**YSGOL GYNRADD PENYRHEOL**

**PENYRHEOL PRIMARY SCHOOL**

*Plant yn Gyntaf*

***Putting Children First***

*to be enthusiastic, innovative and creative learners*

**Headteacher:**  **Frampton Road**

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**SWANSEA**

**SA4 4LY**

**Penyrheol Primary School Development Plan**

**2024 – 2025**

This document is based on School improvement guidance: framework for evaluation, improvement and accountability 2022

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| --- | --- |
| **School** | **Penyrheol Primary School (Establishment No 6702176)** |
| **Challenge Advisor** | **Alison Williams** |
| **Local Authority** | **City and County of Swansea (Partneriaeth)** |



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**THE CITY AND COUNTY OF SWANSEA**

**DINAS A SIR ABERTAWE**

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**SCHOOL MISSION**

**“Putting children first – Rhoi plant yn gyntaf”**

**SCHOOL VISION**

Our top priority is the health and well-being of our children and the wider school community. We are committed to creating an environment where every child experiences success and a sense of belonging supported to thrive, learn and grow into ambitious and capable learners, ready to learn throughout their lives.

Our curriculum is designed with every child's well-being at its heart. We believe that the best learning happens when it is experiential, relevant and meaningful, inspiring children to grow into enterprising, creative contributors, ready to play a full part in life and work. We make sure that our lessons are relevant to every child's interests, needs and aspirations, while also reflecting the context, values and needs of our community.

At Penyrheol, our curriculum supports every child to become ethical, informed citizens of Wales and the wider world. We encourage our learners to ask questions, explore their interests, and take ownership of their own learning. We want every child to feel empowered and confident in their abilities, knowing that they have a voice and choice in what and how they learn to become healthy, confident individuals.

While we focus on building strong literacy, numeracy and digital skills, we also prioritise teaching essential life skills including creativity, problem-solving and critical thinking. By putting every child first, we are building a school where every individual will feel supported, valued, and excited to learn every day, ready to lead fulfilling lives as valued members of society.

**ACKNOWLEDGEMENT / DYMA NI**

Croeso i Ysgol Penyrheol. Ysgol hapus, iach a falch. Croeso i Gymru. We are proud of our Welsh history and our Welsh language belongs to everyone.

We are a Celtic nation proud of our history and our language. Our identity is a rich tapestry of shared values, diverse culture and a collective spirit that binds us together as a Welsh Nation. We promise to protect the land, air and sea as well as our Welsh language.

Dyma ein cynefin. Croeso cynnes i bawb.

**School Context**

UWTSD Partner School

4 full time and 6 part time teachers

0.5 Inclusion manager

Well established HT and DHT

15 TA’s

7 lunch time / breakfast club

Supervisors

1 Admin staff

1 premises manager

3 catering staff

4 cleaning staff

Planned Admission Number- 43

Meithrin 2 (a.m.) 15

Meithrin 1 ( pm)13

7 straight age classes

Dosbarth Derbyn 21

B1-21

B2-22

B3-30

B4-33

B528

B6-31

0 mixed age classes

**Our Classes**

**Our Staff**

***Article 3***

***All adults should do what is best for children and think how their decisions will affect our children***

***Article 13***

***Every child has the right to find things out and share what they think with others by talking, drawing. Writing and in others ways***

Rights Respecting School

Ysgol arfer dda

Swansea Schools Directory of Good Practice for Welsh

**Our School**

***Article 24 and 27***

***Every child has the right to good health care,***

***the right food, clothing and a safe place to live.***

**Our Locality**

**Our Pupils**

***Article 42***

***Every child has the right to know their rights and adults should help children learn about them***

197 pupils on roll (FTE 217)

40.4 % ALN

3.1% statement

35.6 % FSM

2.2% of pupils speak Welsh at home

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Significant % of working

parent population

Pupils from mixture of

LA and private housing.

More LA housing trend

Significant new housing

Developments planned

Healthy School/Active Journey

The school cof the school’s self-evaluation

The school context should be an ove

**School Context and Background**

Penyrheol Primary School is a happy caring community where all children feel valued and supported. The wellbeing of all children is our highest priority..The school is situated in a popular semi-rural residential area in Gorseinon, close to the M4 motorway. The City of Swansea is approximately 6 miles away and the magnificent Gower Coast is on our doorstep

Penyrheol Primary School was established in 1880-1992 and was the very first school in the Gorseinon area. The School moved to the current site in 1992 with a planned admission number of 45.The open plan classrooms were originally designed as shared spaces accommodating two classes of up to 30 pupils each. The changing demographic of our local area has over time led to a gradual reduction in pupil numbers. Each class currently enjoys well-maintained, spacious rooms ideally suited to the potential opportunities afforded by the Curriculum for Wales.

Our planned admission number is 43 and we have not yet reached that threshold in any one year group. We carefully monitor pupil numbers in all classes and restructure when necessary. Additional resources are also carefully targeted as pupil numbers change.

In Progression Step 1 and 2 there is high quality spacious accommodation and a stimulating range of continuous and enhanced provision both indoors and within the outdoor environment. Learning areas in Progression Step 3 are well maintained with up to date resources readily available and current childrens’ work attractively displayed and used to good as effect as learning resources. Pupils are organised into classes of mixed ability. Additional associate staff support and target the specific emotional and learning needs of identified groups of learners including FSM, LAC and ALN. Target interventions are carefully planned to meet the needs of learners identified through TA and pupil tracking.

There are 211 pupils on the school roll. 27.5% of pupils are currently eligible for Free School Meals.  This is a big decrease from PLASC 2023 when the figure was 35.6% but more in line with the years prior to 2023.  The FSM for the school remains above the Swansea average of around 24% and the Welsh national average which sits at around 22%.  The FSM three-year average for the school in 2023 was 29.3% which is also above both the Swansea average of 23.8% and the Welsh three-year national average of 22.5%.

Additionally in 2023, just below 35% of pupils on roll live in areas classed in WIMD as being in the most deprived 20% of all areas in Wales.  This figure rises to just above 36% for pupils living in the most deprived 30% of all areas in Wales.  This figure has been consistent at around 35% for the past three years.Just over 50% of pupils who attend the school live in Catchment.  This figure has slightly increased over the last three years.

