completed and returned at the end of the Financial Year</p>
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ADRAN 1 / SECTION 1	
Awdurdod Lleol/Clwstwr/Ysgol Local Authority/Cluster/School	Sageston Pembrokeshire – Tenby/Greenhill Cluster
Cyfanswm y Dyraniad Grant gan Partneriaeth Total Grant Allocation from Partneriaeth	£1,028.69
Cyswllt Ysgol <i>(sef y cyswllt arweiniol ar gyfer swyddogion Partneriaeth/ALL mewn perthynas â chyllid a'i ddefnydd/effaith dros y flwyddyn)</i> School Contact <i>(this will be the lead contact for Partneriaeth/LA officers to liaise with regards to funding and its use / impact over the year)</i>	Enw/Name: Adam Welch E-bost/Email: welcha11@hwbcymru.net Rôl/Role: Headteacher
Maes Ffocws fel y mae'n cael ei bennu gan y meini prawf yn Nogfen Manyleb y Grant Focus Area as determined by the criteria in the Grant Specification Document	Cwricwlwm I Gymru Curriculum for Wales
Cod y Gyllideb (I'w lenwi gan Swyddogion Partneriaeth yn unig) Budget Code (Partneriaeth Officer Completion only)	1.3


ADRAN 2 / SECTION 2	
<p>Sicrhau bod y blaenoriaethau'n cyd-fynd â'r Maes Ffocws, a hefyd yn cydymffurfio ag unrhyw delerau ac amodau a meini prawf cyllido (gweler tud. 1). Rhaid cynnwys dadansoddiad llawn o'r costau ochr yn ochr â phob gweithgaredd.</p> <p>Ensure that the priorities match the Focus Area and also comply with any funding criteria and T&Cs (see page 1). A full breakdown of costs against each activity must be included.</p>	Costau/Costs
Blaenoriaeth 1/Priority 1: Progression in AoLEs - Humanities and Health and Well-being	
<p>Gweithgareddau i gyflawni blaenoriaeth 1/Activities to meet priority 1:</p> <ul style="list-style-type: none"> Joint cluster working to develop a shared cluster understanding of 3-16 progression AoLE leads to develop mapping of progression supported by Partneriaeth officers Sharing of emerging practice across the cluster and, where appropriate, the region 	<p>Two days: @£182.10 per day supply costs Total: £364.20</p>
Blaenoriaeth 2/Priority 2: Progression in AoLEs – Science and Technology and Expressive Arts	
<p>Gweithgareddau i gyflawni blaenoriaeth 2/Activities to meet priority 2:</p> <ul style="list-style-type: none"> Joint cluster working to develop a shared cluster understanding of 3-16 progression AoLE leads to develop mapping of progression supported by Partneriaeth officers Sharing of emerging practice across the cluster and, where appropriate, the region 	<p>Two days: @£182.10 per day supply costs Total: £364.20</p>
Blaenoriaeth 3/Priority 3: Progression in AoLEs- LLC and Maths and Numeracy	
<p>Gweithgareddau i gyflawni blaenoriaeth 3/Activities to meet priority 3:</p> <ul style="list-style-type: none"> Joint cluster working to develop a shared cluster understanding of 3-16 progression AoLE leads to develop mapping of progression supported by Partneriaeth officers Sharing of emerging practice across the cluster and, where appropriate, the region 	<p>Two days: @£182.10 per day supply costs Total: £364.20</p>
Cyfanswm y Gwariant/Total Spend	£1092.60 (£1028.69 covered by grant)

Tystiaf trwy hyn fod y cyllid a ddarparwyd gan y rhoddwr grant yn 2022-23, fel y dangosir uchod, wedi'i ddyrannu mewn modd priodol i ddibenion y grant, a hynny'n unol â thelerau ac amodau cyllido y rhoddwr grant.

I hereby certify that the funding provided by the grantor in 2022-23 as shown above was duly allocated respectively to the purposes of the grant, in line with grantors' terms and conditions of funding.

Derbynnir awdurdodiad ar ffurf llofnod â llaw, llofnod electronig neu neges e-bost uniongyrchol gan yr unigolyn awdurdodedig perthnasol

Authorisation will be accepted as a wet signature, electronic signature or direct email from the relevant authorised individual

YSGOL/CLWSTWR – SCHOOL/CLUSTER
Enw/Name: Adam Welch Llofnod y Clwstwr/yr Ysgol - Cluster/School Signature:  Dyddiad/Date: 25.10.2022
AWDURDOD LLEOL – LOCAL AUTHORITY
Enw/Name: Llofnod swyddog yr ALI - LA Officer Signature: Dyddiad/Date:
PARTNERIAETH
Enw/Name: Llofnod swyddog Partneriaeth - Partneriaeth officer Signature: Dyddiad/Date:



Period Dignity in Schools and Communities Grant Form 2022-2023

Monitoring form Part 1-

To cover the period April 1st to September 30th 2022

School: Sageston CP

Person completing form: Luisa Shatford

Total grant allocated: £273.26

Your overall school allocation is **£273.26** Please be aware that in accordance with the set targets from Welsh Government, your school is required to spend a **minimum of 65% (£177.62)** of your allocation on eco friendly / reusable products.

Your school may spend a **maximum of 10% (£27.33)** of your allocation on clothing/ uniform items, this is limited to exclusively underwear, trousers, skirts and tights.

Please complete Table 1 below giving details of the products purchased as a result of the 2022-2023 Period Dignity in Schools and Communities Grant 2022-2023. An example is shown in *italics*. Please add more rows as necessary.

Table 1 – Products Purchased – 1 st April 2022 to 30 th September 2022				
Type of product	Name of Supplier	Quantity	*Eco-friendly	Cost
<i>Organic sanitary pads</i>	<i>TOTM</i>	<i>10</i>	<i>Yes</i>	<i>£31.00</i>
<i>First Period Starter Kits</i>	<i>Hey Girls (via Davies Sports)</i>	<i>25</i>	<i>Yes</i>	<i>£242.25</i>
Total cost				£273.25

Appendix 1 outlines the use of the funding and also details the targets set by Welsh Government for this grant.

*Appendix 2 shares further grant information and guidance provided by Welsh Government, including details on re-usable/plastic free products and suppliers.

Period Dignity in Schools Grant 2022-2023

School: Sageston CP
Total grant claim: £273.25

Declaration:

I hereby make a claim on behalf of the above mentioned School for grant payable under the above grant programme. I confirm that to the best of my knowledge and belief:

- (a) The information given is correct
- (b) The grant claimed is within the approved expenditure limits.
- (C) All expenditure declared is eligible for funding within the Period Dignity in Schools Grant Scheme, and has been or will be applied in accordance with the terms and conditions of the grant.
- (d) All expenditure declared has been incurred during the claim period to which it relates.

TWO SIGNATORIES ARE REQUIRED

Adam Welch Signature

____ Mr Adam Welch _____ Name
____ Headteacher _____ Job Title
____ 15/09/2022 _____ Date

____ Signature
____ Mrs Luisa Shatford _____ Name
____ Admin Officer _____ Job Title
____ 15/09/2022 _____ Date

Thank you for completing this form.

Please return this completed form by email no later than October 7th 2022, in order for us to comply with the Welsh Government monitoring and financial claim schedule.

Please direct any queries to gemma.baker@pembrokeshire.gov.uk

Addition grants that have arrived during the year

Grant	Amount	Activities	Cost