

SEG/PDG Plan: 2014 - 2015

School Ysgol Bodafon	Total delegated SEG	Total delegated PDG	Total delegated GW
	£ 5414	£ 5508	£ 10 992

PRIORITY 1: DEVELOP AND RAISE STANDARDS OF LITERACY & NUMERACY

Activity supported		Source of funding and planned spend £	Outputs and Outcomes	Targets	Projected (to be completed by OCT 2014)	Actual (to be completed JAN 2015)
Literacy and Numeracy Identifier	Details of activities					
1.1 Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach to the requirements of the LNF	SLT, teachers and TA's to attend relevant training / courses, visits to schools showing good practise and share good practice internally.	£1000 (SEG)	No of teachers identified as requiring additional literacy and numeracy support	7	7	7
			No of teachers receiving additional training	7	7	7
			Average No of hours of support / teacher	3	3	3
	Release CPHs to update SOW to include LNF and to undertake 'learning walks' to see how LNF is delivered cross curricular with progression.	£500	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)	7	7	7
1.2 Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning	Purchase INCERTs assessment tracking system. Allocate supply to allow staff to train in better use of INCERTs to track and inform planning. (also cover cost of any courses) Time for key staff to analyse date and plan / monitor interventions.	£210	No of schools that make effective use of data from reading and numeracy tests to:	inform future planning	Data to be collected centrally	
				identify pupils that require targeted support		
				respond to the needs of MAT pupils		
				effectively target their grant spending plan		

	<p>Release staff to undertake standardisation / moderation activities – school, cluster and cross-phase, to include where relevant PLCs</p> <p>Train staff and purchase CATS4 to enable school to target specific groups of pupils.</p>	<p>£500 (SEG)</p> <p>£300</p>	<p>Staff have attended moderation standardisation sessions for Science and Maths at YJB Staff have attended PLCs RE, Writing (English) I-pads, RE and Cymraeg Ysgolion Categori 4</p> <p>Cat4a and Cat4b have been done with Y4/5 children. Analysis of these to be done over the summer ready for sharing with relevant teachers for September.</p>				
<p>1.3 Provide school leaders and teachers with support, in coordination with the National Support Programme, to implement the Literacy and Numeracy Framework</p>	<p>Purchase ICT equipment to enhance the learning of Literacy and Numeracy – Word / Excel for netbooks.</p>	<p>£87.50</p>	<p>No of schools supported by the NSP</p>		<p>Data to be collected centrally</p>		
			<p>Number of teachers supported by the NSP</p>		<p>7</p>	<p>7</p>	<p>7</p>
			<p>Total No of hours of support from NSP</p>		<p>3</p>	<p>3</p>	<p>3</p>
	<p>Release LNF coordinator to: conduct audit of current practice and provision; meet with cluster (PLC) and NSP and track LNF through the curriculum.</p>	<p>£250 (SEG)</p>	<p>No of schools making satisfactory progress in the implementation of the LNF</p>		<p>Data to be collected centrally</p>		
	<p>Release LNF coordinator to monitor progress towards the implementation of LNF, including eg. Lesson observation.</p>						
	<p>Purchase ICT equipment to continue to develop the use of ICT as an essential part of effective provision in the application of LNF across the curriculum – to include ipads, suitable apps and training for staff in their use.</p>	<p>£400 (SEG)</p>					
<p>1.4 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</p>	<p>Enable staff to develop their own expertise by observing good practice – in-house, cluster PLC working or 'Excellent' schools.</p>	<p>£600 (SEG)</p>	<p>Number of OT recruited using agreed selection criteria</p>		<p>Data to be collected centrally</p>		
			<p>No Trained by NSP</p>				
			<p>Time in days</p>				
			<p>No of Schools supported</p>				
			<p>% Schools improving</p>				

<p>1.5</p> <p>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</p>	<p>Time for key person to analyse data and identify groups of learners needing support e.g. boys or catch-up groups.</p> <p>Time to track progress of identified groups through the year - following on from schools assessment timetable.</p>	<p>£195 (SEG)</p> <p>£360.16</p>	Nature of programme	Name of Programme	Catch-up		
	1= one to one			1	1	1	
	2 = small group						
	No of staff trained to use the programme		Contact time	Min (2x15min)	Min (2x15min)	Min (2x15min)	
			Teachers	1	1	1	
			LSA	1	1	1	
	No and % of pupils supported		Total	2	2	2	
			No	28	28	28	
		% of school cohort	25.45%	25.45%	25.45%		
			% of those targeted having made progress (need a measure)				