In 2023 40.4% of pupils (45.1% three-year average) had additional learning needs (ALN). This is a decrease from the year before when the figure was 54.7% but in line with the ALN figures for 2021 and 2020.  The number of children with ALN is well above the local authority three-year average of 17.1%. Five pupils currently have a Statement of Educational Needs, 3 pupils have a school maintained IDP, 9 pupils are on School Action Plus and 109 pupils are on School Action.

At PLASC 2023 just under 94% of pupils were classed as White British and there were very few pupils (11) with English as an Additional Language.  Currently, there is one pupil looked after by the local authority

**Overview**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2023-2024** | **Nursery** | **Reception** | **Yr 1** | **Yr 2** | | **Yr 3** | | **Yr 4** | **Yr 5** | | **Yr 6** | **Total** |
| Eligible for Free School Meals ( eFSM)    3 Yr Rolling Average | **N/A** | 12.1%(7) | 10.3%(6) | 17.2%(10) | | 15.5%(9) | | 12.1%(7) | 12.1%(7) | | 20.7%(12) | 27.5%(58) |
| 2022 - 28.0% (53) | | | | | | 2023 – 35.6% (62) | | | | | |
| 2022-2022 26.9% | | | | 2022-2023 29.3% | | | | | Current Position 25.4% | | |
| Child Protection |  |  | 1 |  | |  | | 1 | 1 | |  | 3 |
| Children in Need |  |  |  |  | |  | |  |  | |  |  |
| Looked After Children |  |  |  |  | | 1 | |  |  | |  | 1 |
| English as an Additional Language |  | 1 | 1 | 1 | | 1 | | 2 | 2 | | 3 | 11 |
| Additional Learning Needs |  |  | 12 | 11 | | 14 | | 20 | 15 | | 17 | 125 |
| School Action |  |  | 11 | 8 | | 10 | | 18 | 12 | | 14 | 73 |
| School Action Plus |  |  |  | 3 | | 3 | | 2 | 1 | |  | 9 |
| Statement |  |  | 1 |  | | 1 | |  | 1 | | 2 | 5 |
| IDP |  | 1 |  |  | |  | |  | 1 | | 1 | 3 |

NB. Dual System (2023-2024) supporting transition to ALNET ( Full transition from Statements to IDP’s to be completed August 2024.)

* Pupils in current Nursery1 and 2 entered school under the new ALN Bill legislation and as a result should not be recorded as SA or SA+.They either have an IDP or they do not .This applies to the majority of children in Reception as well.
* ALN categorisation y1-y6 takes account of SA /SA+

On Entry to Reception.

1 out of 21 children are in nappies (IDP)

Foundation Phase Profile( completed within first 6 weeks Sept 2023) indicates :

|  |  |  |  |
| --- | --- | --- | --- |
| Areas of Learning | Exp - | Expected | Exp + |
| LLC | 85% | 15% | 0 |
| MA | 40% | 60% | 0 |
| PSE | 85% | 10% | 0 |
| PD | 55% | 45% | 0 |

30% (6 out of 21) still assessed and receiving Wellcom interventions.

45% (9 out of 21) still assessed as needing Speechlink.

On Entry to Nursery ( Cohort 29 in pre-Nursery 15 Rec 2024, 14 Rec 20925 )

On entry to Nursery 28% (8 out of 29) are were wearing nappies. Progress has been made and currently 2 out of the 8 are now fully toilet trained. 3 out of the 8 are now using pull ups and 3 out of the 8are still wearing nappies. A diagnosis of significant additional needs is anticipated for for 3 out of the 3 still wearing nappies.

Many pupils joining Nursery still use dummies and bottles. Staff are supporting parents to reduce reliance on these methods.

12 out of 29 ( 42%) come from 3rd generation families well known to us and identified as still needing support with emotional and mental health and well-being. A number of strategies are well-established relating to effective liaison, handover and signposting to additional support.

61% (18 out of 29) of children on entry are working well below age appropriate expectations for receptive and expressive language.( Wellcomm). VAP to be updated data

35% (7 out of 21) assessed as requiring Language link intervention and support.

**Context of the School Development Plan**

Our School Development Plan has been created within the guidelines of the Framework for Evaluation, Improvement and Accountability. Information. Evidence for ‘improvement planning’ has been gathered and evaluated through honest, robust, evidence-based self-evaluation activities. There are 3 main uses for this information:

***Improvement*** *–* for the learner

***Accountability*** *–* for governance purposes

***Transparency*** *–* for the wider community – telling them how well the school is doing

Priorities for inclusion in the SDP are identified and agreed as a result of a range of whole school’s self-evaluation activities. This Plan was written in consultation and collaboration with staff, governors, parents and pupils. A range of quality assurance activities including ADDS/INSET , questionnaires, pupil voice groups, Parent Council and Governing Body meetings are effective in securing effective stakeholder involvement.. Available data including pupil tracking of pupil progress informs identification of priorities for the school development plan.. The duration of this plan is from February 2024 to July 2025 following a series of LA facilitated training sessions for staff and Governors. All grant funding referred to in this plan is to be spent by March 31st 2024 (unless grant provider allows carry forward).

**Summary of progress against the three themes**

**Vision and Leadership**

At Penyrheol, our leadership team, including the Head teacher, senior leadership team, and governors, defines a clear vision focused on learner progress. By prioritising skills integral to the four purposes—creativity, critical thinking, communication, and collaboration—our leadership fosters a high-quality learning environment which engages and inspires all learners to collaborate and innovate.

Through rigorous quality assurance activity, we ensure effective monitoring of learner progress. Termly review of pupil data informs targeted interventions. Professional learning opportunities for staff ensure everyone is well equipped to effectively support pupil progress. The clear vision and leadership in Penyrheol secures learner progress through well-embedded unified proactive strategies, and a dedication to putting learners first. Strong leadership across Progression Step 1,2 and 3 supports ongoing self-evaluation and improvement and fosters a culture of positive self-esteem and achievement. Central to our leadership strategy is nurturing learner well-being. By fostering positive relationships and a safe, inclusive environment, learners feel valued and ready to learn, enhancing their overall progress and sense of belonging.

We actively engage with parents in a range of ways including our Parent Council fostering strong partnerships to support pupil and family well-being as well as learning and development.

