



## Education Improvement Grant Funding Plan

School: Ysgol Maes Owen		Total delegated EIG	Total delegated PDG		
		£12,195	£91,350		
Activity supported		Source of funding and planned spend £	Outputs and Outcomes	Targets	Actual
Literacy and Numeracy Identifier	Details of activities				
<b>1.1</b> Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach literacy and numeracy across the curriculum <b>PIAP: R1-4</b>	<ul style="list-style-type: none"> <li>SLT, Teachers and TA's to attend relevant training/courses, visit schools showing good practise and share good practise internally, (including PLC's).</li> <li>Releasing teachers to prepare for in-house staff training (staff meetings for example)</li> </ul>	£1,500	No of teachers identified as requiring additional literacy and numeracy support	12	
			No of teachers receiving additional training	12	
			Average No of hours of support / teacher	10	
		£2,695	No of teachers whose core skills have improved as a result of this support (as evidenced by performance management data, assessment against the LNF and reading and numeracy test results)	12	
<b>1.2</b> Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning <b>PIAP: R4</b>	<ul style="list-style-type: none"> <li>Time for key staff to analyse data and plan/monitor interventions.</li> <li>Foundation Phase/Key Stage Two and Key Stage Two/High School Moderation</li> <li>SLT and Literacy/Numeracy CPHs to plan and monitor impact of interventions</li> <li>Release time for Assessment CPH to attend Incerts Reflect PLC meetings</li> </ul>	£1,200	No of schools that make effective use of data from reading and numeracy tests to:    effectively target their grant spending plan	inform future planning	
		£1,000		identify pupils that require targeted support	
		£500		respond to the needs of MAT pupils	
		£500			
<b>1.3</b> Provide school leaders and teachers	<ul style="list-style-type: none"> <li>Time and training given for SLT,</li> </ul>		No of schools supported by the NSP		



<i>with support, in GwE and colleagues from other schools, to teach literacy and numeracy across the curriculum</i> <b>PIAP: R1-3</b>	<i>teachers and TA's as necessary to amend planning to incorporate new PoS</i> <ul style="list-style-type: none"> <li><i>Time for key staff to attend training courses for ICT, literacy and numeracy</i></li> </ul>	£1,200	<i>Number of teachers supported by the NSP</i>	12(led by SLT)	
			<i>Total No of hours of support from NSP</i>	30(led by SLT)	
			<i>No of schools making satisfactory progress in the implementation of the LNF</i>		
<b>1.4</b> <i>Enable best practice to be effectively shared including through the use of outstanding teachers of literacy and numeracy to provide coaching and mentoring opportunities for teaching staff who are in need of additional support</i> <b>PIAP: R1-4</b>	<ul style="list-style-type: none"> <li><i>Visit schools showing good practise and share good practise internally and externally, (including PLCs).</i></li> </ul>	£1,000	<i>Number of OT recruited using agreed selection criteria</i>		
			<i>No Trained by NSP</i>		
			<i>Time in days</i>		
			<i>No of Schools supported</i>		
			<i>% Schools improving</i>		

<p><b>1.5</b> Through use of the reading and numeracy tests data ensure that effective catch-up provision is available at the earliest stage for those children who have fallen behind <b>PIAP: R1, 2 and 4</b></p>	<ul style="list-style-type: none"> <li>Time for Catch Up Numeracy and Literacy leaders to use reading and numeracy tests data to plan catch up provision and liaise with TA's who deliver the Catch Up intervention.</li> <li>Resources purchased to aid interventions. Interventions include: Catch Up Literacy and Numeracy programmes, Easimaths, 'Big Write', Redraft and Review sessionsnurture sessions, Daily Diaries and other SEN interventions identified on individual plans, MAT afternoons,</li> <li>SLT to attend leadership and management training</li> </ul>	£1, 400	Nature of programme	Name of Programme	Catch Up Literacy and Numeracy / several other nurture-based interventions including the ones listed on the left, audited internally	
				1= one to one 2 = small group	1:1	
				Contact time	15 mins x2 weekly	
			No of staff trained to use the programme	Teachers	X2 coordinta ors	
				LSA	X4	
				Total	X6	
			No and % of pupils supported	No	X26 CUN X35 CUL	
				% of school cohort	Num 12% Lit 16%	
			% of those targeted having made progress (need a measure)		100%	
			No of learners identified as MAT			
<p><b>1.6</b> Ensuring that targeted support and provision is available to stretch our more able and talented pupils (including where reading and numeracy test data indicates performance over and above the expected range)</p>	<ul style="list-style-type: none"> <li>Time for MAT coordinator and key teachers to analyse data, plan targeted support and monitor provision for MAT pupils.</li> <li>Time for MAT coordinator to train TAs regarding the support and extension of MAT pupils.</li> </ul>	£1,200	% of school cohort identified as MAT		37%(various intelligences, incl. most able)	
			Nature of programme	Name of Programme	Streamed Maths and task differentiation/teacher	



					<i>challenge</i>	
				1= one to one 2 = small group	1 and 2	
				Contact time		
			No of staff trained to use the programme	Teachers	all	
				LSA		
				Total		
			No and % of pupils supported	No	5.9 % (most able) targeted regularly and rest of MAT intelligences as necessary	
				% of school cohort	40%(various intelligences) 5.9 % (most able)	
			% of those targeted having made progress (need a measure)		40%(various intelligences) 5.9 % (most able)	