<p>1.6</p> <p>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>	Purchase membership to NACE	<p>£100 (SEG)</p> <p>£250 (SEG)</p>	No of learners identified as MAT		29		
	<p>Provide activities for pupils to work with other MAT pupils - other primary schools and or secondary schools (supply cost for teacher / TA and travel).</p>		% of school cohort identified as MAT		26.36%		
			Nature of programme	Name of Programme	Brain Academy	Good Morning Children	
		1= one to one		2	2		
		2 = small group					
		Contact time	30 mins a week to explain tasks				
	No of staff trained to use the programme		Teachers	1	7		
			LSA	0	5		
		Total	1	12			
	No and % of pupils supported	No	29	29			
		% of school cohort	26.36%	26.36%			
				% of those targeted having made progress (need a measure)			

PRIORITY 2 : REDUCE THE EFFECT OF POVERTY AND DEPRIVATION ON EDUCATIONAL ACHIEVEMENT

Activity supported		Source of funding and planned spend	Outcomes	Targets	Projected (to be completed by Dec 2014)	Actual (to be completed March 2015)
Literacy and Numeracy Identifier	Details of activities	£				
2.1 <i>Promote effective family and community engagement</i>	Funding for initiatives such as Eco Schools to allow pupils to engage with the community - funding to:	£250(PDG)	No of schools that have used PDG to funded initiatives to promote parental and community engagement and partnership working, including early education settings	3	3	3
	<ul style="list-style-type: none"> release staff to undertake time on eco school file supply costs for staff to take pupils to eco events / sectors of the community that deal with eco, recycling etc purchase resources World War Commemoration Day Lunch with members from local community 		Number of planned activities to engage parents within this grant	3	3	3
			Number of parents attending	N/K yet	Ddim yma Marc	
			Number of schools conducting community inclusive activities within this grant	2	2	2
			Number of schools with formal structures to promote partnership working within this grant	2	2	2
			Number of e-FSM children supported	7	7	7
	Provide - Parents to lunch sessions (paid for by school) to encourage families to come together and discuss issues over the lunch table.	£30.75				
	Transport for children Dosbarth 4 to Olympic Sports Day	£70				
	Purchase ipads to be used in after-school ICT class for pupils and parents together - promote stronger family learning.	£200				
	Transition : Staff to be released to co-ordinate and liase with -	£1480(PDG)				

	<p>Home visits - new Nursery or Reception parents / pupils in their own homes</p> <p>Nursery from feeder nurseries</p> <p>Foundation Phase - Year 3</p> <p>Year 6 to Secondary schools.</p> <p>Release staff to co-ordinate and liase to ensure smooth transition</p>						
<p>2.2(a) <i>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)</i></p> <p>2.2(b) <i>Narrow the impact between the attendance and exclusions of e-FSM and non e-FSM with reference to the Sutton Trust Toolkit (STT)</i></p>	<p>Part fund TA to work on intervention strategies (LT - half hour per day) to include:</p> <p>Catch-up intervention</p> <p>Easi Maths intervention</p> <p>A lunchtime role that promotes play and the building of positive peer-peer relationships.</p>	£600	Number of schools using the Sutton Trust Toolkit (or a similar toolkit)				
	<p>Purchase resources that engage and excite learning in the outdoors - aimed at promoting learner interest / engagement and developing pupils literacy and numeracy skills.</p> <p>Provide training for lunchtime staff and identified pupils to set up 'playground buddies' system to support pupils in appropriate play activities during break times.</p> <p>Purchase resources for 'playground buddies'.</p> <p>Training for staff regarding the effect of poverty on attainment and how this can be combated.</p> <p>Training for staff on effective feedback to pupils (in line with STT) to include:</p>	£1408(PDG)	<p>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:</p>	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			
	£450(PDG)						
	£500						

	<div>GwE to provide training - Richard Watkin Staff to have time to observe good practice - both in-house and in other schools.</div> <div>Purchase resources that support self and peer-assessment with pupils.</div>	£400					
2.3 Looked After Children (LAC)			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:			
%							