**Curriculum, Teaching and Learning**

We have a clear vision for the Curriculum for Wales and its potential to impact positively on pupil learning. We carefully plan what our curriculum will look like and how it will be taught, considering the needs of our learners and the resources required. We foster a culture that embraces change and innovation, actively seeking input from our community and partners to develop our vision further. Professional learning opportunities are provided for all staff to ensure they can effectively support our curriculum. Our curriculum is designed to support learner progress and the development of integral skills, providing diverse and balanced learning experiences. We work hard to make our curriculum inclusive and accessible to all learners, regularly using evidence to inform improvements. Through collaboration, innovation, and ongoing evaluation, we are committed to continuously improving our Curriculum for Wales to support the success and well-being of all our learners.

Learners make very good progress in developing towards the four purposes through a rich and broad curriculum. Good use is made of the 12 pedagogical principles and an extensive range of experiences. Many learners demonstrate strong engagement in learning, showing ambition, ethical awareness, creativity, and confidence. They acquire knowledge and skills within and across AOLEs. Pupil data shows that learners show improvement in literacy, numeracy, and digital skills. They respond well to the Welsh language and opportunities to explore other languages and cultures including Spanish as part of our partnership with El Centro Ingles, Cadiz. Most pupils demonstrate positive attitudes to learning and as a result the majority of learners meet high but achievable expectations set by teachers. Learners take increasing ownership of their learning, supported by teaching methods that encourage problem-solving and critical thinking in authentic and purposeful contexts. Teachers track learner progress and well-being, providing appropriate challenges. Learners develop the ability to assess their own work and that of their peers, giving and receiving feedback for improvement. Pupils build on previous experiences and are encouraged to have a voice and choice in shaping their learning. Excellent behaviour amongst all children reflects the strong relationships between peers and adults, resulting in positive attitudes towards school as a whole and high expectations for all.

**Wellbeing, equity and inclusion**

At Penyrheol Primary School, we really care about how our learners feel and learn. We make sure they understand what's important for their health and happiness. We teach them about friendships, relationships, and how to make good choices. Our school is a place where being active, eating well, and feeling good are encouraged. Our Promoting Positive Behaviour Management programme is very well embedded. As a result almost all children make good choices and behaviour is excellent and often commended by members of the wider community. We work with partners from a range of agencies such as the NHS Health and Well-being outreach workers who work directly with staff, children and families to support better understanding of a range of issues and concerns. Bespoke training and consultations are in enabling strategies to be put in place to ensure everyone feels safe and secure at school. Our Canine Assist Learning Dog, Gracie, and her dedicated team of trained handlers are highly effective in providing additional interventions for identified pupils with complex needs. As a result, almost all children have overcome anxieties for example relating to coming to school on time. Daily check-ins make sure all pupils get the help they need to learn and feel good about themselves. We regularly review how well things are going and make changes if we need to. Our goal is to make sure every learner at Penyrheol Primary School feels happy, ready to learn and supported to achieve their best.

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| **Grant Funding2023 - 2024** | | | |
| **Source Funding** | **Purpose** | **Amount** | **Link to SDP** |
| Education Improvement Grant | Ensure every pupil profits from excellent teaching and learning to:   * Improve Literacy * Improve Numeracy   Break the link between disadvantage and educational attainment | £74,097 | Priority 1, 2 |
| Pupil Development Grant | Breaking the link between disadvantage and educational attainment.  ( funded through eligibility for Free School Meals & Early Years allocation) | £89,700 | Priority 1, 2 |
| LAC | Breaking the link between disadvantage and educational attainment.  Supporting emotional mental health and well-being. | £1,285 | Priority1,2 & 3 |
| ALN | Ensure every pupil profits from excellent teaching and learning to:   * Improve Literacy * Improve Numeracy   Break the link between disadvantage and educational attainment | £5,746 | Priority 1,2 & 3 |
| ALP / RRR | Recruit, recover, raise standards- Accelerated Learning Programme: To provide additional and targeted support to improve attainment and achievement across the school. | £16,171 | Priority 1, 2 |
| EAL | To ensure that all minority ethnic and Gypsy, Traveller learners are fully included and have equality of access to the curriculum and all other aspects of school life. | £2,130 | Priority 1, 2 |
| Professional Learning (PL) | To develop staff knowledge and understanding enabling effective practice and preparation towards implementation of Curriculum for Wales | £4,774 | Priority 1, 2, 3 |
| Hwb Infrastructure Grant (HWB) | To support the development of digital learning, increasing device pupil ratio and increasing access to digital learning | £ 4,449.65 | Priority 1, 2 |
| Curriculum for Wales Grant | To support the development of the Curriculum for Wales and promote effective collaboration including cluster working. | £3,345 | Priority 1, 3 |
| NPEP | To assess the impact of Tales Toolkit and Talk for Writing on oracy skills and writing across the curriculum.  **(**National Professional Enquiry Project) | £4,000 | Priority 1, 2, 3 |
| Utilities | To support increased costs of energy | £34,793 | Priority 3 |
| Lead Creative School | To support the development of creativity and critical thinking across the Curriculum for Wales. | £4,993.26 | Priority 1, 2, 3 |

**PENYRHEOL PRIMARY SCHOOL**

**SDP**

**2024 – 2025**

Progress against the agreed School Development Plan is reported in the termly Head teacher’s Report to the full Governing Body and through the work of the Governing Body sub-committees. A comprehensive collaborative review of progress towards achieving the objectives of the SDP is undertaken annually and is effective in engaging all stakeholders in identifying strengths and areas in need of improvement. As a result the plan for improvement is updated based on rigorous whole school evaluation and quality assurance. Copies of the School Development Plan are available to the Governing Body staff and parents through representatives to the Governing Body. A summary of the key priorities is provided for all stakeholders including a pupil voice presentation.

We are committed to fostering a collaborative approach to school improvement that actively involves all stakeholders, including pupils, their families, and members of the local community. Our governing body recognises the vital role these groups play in achieving our school improvement targets for the current academic year.

To effectively engage pupils and their families, we implement a range of strategies aimed at promoting open communication, partnership, and participation. This includes regular opportunities for parents to get involved through activities such as the Parent Council, Positive Posies, Community Choir and Community Cooking Club. There are many opportunities for pupils to provide feedback and we ensure that the voices and perspectives of our learners and their families are integral to our decision-making processes and initiatives. Our pupil voice groups have clear roles and responsibilities and regularly meet together as well as presenting to Governing Body Sub-groups committees.