Activity supported		Source of funding and planned spend £	Outcomes	Targets	Actual
Literacy and Numeracy Identifier	Details of activities				
<b>2.1</b> <b>Promote effective family and community engagement</b>	<ul style="list-style-type: none"> <li>Employ a Family Engagement Worker Parent Liaison worker to work specifically on parent, family and community engagement (Sept – March)</li> <li>Funding of joint working projects including resources / external providers / room hire etc for family and community engagement projects (as per Community First Match Funding plan)</li> <li>Funding to develop further links that the School Council have started to develop with the community. This may also include resources to work on joint projects</li> <li>Funding for transition (FP-KS2 and KS2-High School) to create better links and fund joint projects</li> </ul>	<p>£6, 000 Match Fund</p> <p>£6,000 MATCH FUND FOR THE AMOUNT ABOVE IN ADDITION TO THE SCHOOL'S PDG ALLOCATION</p> <p>£1,000</p> <p>£4,500</p>	No of schools that have used PDG to funded initiatives to promote parental and community engagement and partnership working, including early education settings		
			Number of planned activities to engage parents within this grant	5	
			Number of parents attending	Approx 50	
			Number of schools conducting community inclusive activities within this grant		
			Number of schools with formal structures to promote partnership working within this grant		
			Number of e-FSM children supported	100%	
	<ul style="list-style-type: none"> <li>Employ TA's full time, (BJD, MG, AS, AJ, TM, SC, TJ, VL and one</li> </ul>	£63,556	Number of schools using the Sutton Trust Toolkit (or a similar toolkit)	All eFSM and LAC are supporte	



**2.2(a)**  
*Narrow the impact between the attainment of e-FSM / in-work poverty pupils and non e-FSM pupils with reference to the Sutton Trust Toolkit (STT)*  
**PIAP: Rec 1,2,3 and 4**

*TA part time SLM), to work on intervention strategies to include the following as well as supporting pupils within classes:*

- *Catch Up intervention*
- *Easi Maths intervention*
- *Group support in classes focusing on boosting attainment in numeracy and literacy across the curriculum*
- *Work with individuals to carry out interventions to support their emotional wellbeing, such as 'Drawing and Talking' and 'Seasons for Growth'*
- *Run a 45min relaxation/chill out club at lunch time for pupils to attend to lessen anxieties*
- *A lunchtime role that promotes play and the building of positive peer-peer relationships*
- *Use of the creative arts and after school clubs to develop self esteem and engagement*
- *To enable all of above to take place, certain TAs and teachers will need training throughout the year and resources.*

£1,000

*d and monitored. Measuring progress is continuous.*

**Number of schools**  
*able to demonstrate that the gap in attainment between e-FSM pupils and non e-FSM pupils has decreased over the 3 year period based on:*

*Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments*

*Reading and numeracy test data*

*Annual performance data for achievement of LT2+ at the end of key stage 4*

*Leaving schools without qualifications*

*Attendance data*

*Exclusions data*



<ul style="list-style-type: none"> <li>• Focus on developing meta-cognition and self regulation</li> <li>• Funding for 'Pobble' aimed at raising standards of writing.</li> <li>• Literacy and numeracy resources purchased to support the planning and development of these skills.</li> <li>• Development of Redraft and Review sessions that incorporate use of Incerts by teachers and pupils</li> <li>• Time for the attendance leader and Parent Liaison TA to meet and look in detail at attendance data and revise strategies and interventions to raise % of attendance, particularly focusing on FSM pupils.</li> <li>• Time for the attendance leader and Parent Liaison TA to analyse attendance and exclusions data and revise strategies and interventions where there are links. These interventions may include enhancement sessions and trips out of school to engage learners by developing skills outside of the classroom.</li> </ul>	<p>£900</p> <p>£19,494</p> <p>£300</p> <p>£300</p> <p>£300</p>				
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<p><b>2.2(b)</b> Narrow the impact between the attendance and exclusions of e-FSM and non e-FSM with reference to the Sutton Trust Toolkit (STT)</p>						
<p><b>2.3</b> Looked After Children (LAC)</p>	<ul style="list-style-type: none"> <li>Fund a TA for 45mins each lunchtime to run a relaxation/chill out club in the school for pupils to attend, (in particular LAC pupil who go through periods of extreme anger and emotional difficulties).</li> <li>Extensive access to TA for LAC pupil in class</li> <li>Fund access to nurture and emotional support from a named TA to lessen anxieties and raise learner engagement and attainment/achievement.</li> </ul>	<p>The funding for these activities has been included in section 2.2 a</p>	Clearly defined outcomes identified for LAC in all Key Stages			
			Number of schools able to demonstrate that the gap in attainment between LAC pupils and the e-FSM and non e-FSM has decreased over the 3 year period based on:	Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments		
				Reading and numeracy test data		
				LT2+ at the end of key stage 4		
				Attendance data Exclusions data		
			Number of LAC supported			
			Number and % of LAC making good progress	Number:		
				%		