The Governing Body of Penyrheol Primary is very proactive in getting involved weekly, with many governors fulfilling a range of activities supporting lots of school based activities .Governors also provide a significant level of challenge as part of their role in ensuring the school continues to improve. Through ongoing collaboration for example termly meetings with the pupil H&S representatives of Tym Gwyrdd we secure active engagement of a range of stakeholders in our shared goals for the benefit of our entire school community and the broader community.

We actively seek to collaborate with local businesses, organisations, e.g. Pobl Housing and Oldwalls Wedding Venues, and individuals to enhance and enrich resources, expertise, and support for rich learning experiences and our school improvement efforts. By fostering strong relationships with community stakeholders such as St. Catherine’s Church, we enrich the educational experiences of our learners and contribute positively to the broader local context.

**PENYRHEOL PRIMARY SCHOOL**

**SDP 2024 – 2025**

Curriculum for Wales – the context for improvement

NATIONAL PRIORITIES

Framework on embedding a whole-school approach to emotional and mental well-being

Cymraeg 2050 : A million Welsh speakers

Additional Learning Needs and Education Tribunal (Wales) Act 2018

Supporting learner progression : assessment guidance

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| --- | --- | --- | --- |
| **CONTENT** | **EVIDENCED IN SDP** | | **REFERENCE TO STRATEGIC PRIORTY** |
| **Framework on embedding a whole-school approach to emotional and mental well-being** | **YES** | NO | Key Priority 4 |
| **Cymraeg 2050 : A million Welsh speakers** | **YES** | NO | Key Priority 2 |
| **Additional Learning Needs and Education Tribunal (Wales) Act 2018** | **YES** | NO | Key priority 5 |
| **Supporting learner progression : assessment guidance** | **YES** | NO | Key priority 1 |

**School improvement Priorities 2022 – 2024**

|  |  |
| --- | --- |
| **Aspect** | **YEAR : 2022 - 2023** |
| *Curriculum, Teaching & Learning* | **Key Priority 1 – Improved Outcomes for all Learners**  Demonstrate impact of high expectations that are integral to planning learning opportunities that meet the needs of all our learners without exception. Ambitious individual target setting to be informed by collaborative analysis by all staff of a range of pupil progress data.  Half termly reviews of individual pupil progress to inform allocated intervention, support and challenge and deployment of resources to secure sustained improved outcomes for all learners. |
| *Curriculum, Teaching & Learning* | **Key Priority 2 – Improved Outcomes in Reading and Well-being**  Audit our current reading strategies in light of the CfW and revisit specific strategies e.g Guided Reading, Use of picture books. Introduce daily reading strategy Readind Aloud (Boost) to improve higher order reflection of reading, boost reading resilience, improve individual and collective well-being and raise standards of oracy including vocabulary extent and range. Half termly reviews of individual pupil progress to inform allocated intervention, support and challenge and deployment of resources to secure sustained improved outcomes for all learners. |
| *Vision and Leadership* | **Key Priority 3 – Raising Standards through Effective Teacher Feedback and Teacher Assessment**  Ensure co-constructed success criteria is highly visible and agreed strategies ae consistently applied to enable all learners to become familiar with and internalise WALT and WILFs.  All teachers, T.A to refer to success criteria throughout the learning process.  All teachers and T.A to consistently model AFL strategies (Pink for Perfect and Green for Growth) using well-established interim plenaries.  Working walls in every class to include key components for enabling pupils to independently improve their own work.  All teachers and T.A to model effective feed forward statements using good and bad examples |
| *Vision and Leadership* | **Key Priority 4 – To Implement the Curriculum for Wales**  To co-construct a purpose focused curriculum that enables learners to become ambitious, capable and ready to learn throughout their lives. Curriculum planning to be structured around high quality experiential learning opportunities including learning in the outdoors and planned experiences relating to the United Nations Sustainable Development Goals. Overarching enquiry based learning will promote deep thinking and questioning based on prior knowledge enabling learners to become ethically informed citisens |
| *Wellbeing, Equity and Improvement* | **Key Priority 5 – Improve Attendance**  To improve percentage of pupil attendance in line with the Welsh Government Target of 95% |

**Review of Priorities 2023 – 2024**

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| **Key Priority 1 – Improved Outcomes for all Learners**  **Demonstrate impact of high expectations that are integral to planning learning opportunities that meet the needs of all learners. Ambitious individual target setting and monitoring of progress to be informed by collaborative analysis of a range of pupil progress data.  Half termly reviews of individual pupil progress to inform allocated intervention, support and challenge and deployment of resources to secure sustained improved outcomes for all learners.** |
| * Collaborative review of individual pupil data and updated cohort profiles each term enhances understanding of pupil progress and needs, enabling effective evaluation and tailored interventions. * Implementation of interventions for pupils not meeting expected progress based on pupil tracking ensures targeted support and informs regular review and adjustments * SMT monitoring identifies best practices and informs decision-making, contributing to improved pupil progress outcomes. * ALN Framework training for all staff defines Universal Provision, fostering inclusivity and supporting individual learner needs. * Transition from Statement to Individual Development Plans updated in line with WG timelines and guidance, with Universal Provision becoming embedded for all learners by August 2024, will secure improved outcomes and inclusivity. * Regular review and evaluation of personal profiles for pupils with statements/IDPs/significant ALN needs ensures ongoing refinement of support provision, facilitating continuous improvement in pupil progress and well-being. |
| **Key Priority 2 – Improved Outcomes in Writing across the Curriculum**  **Refresh reading strategies and continue to plan a range of enhanced opportunities for pupils to develop reading skills. Planned opportunities for pupils to develop “talk” before writing including Tales Toolkit and Pie Corbett strategies. Increased opportunities for pupils to practise a range of text types (see English writing progression) through the curriculum. Regular monitoring through sharing good practice, book looks, pupil interviews and wall trawls to look for evidence of pupils writing across the curriculum.** |
| * Integration of Talk for Writing strategies enhances consistency and effectiveness in developing oracy for writing, resulting in improved pupil engagement and learning outcomes. * Regular monitoring of writing progress identifies strengths and areas for improvement . * Establishment of writing areas stimulates creativity and independence among learners, positively impacting writing and creativity school-wide. * Peer review sessions promote consistency in planning and assessing writing standards across the school and cluster schools, enhancing quality teaching. * SMT book looks guide strategic action plans identifying strengths and opportunities to enhance writing opportunities and reduce in-school variation, ensuring a cohesive approach to improvement. * Learning Walks identify variations in standards of writing, prompting targeted actions to enhance opportunities for writing at length. * Assessment of shared stories confirms positive impact on writing skills development and engagement. |
| **Key Priority 3 – Raising Standards through Effective Teacher Feedback and Teacher Assessment**  **Ensure co-constructed success criteria is highly visible and agreed strategies are consistently applied to enable all learners to become familiar with and internalise WALT and WILFs. All teachers and T.A to refer to success criteria throughout the learning process. All teachers and T.A to consistently model AFL strategies (Pink for Perfect and Green for Growth) using well-established interim plenaries (Pit Stops). Working walls in every class to include key components for enabling pupils to independently improve their own work. All teachers and T.A to model effective feed forward statements using good and bad examples.** |
| * Co-constructing success criteria with pupils enhances understanding and self-assessment processes, improving engagement and learning outcomes. * Application of feedback during pit stops using purple pen demonstrates impact on learning, fostering a culture of continuous self-improvement and ownership. * Monitoring the impact of success criteria and sharing findings during ADDs sessions facilitates dissemination of effective practices. * Use of purple pen to enact feedback leads to improved understanding among pupils, encouraging reflection. * Regular sharing of effective self-assessment and peer assessment practices fosters a collaborative learning culture, supporting continuous improvement in teaching and learning. * Consistent use of marking policy and self-assessment practices improves the accuracy and quality of writing, ensuring clarity for learners and consistent feedback. * Increased independence in self-assessment, particularly through the "Green for Growth" approach, promotes deeper understanding of learning journey and proactive improvement of learners |
| **Key Priority 4 – To Implement the Curriculum for Wales**  **To build an engaging relevant and authentic curriculum which has its heart cynefin, SDGs and UNCLCs enabling learners to become ambitious, capable and ready to learn throughout their lives. Overarching enquiry/P4C based learning will promote deep thinking and questioning based on prior knowledge enabling learners to become ethically informed citisens. To use CPAT to check curriculum for gaps and assess pupil’s learning and progress against the learning objectives.** |
| * Progression step mapping by Cluster AoLE ensures clearer learning pathways, improving student progression * Integration of authentic, purposeful learning experiences enhances learner engagement and motivation, fostering a deeper connection to learning objectives and real-world contexts. * Planning for sufficiently challenging independent missions empowers learners and promotes independence in learning. * Assessment of pupil attitudes through questionnaires and learning walks provides insights into levels of engagement, enabling tailored interventions to support student motivation and progress. * Evaluating the impact of independent missions on pupil engagement guides future planning. * Monitoring long-term planning addresses gaps in curriculum coverage, resulting in appropriate coverage and continuity in learning experiences.. * Assessment of pupil attitudes reveals positive changes, contributing to improved pupil achievement and well-being. |
| **Key Priority 5 –**  **To improve percentage of pupil attendance in line with Welsh Government target of 95%.** |
| * Establishment of an inclusive, supportive school culture that values and promotes regular attendance fosters an environment where all students feel valued, supported, and motivated to engage in learning and growth opportunities. * Implementation of a monitoring system enables early identification of students at risk of poor attendance, facilitating timely interventions and support * Tailored support and interventions address barriers to regular attendance effectively, identified through analysis of specific patterns, reasons for persistent and severe absenteeism as well as weekly liaison with families. * Strengthened communication between the school and families increases awareness of the importance of consistent school attendance, fostering a supportive community focused on educational attainment. * High profile programme of recognition and rewards for good attendance create a positive school environment, motivating students to strive for improved attendance and punctuality. * .Enhanced engagement with community resources and partnerships provides additional support to families facing challenges impacting school attendance, ensuring a holistic approach to addressing attendance issues. |

**Summary of priorities 2024 - 2025**

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| **Key Priority 1 –**  To fully embed assessment for learning strategies as part of adaptive and flexible teaching for learning that ensures the progressive and systematic development pupils’ skills, progression and achievement. | *Vision and Leadership* | *Curriculum, Teaching & Learning* | *Wellbeing, Equity and Improvement* | Article  A28- have an education.  A3- do the best for a child.  A30 – The best interest of the child must be a top priority in all decisions and actions that affect children.  A12 – Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account |
| **Key Priority 2 –**  Ensure frequent opportunities for children to write at length across the curriculum, with a focus on SPaG | *Vision and Leadership* | *Curriculum, Teaching & Learning* | *Wellbeing, Equity and Improvement* | Article  A14 – Every child must be free to express thoughts and opinions |
| **Key Priority 3 –**  To develop pupils’ numeracy skills and apply at same standard across all AoLEs. | *Vision and Leadership* | *Curriculum, Teaching & Learning* | *Wellbeing, Equity and Improvement* | Article  A29 – be the best you can be.  A28 – have an education.  A3 - do the best for a child. |
| **Key Priority 4 –**  To embed systems that promote the mental and emotional well-being of pupils and staff to support learning making school a great place to be. | *Vision and Leadership* | *Curriculum, Teaching & Learning* | *Wellbeing, Equity and Improvement* | Article  A28- have an education.  A3- do the best for a child |
| **Key Priority 5 –**  To maintain a clear focus on whole school self-evaluation and improvement processes that positively impact on improved outcomes for learners. | *Vision and Leadership* | *Curriculum, Teaching & Learning* | *Wellbeing, Equity and Improvement* | Article  A28 – an education  A3 – do the best for a child |

**SDP 2024 – 2025**

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| **STRATEGIC PRIORITY : Key Priority 1 –**  To fully embed assessment for learning strategies as part of adaptive and flexible teaching for learning that ensures the progressive and systematic development of pupils’ skills, progression and achievement. | | | | | | |
| **RATIONALE** :  The quality assurance of pupils' understanding of success criteria to enhance their own work highlights an opportunity for teachers to further engage pupils in the co-construction of success criteria. Implementing regular pit stops and interim plenaries will actively involve students in understanding the next steps of their learning journey, fostering a culture of continuous improvement and ensuring that pupils make meaningful progress within lessons. | | | | | | |
| **Sub Priorities** | **Intended Impact/**  **Success Criteria** | **Key Actions** | **Lead Person**  **(to include governors)** | **Timeline** | **Funding**  **(to include grant funding)** | **Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners**  **(Reference documents or pages of documents from quality assurance timetable)** |
| a) **Co-construction of success criteria with pupils** | * Pupils can recall success criteria and can articulate what makes a good piece of work. * Pupils can identify where in their work they have achieved a specific success criteria. (GfG, PfP) * Pupils can identify success criteria in a good / poor example.(GfG / (PfP) | * Refresher training for all staff – Co-construction of success criteria * Success criteria clearly visible on working walls. * Pupils engage in activities and games to fully internalise success criteria | NB, CL, SLT | Termly | ADDS | Book Looks  Listening to learners  Learning walks |
| ***Evaluation (Continuous)*** | | | | | | |
| b) Sufficient pit stops / plenaries during teaching to secure improvement. | * Planning clearly identifies when during a lesson a pit stop will happen and the specific focus of the pitstop. * Pupils engage in pitstops and actively improve work.(GfG, PfP, PP) * Pupils’ books show clear in-lesson improvement. (GfG PP) | * Refresher training for all staff – Gareth Coombs training * Adds to share effective practise – where a pitstop has led to improvement. | NB, CL, SLT | Termly | ADDS | Book Looks  Listening to learners  Learning walks |
| ***Evaluation (Continuous)*** | | | | | | |
| c) Use of verbal feedback during a lesson to enable in lesson improvement | * Pupils’ books show clearly where verbal feedback has been given. * Pupils’ books show response to verbal feedback and as a result, show in lesson improvement. (GfG, PP) | * All staff use “V” to indicate verbal feedback given. | NB, CL, SLT | Termly | ADDS | Book Looks  Listening to learners  Learning walks |
| ***Evaluation (Continuous)*** | | | | | | |
| d) Embed marking policy to include SPaG | * Pupils’ books show use of marking policy to identify age-appropriate SPaG errors. * Pupil’s books show pupils respond to the marking policy to improve SPaG * Pupils can articulate what each symbol in the marking policy means. | * Refresher training on marking policy * Marking codes clearly visible on learning walls. * Marking codes available for pupils as bookmarks | NB, CL, SLT | Termly | ADDS | Book Looks  Listening to learners  Learning walks |
| ***Evaluation (Continuous)***  QA activity identifies ongoing need to enhance pupils' engagement with success criteria (WILF) and Assessment for Learning (AFL) strategies.  Ongoing practice in co-construction of success criteria, which are continuously referenced in learning, deepen pupils' understanding and application of learning objectives.  Teachers consistently model AFL strategies like 'Pink for Perfect' and 'Green for Growth,' encouraging pupils to reflect on their work and celebrate successes, developing in-lesson progress and moving learning on.  Every classroom has working walls highlighting key components of successful work in terms of WALTs and WILFs to encourage independence and increased ownership of their learning journey.  Regular staff training, book looks, and learning walks focused on success criteria and AFL strategies. Additionally, gathering pupil feedback refines our approaches, ultimately raising standards of achievement. (February 2024) | | | | | | |

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| **STRATEGIC PRIORITY: Key Priority 2 –**  **Ensure frequent opportunities for children to write at length across the curriculum at the appropriate level, with a focus on SPaG.** | | | | | | |
| **RATIONALE** :  Implementation of Talk for Writing strategies, regular progress monitoring, and creation of writing-friendly environments have improved teaching practices and pupil engagement while enhancing writing skills across the school. To build on these successes, ensuring frequent opportunities for extended writing across the curriculum, with a focus on SPaG, is vital for continued improvement in pupils' writing proficiency and overall learning outcomes. | | | | | | |
| **Sub Priorities**  **To improve planned** | **Intended Impact/**  **Success Criteria** | **Key Actions** | **Lead Person**  **(to include governors)** | **Timeline** | **Funding**  **(to include grant funding)** | **Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners**  **(Reference documents or pages of documents from quality assurance timetable)** |
| a) **Talk for writing** | * **For pupils to improve talk for writing** * **For pupils to retell stories** * **Improved, confidence and attitudes to talking.** * **Evidence of increased creativity in developing shared stories.** | * Continue with Tools Kit and talk for writing training. | DHT / LLC lead | April 2024 – July 2025 | Supply cost x 4 | Listening to learners  Qr codes of Tales Tool Kit session  Analysis of speech link data  Analysis of pupil perception survey |
| ***Evaluation (Continuous)*** | | | | | | |
| b) **To improve planned opportunities for children to write at length across the curriculum** | * For pupils to write at length across the curriculum * For each class to establish a writing area * Effective use of Writing progression maps * Clear process to develop writing from cold to hot write. * Pupils able to articulate the process of improvement from cold to hot write. * sufficient opportunities for developing writing skills through all AoLEs | * Embed use of progression map for writing * Identify process to improve quality of writing from cold to hot write at the appropriate level. * Provide addition opportunities to write independently at length across a range of curriculum areas in class missions. |  |  |  | * Book Looks * Learning walks * Standardisation and moderation cluster meetings * Analysis of NMM data |
| ***Evaluation (Continuous)*** | | | | | | |
| c) **For SPaG to be more accurate** | Age appropriate spelling to be correct  Age appropriate punctuation to be correct  Age appropriate sentence structures to be evident  Presentation and handwriting to be appropriate to age and stage of development. | * Make effective use of SPaG progression maps * Ensure full use of sentence structure progression maps |  |  |  |  |
| ***Evaluation (Continuous)*** | | | | | | |
| d) |  |  |  |  |  |  |
| ***Evaluation (Continuous)*** | | | | | | |

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| **STRATEGIC PRIORITY: Key Priority 3** To develop pupils’ numeracy skills and apply at same standard across all AoLES. | | | | | | |
| **RATIONALE** :  Quality Assurance (QA) has highlighted an increase in planned opportunities for pupils to apply their mathematical skills across all Areas of Learning and Experience (AOLEs). There is still the need to create more opportunities to enable pupils to make sufficient progress in the application of numeracy skills across the curriculum at an appropriate level of challenge. | | | | | | |
| **Sub Priorities** | **Intended Impact/**  **Success Criteria** | **Key Actions** | **Lead Person**  **(to include governors)** | **Timeline** | **Funding**  **(to include grant funding)** | **Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners**  **(Reference documents or pages of documents from quality assurance timetable)** |
| a) Plan for increased opportunities to apply Numeracy skills across all AOLEs | * Almost all skills are mapped across progression steps. As a result, teachers can plan appropriate tasks to apply skills. * Books show a range of opportunities to apply Numeracy skills which are authentic and purposeful and provide an age-appropriate challenge. As a result, nearly all pupils apply their skills in numeracy confidently. * QA shows pupils have increased opportunities to complete Rich Tasks to develop Numeracy skills in a range of authentic context through all AOLE. * Listening to Learners shows an increased confidence in pupils talking about how they solve a problem. | ADDS / Training – Planning for the development of Numeracy Across the Curriculum  Whole school Numeracy across the curriculum planning map to be completed by all staff.  All class teachers to identify opportunities to develop planned Numeracy Skills across AOLE at appropriate challenge.  All staff to plan at least one 3 Star Challenge per half term to allow children to apply Numeracy skills in authentic context across the curriculum. | NB | Feb 24 – July 25 |  | Book Looks  Learning Walks  Listening to Learners  Whole School Planning Maps |
| ***Evaluation (Continuous)*** | | | | | | |

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| **STRATEGIC PRIORITY : Key Priority 4 –**  To embed systems that promote the mental and emotional well-being of pupils and staff to support learning making school a great place to be. | | | | | | |
| **RATIONALE** :  The importance of prioritising the mental and emotional well-being of both pupils and staff within the school environment is paramount to our school’s vision. By embedding systems that promote well-being, we can strengthen our supportive and nurturing ethos and culture that supports improved attendance, increased engagement, and secures achievement for everyone. | | | | | | |
| **Sub Priorities** | **Intended Impact/**  **Success Criteria** | **Key Actions** | **Lead Person**  **(to include governors)** | **Timeline** | **Funding**  **(to include grant funding)** | **Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners**  **(Reference documents or pages of documents from quality assurance timetable)** |
| a) Support and Challenge and Strengthening Incentivisation program to improve attendance | Almost all pupils to achieve WG attendance target of 95% | * Cluster Family InReach worker to engage with almost all families requiring additional support. * EWO to monitor and implement effective communication, including FPN * Weekly highest class attendance award * Weekly most improved class attendance award * Weekly attendance session with Gracie | HT, EWO, Cluster CFIW, CT | Weekly | Cluster 3 year grant (2 hrs per week) | Weekly attendance data  Fortnightly monitoring of registers |
| ***Evaluation (Continuous)*** | | | | | | |
| b) Canine assist Learning Dog | Almost all children to access and enjoy the opportunity to experience “Dysgu Gyda Gracie”. As a result, there will be a positive impact on pupils’ self-regulation, mental well-being and confidence. | * Whole class sessions “Dysgu / Credded / Nofio / Darllen/ Chwarae Gyda Gracie” * Fortnightly timetable for “Dysgu Gyda Gracie” | HT, CAL trained dog handlers, CT |  |  | Pupil feedback – listening to learners. (questionnaires)  Analysis of attendance data.  Pupil feedback in Gracie’s friends book |
| ***Evaluation (Continuous)*** | | | | | | |
| c) Promote Healthy Schools - Skip Cymu and Balance Bikes, healthy eating (WG nutrition lessons) | Almost all pupils practise healthy body and mind habits for life. As a result almost all pupil are more resilient and self-confident  Almost all pupils report positive emotional and mental wellbeing through daily Speakr check in | * Regular Skip Cymru sessions * Regular Balance Bike / Cycling / Scooter sessions, including Active Travel, Cycling Proficiency and Kerb Craft. * Food and Fun nutrition program delivered to all classes. | ED, SE, LR | Termly | Termly bike maintenance - £180  Speakr subscription £200 | Analysis of well-being data (Speakr)  Daily Speakr check in  Listening to learners (questionnaires) |
| ***Evaluation (Continuous)*** | | | | | | |
| d) PDG enrichment | Almost all children access high quality enrichment activities as part of a broad and balanced curriculum entitlement. | * B5 and B6 weekly lead guitar tutorials, including bass, drums and lead vocals. * B3 and B4 weekly ukulele sessions * Half termly performing arts sessions resulting in an end of year whole school performance * Artist in residence – half termly sessions * Outdoor Learning – planned half termly opportunities | CT, DG  CW  JC | Termly | PDG grant |  |
| ***Evaluation (Continuous)*** | | | | | | |
| e) RRS | Almost all children value and celebrate diversity | * Identify ad map opportunities for exploring and celebrating diversity in all progression steps | ED, CL | Summer Term | Supply day x 2 @ £240 |  |
| ***Evaluation (Continuous)*** | | | | | | |

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| **STRATEGIC PRIORITY : Key Priority 5 –**  To maintain a clear focus on effective whole school self-evaluation activities that positively impact on improved individual progress and outcomes for learners. | | | | | | |
| **RATIONALE** :  Our commitment to maintaining a strong focus on effective whole-school self-evaluation means that all leaders possess a deep understanding of our school's strengths and areas in need of improvement. We aim to positively impact individual progress and outcomes for all learners, fostering a culture of continuous improvement and success throughout the school community. | | | | | | |
| **Sub Priorities** | **Intended Impact/**  **Success Criteria** | **Key Actions** | **Lead Person**  **(to include governors)** | **Timeline** | **Funding**  **(to include grant funding)** | **Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners**  **(Reference documents or pages of documents from quality assurance timetable)** |
| a) All leaders share a clear vision across the school community where everyone is committed to “Putting Children First” and ensuring appropriate progress, health and well being | * All staff have a clear idea of school strengths and areas to improve. * Almost all staff make good use of pupil tracking systems and know the next steps for learning. As a result, almost all pupils make appropriate progress over time. | * Collaborative review of class cohort data informs appropriate personalised target for individual progress and achievement. * Universal provision is well planned and as a result almost all children make appropriate individual progress. * Define and implement program of targeted interventions. * Training TA’s on delivery of program, including Number Stacks, Rapid Readers, Language Link, Active Literacy, DCD, Talkabout. | SMT |  | Supply day x4 termly@ £230  Number Stacks subscription | **SMT monitoring**  **AOLE leads review**  Eight weekly review of data  Language Link – SS  Group Reading test SS / RA  Number Stacks – Progress Report |
| ***Evaluation (Continuous)*** | | | | | | |
| b) School has a robust cycle of self-evaluation and improvement planning with a clear focus on pupil progress | * All teachers use a range of first-hand experience to review and assess the impact on pupil progress and achievement. As a result, the school.   identifies clear next steps for learning.   * All staff use information effectively to continuously improve provision for the benefit of all pupils |  |  |  |  | Book Looks  Learning Walks  Listening to Learners  Pupils Tracking Data |
| ***Evaluation (Continuous)*** | | | | | | |
| d) Planning for CFW | * All staff planning for the CFW identifies an authentic context and purposeful learning experiences. * Professional Learning links with school improvement priorities * School collaborates effectively with a range of professionals to further enhance staff learning and share good practise more widely. | * All staff collaborate to complete curriculum design overviews mapping |  |  |  |  |
| ***Evaluation (Continuous)*** | | | | | | |

**SDP 2024 – 2025 ONGOING/BACKGROUND ACTIVITIES**

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| **TARGET** | **TIMESCALE** | **PERSON RESPONSIBLE** | **COST** |
| ALN Annual review | Spring / Summer Term | ALNCO (TT) | NIL |
| Collaborative review of data /pupil progress/ target setting | Termly | NB | £360 SUPPLY |
| Termly review of class data / pupil progress | Termly | Teachers | Adds/Trios NIL |
| Review of intervention Groups | Termly | NB / TA leads | 1 x Day Supply |
| Statements /IDP writing and reviews, ALN intervention & support programs(see provision mapping and intervention programs schedule) | ongoing | ALNCO/ALN Team | ALNCO TIME |
| Local colleges link for training learners /learner mentoring | Termly | AW / SL College Learners  NB Teacher Mentor training | £80 ½ DAY PER TERM |
| Pupil Voice groups | Half termly | CL/AW | NIL |
| Criw Cyraectod – Siarter Iaith | Ongoing | CL | £180 supply |
| ECO Warriors | Half termly | SE / ED | NIL |
| Healthy Schools | Half termly | ED | NIL |
| Y6 / Rec Buddies | Autumn term | DT | Nil |
| Playground Buddies / Ambassadors | Half Termly | AE | £200 equipment |
| Reporting to parents /parents’ consultations | Termly | Teachers | NIL |
| QA / Curriculum monitoring/ standards | On-going program | AoLE teams / SMT | 3 x Day Supply Costs |
| T&L monitoring | Termly | SMT | 3 x Day Supply Costs |
| Performance management teachers /associate staff | Summer Term | Team leaders – AW, CL, NB | 1 x Day Supply Cost |
| NGRT & Nat tests- maths, English, Reading. NMM writing | Ongoing | NB, Class teachers | £600 NMM Subscription |
| AoLe Team annual review of policies and Action plans | Ongoing | AoLE teams | 3 x Day supply Costs |
| AoLE Teams cluster collaboration meetings | Termly | AoLE team leaders | £360 per term |
| Health & Safety checks eg Fire / Risk Assess. | Annual audit /Termly check | AJW | Nil |
| Pupil / Parent / staff / Gov questionnaires (my voice) | Termly | CL, SL | NIL |
| Speech Link/ Language Link /Wellcomm support for staff /pupils | On –going | DT/HS | Supply as required |
| Thrive/Scerts/Elsa | Start of yr audit, group/individuals | TT | In-house cover |
| Ed Psych and ALNCo planning | Annual meeting | ALNCO | ALNCO Time |
| In-house Standardisation and moderation | Ongoing | SLT / All staff | Adds |
| Collaborative Governor class visits and subject link meeting | Spring term | SMT/ Teaching Staff /Govs | NIL |
| Community Assemblies / Choir / Cooking Club | Weekly program | St Catherines’s church / Govs / AJW | NIL |
| After School / extra-curricular clubs | Weekly program | Teachers | Nil |
| Safeguarding procedures and site security | Ongoing (weekly staff reminders) | SD, AJW, All staff | Nil |

**Summary of Professional Learning**

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| **Priority** | **Activity** | **Staff Group** | **Costs** |
| Priority 1 | Collaborative co-construction of Success Criteria  Developing DCF across all AOLEs  Enterprise and Entrepreneurial Skills vDevelopment | All staff  DCF Lead  Enterprise Lead | £250 ADDS  Supply Day x 1@£230  Supply Days x 4 |
| Priority 2 | Tales Toolkit/ Talk for Writing  Session 1  Session 2  Session 3  Literacy Fires the Imagination  AOLE Cluster Collaboration - Curriculum for Wales  Handwriting Formation | All Staff  All Staff  LLC Leads  Teachers  Teaching Assistants | INSET Day  ADDS  Supply days x2@£230  Supply x 18 @ £230.00  INSET Day |
| Priority 3 | AOLE Cluster Collaboration  Applying Numeracy Skills across the Curriculum – Partneriaeth | All Teaching staff | Supply x 3 @ £230.00  ADDS |
| Priority 4 | Emotional Regulation & Well-being Worry Workshops  Canine Assist Learning Programme  Talkabout  Popat programme  Elsa Training | All teaching staff  Teaching Assistants  ALNCO /TA | ADDS  ADDS  No additional cost |
| Priority 5 | Curriculum for Wales  SDP Review  Quality Assurance Writing Evaluations Evaluative Writing  Designated Safeguarding Persons  Prevent Training  H&S Awareness Training  Fire Safety Awareness Training  Cluster Assessment Leads Collaboration | SLT  Govs & SLT  Teachers  SLT  All Staff  All Staff  All Staff  Assessment Lead | INSET Day  3 days Supply  ADDS  ADDS  ADDS  INSET DAY  INSET DAY  3 x Supply days |
| *Total* | |  |  |

There is a clear expectation for all staff to engage with high quality ongoing professional development investing significant financial resources linked to priorities within our School Development Plan. Governors authorise sufficient funding to support ongoing continuing professional development for all staff both teaching and associate.

Facilitating dissemination of good practice to the wider school team is an essential component of ongoing school improvement and opportunities to share information to others and share good practice are well-planned. All staff accessing training events and activities are required to complete a Staff Dissemination and Feedback Form. The opportunity for staff to then cascade and share knowledge, skills and experiences is built into our termly ADDS programme. Sharing Good Practice is an agenda item for all staff meetings providing regular planned opportunities for colleagues to showcase recent  activities and achievements.

Training identified to meet school improvement targets includes: