

AFON -Y FELIN SCHOOL IMPROVEMENT PLAN

2016 – 2017

Our Improvement Priorities

1. To continue to raise standards in Science across the school.
2. To continue to raise standards in Numeracy with particular focus on enriching the teaching of numerical reasoning across the school.
3. To improve pupils' attitudes to learning through developing a growth mindset learning culture based on Habits of Mind.(HOB)
4. To further develop the quality of teaching through Continua.
5. To continue to improve standards in ICT across the school.
6. Reducing the gap between poverty and attainment.

School Context

The school achieved the 'Yellow' status in January 2016 in the National Categorisation process. Performance across all areas has continued to improve but our average performance remains slightly below the LA and Wales.

The interim headteacher was appointed as the headteacher in April 2016 and has been at the school for two years (originally as the seconded deputy headteacher) and has overseen a period of continuous improvement over a two year period. We have an acting assistant headteacher who was acting deputy headteacher for a period of 8 years. The schools population increased to 134 pupils from 119 pupils during the course of the year allowing the school to employ an additional teacher and LSO for September 2016. This has allowed the school to create 5 classes.

At the end of the financial year we had a significant surplus of £60,000 due to interim executive headteachers salary being split between two schools. The condition of the building internally is good as many rooms/corridors/foyer were refurbished/painted during the summer holidays. We have an IT suite and IT provision and facilities are good overall. The school has a parents room with facilities and a library which is currently under review. All pupils in the Foundation Phase have access to an outdoor classroom, with a soft surface. Year 2 have their own outdoor classroom. The school has spacious outdoor provision including a tyre park, playground, large field and an orchard. (An area which needs to be developed as it had been abandoned and was accessible until September 2014) A new cycle/scooter shelter was installed during the summer 2016.

Staffing Levels	Teaching	HLTAs/ LSOs	SNLAs	Admin.	Caretaker Cleaners	Midday Supervisors	Canteen Staff	Total
	5 teachers plus Headteacher	6	1	1	1 caretaker 2 cleaners	3	2	22

No. on Roll	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
All Pupils	23	21	16	21	9	12	11	20	134
FSM	12	13	9	16	3	7	7	11	78

Ethnicity	White	Mixed Background	Asian or Asian British	Black or Black British	Chinese or Chinese British	Other Ethnic Groups
	100%					

SEN Register	No. of pupils	38	FSM	No. of pupils	78
	% of school roll	41.6%		% of school roll	62.1 %



TARGET: 1- DEVELOP KNOWLEDGE AND BREADTH OF LEARNING IN SCIENCE IN THE FOUNDATION PHASE/ KS2.

<p><u>Emerging Priorities from SER</u></p> <p><u>KQ1 Standards</u> 1.1 1.1.2 1.1.3 1.1.4</p> <p><u>Targets</u></p> <ul style="list-style-type: none"> To continue to improve the school performance in Science and KUW (myself and living/non-living- range) especially at 06+/L5+. To narrow the gap between the school/LA/Wales at L4+ in Science with a key focus on developing numeracy/literacy across the curriculum. To broaden the quality of Science taught especially at KS2 inline with LA/Wales. To improve the schools benchmarking performance consistently to quartile 2 at L4+ KS2. To improve the performance Science at KS2 for specific groups of learners including MAT. To use the EIG effectively to support the raising of standards. 	<p><u>SEF Priorities</u></p> <p><u>Curriculum and teaching</u></p> <p><u>Success Criteria-</u></p> <ul style="list-style-type: none"> Raised attainment in end of year teacher assessments in Key Stage 2- higher % at Level 5+ Raised schools quartile position and benchmarking performance Improved outcomes for pupils demonstrating value added progress especially at Level 5/Outcome 6. Effective and embedded use of EIG linked to the implementation of new Science scheme at KS2.
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Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
<p>To ensure school performance data is used rigorously to raise standards.</p> <ul style="list-style-type: none"> ➤ Analysis of all school data – internal and external. ➤ Identification of specific groups of learners and provision. ➤ Data analysis is shared with all 	<p>Headteacher</p> <p>Acting Assistant Headteacher</p>	<ul style="list-style-type: none"> Data is used effectively to raise standards at 06+/L5. Improved value added pupil performance Increased staff knowledge of individual pupil and cohort data in order to 	<p>September 2016</p>	<p>TIME</p>	<p>Headteacher/ Acting Assistant Headteacher to audit termly Science Coordinator</p>	<p>Core data sets Classroom Monitor reports- termly Reports to stakeholders-SER/Headteachers Reports/SIP updates</p>

<p>➤ stakeholders</p> <p>➤ Data analysis and monitoring and evaluating learning is rigorous.</p>		<p>secure improvement.</p> <ul style="list-style-type: none"> • The schools tracking system identifies groups of pupils for additional support including MAT. 				
<p>Implement the new Science scheme ensuring that this contributes to raising standards and ensuring a consistency of approach.</p> <p>➤ Teachers identify the revised changes in the planning and share with pupils.</p> <p>➤ Teachers monitor their use of the new scheme of including the LNF.</p> <p>➤ Teachers monitor at KS2 the provision of range of experiences and skills.</p> <p>➤ Implement a</p>	<p>Headteacher</p> <p>Acting Assistant Headteacher</p> <p>KS2 staff</p>	<ul style="list-style-type: none"> • KS2 pupils work demonstrates a breadth of coverage of skills and LNF opportunities. • Standards in Science are maintained and raised, particularly for more able, in Key Stage 2. • Staff expertise raised in order to deliver effective Science/ KUW- myself and living/non living learning. • Evidence of consistent use of strategies. • Increased pupil competence and attainment. 	<p>Ongoing from September 2016</p>	<p>TIME Science Scheme costs- £400 PDG</p>	<p>Headteacher/ Acting Assistant Headteacher to monitor on an on-going basis Science Co-ordinator</p>	<p>Teachers planning and evaluation Pupils work Lesson Observation reports</p>

<p>Science Skills Progression Document to allow access to Level 5.</p> <ul style="list-style-type: none"> ➤ Create curriculum mapping to demonstrate coverage linked to Cornerstones. 		<ul style="list-style-type: none"> • Increased understanding of scientific process - plan, develop, reflect. 				
<p>Provide additional training/resources for all staff , including new members</p> <ul style="list-style-type: none"> ➤ Audit of current Science/KUW resources. ➤ Training for specific staff ➤ Resources purchased to enhance learning 	Headteacher	<ul style="list-style-type: none"> • Training impacts on staffs knowledge and pupil attainment. • Science scheme is embedded and impacting on attainment. • Resources enhance learning 	Autumn Term 2016	Internal providers External Training- £1500 Training Budget	Headteacher/ Acting Assistant Headteacher to monitor on a termly basis	Training Handouts
<p>To improve the performance above 36% Science at KS2 for specific groups of learners including MAT.(Level 5)</p>	Headteacher Acting Assistant Headteacher KS2 staff	<ul style="list-style-type: none"> • Data analysis identifies specific groups including MAT pupils.- Level 5. Improved skills lead to higher standards specifically for MAT pupils. • Effective implementation of scientific skills through the implementation of a new scheme. 	September 2016- July 2017	TIME £11,066 EIG	Headteacher/ Acting Assistant Headteacher to monitor on a termly basis Science Coordinator	Pupils work MAT register Listening to learners Pupils' work Video evidence Data- Classroom Monitor tracking

		<ul style="list-style-type: none"> • Raised attainment 				
To raise performance in KUW at FP for specific groups of learners including MAT.(Outcome 6)	Headteacher Acting Assistant Headteacher FP staff	<ul style="list-style-type: none"> • Effective sharing of data with all stakeholders • Raised attainment in pupils achieving Outcome 6. 	September 2016- July 2017	TIME EYPDG £750	Termly monitoring by Headteacher/ Acting Assistant Headteacher Science Coordinator	
TOTAL COSTS				Costs£12,216		



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TARGET: 2. CONTINUE TO RAISE STANDARDS IN NUMERACY WITH PARTICULAR FOCUS ON ENRICHING THE TEACHING OF NUMERICAL REASONING ACROSS THE SCHOOL.

<p>Emerging Priorities from SER</p> <p>KQ1 Standards 1.1 1.1.2 1.1.3 1.1.4</p>	<p>SEF Priorities</p> <p>Curriculum and teaching</p>
<p>Targets</p> <ul style="list-style-type: none"> • To improve the schools benchmarking performance from quartile 4 to 3/2 at FP at 06+ and from quartile 3 to quartile 2 at KS2- L4+ • To improve the performance in numerical reasoning at both FP/KS2 for specific groups of learners including MAT. • To improve Mathematical Development performance in line with LA/Wales especially at 06+ • Narrow the gap between the school/LA/Wales at L4+ in Maths with a key focus on numeracy across the curriculum. • To use the EIG effectively to support the raising of standards. • Key focus on Year 3 for September to improve procedural/reasoning as performance was weighted negatively. 	<p>Success Criteria-</p> <ul style="list-style-type: none"> • Raised attainment in National Test results • Raised schools quartile position and benchmarking performance • Improved outcomes for pupils demonstrating value added progress • Effective and embedded use of EIG. • Improved performance in numerical reasoning especially in Year 3 raising the percentage of outcome 6/Level 5+ and the above average (115+) • Continued improvements in the progress measures and mean progress.

Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
<p>To ensure school performance data is used rigorously to raise standards.</p> <ul style="list-style-type: none"> ➤ Analysis of all school data – internal and external. ➤ Identification of specific groups of learners and provision. ➤ Data analysis is shared with all stakeholders ➤ Data analysis and monitoring and evaluating learning is rigorous. ➤ Embed whole school Big Maths Tracker to monitor progression/pace/coverage. 	<p>Headteacher Acting Assistant Headteacher</p>	<ul style="list-style-type: none"> • Data is used more effectively to raise standards in the NNR test in lower KS2 and improve benchmarking position to quartile 4 to 3/2 at FP at 06+ and from quartile 3 to quartile 2 at KS2- L4+ • Improved value added pupil performance from FFT%. • Increased staff knowledge of individual pupil and cohort data in order to secure improvement. • The schools tracking system identifies groups of pupils for additional support including MAT. 	<p>September 2016</p>	<p>TIME Alfie Diagnostic License costs £295 SIG Costs</p>	<p>Headteacher/ to audit termly Acting Assistant Headteacher</p>	<p>National Test Results Classroom Monitor reports-termly Reports to stakeholders Core data sets</p>
<p>To improve the performance in numerical reasoning of all pupils, including MAT, therefore raising the percentage of outcome 6/Level 5+ and the above average (115+) National Test Results.at both FP/KS2 for specific groups of</p>	<p>Headteacher Acting Assistant Headteacher Teaching staff</p>	<ul style="list-style-type: none"> • Data analysis identifies specific groups of learners who need additional support. • Continued improvements in staff knowledge and awareness of teaching 	<p>September 2016- July 2017</p>		<p>Monthly monitoring by Headteacher/ Acting Assistant Headteacher GB Teaching Staff</p>	<p>Pupils' work NPT results Classroom Monitor Tracking</p>

learners including MAT. <ul style="list-style-type: none"> ➤ To revise the I can statements to reflect the new Aols and PoS. ➤ Utilise specific support for MAT learners 		numerical reasoning through training and support. <ul style="list-style-type: none"> • Improved numerical reasoning skills for all pupils, including MAT. • Raised attainment in pupils achieving Outcome 6/Level 5. • Pupils confidently use AFL/I can statements to track progress/identify targets. • Improved performance at Year 2/Year 3 for procedural/reasoning. 				
To improve the schools benchmarking performance from quartile 4 to 3/2 at FP at 06+ and from quartile 3 to quartile 2 at KS2-L4+	Headteacher Acting Assistant Headteacher All staff	<ul style="list-style-type: none"> • Improved Outcome 6 attainment. • Improved benchmarking quartile position. 	Ongoing from Autumn Term 2016	£11,066 EIG	Headteacher/ Acting Assistant Headteacher GB	Analysis of data. Pupils work
Develop Mental Calculation Strategies in Foundation Phase and Key Stage 2 <ul style="list-style-type: none"> ➤ Initiate TAPPAS training through SIG funding 	Headteacher Acting Assistant Headteacher All staff	<ul style="list-style-type: none"> • Raised attainment across the school. • Staffs knowledge/pupils confidence has improved to deliver mental maths- TAPPAS 	Ongoing from Autumn Term 2016	SIG Costs- £855	Headteacher/ Acting Assistant Headteacher GB	Analysis of specific groups Classroom Monitor tracking SIG action plan SIG summary report
To continue to raise attainment in Mathematics in the Foundation Phase at outcome 6 to ensure more than 10%+ achieve 06+.	Headteacher Acting Assistant Headteacher FP staff	<ul style="list-style-type: none"> • Improved Outcome 6 attainment. • Effective sharing of data with all stakeholders 	Ongoing from Autumn Term 2016	EYPDG £750 PDG £12,000	Headteacher/ Acting Assistant Headteacher GB	Analysis of specific groups- MAT Classroom Monitor tracking
TOTAL COSTS				£ 23,816 plus SIG costs		



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TARGET: 3. WELLBEING - TO IMPROVE PUPILS' ATTITUDES TO LEARNING THROUGH DEVELOPING A GROWTH MINDSET LEARNING CULTURE BASED ON HABITS OF MIND .(HOB)

Emerging Priorities from SER

KQ1 – Standards/ Wellbeing

KQ2- Learning Experiences

1.2.1. 1.2.2 1.2.4 2.1

SEF Priorities

Participation and enjoyment in learning

Learning experiences - provision for skills

Target- Wellbeing

- To underpin the development of the Maths target by using Habits of mind to develop good attitudes to learning.
- To develop pupils well being through the implementation of Habits of Mind.
- To develop pupils thinking skills.
- To evaluate practice and impact across the school and individual focus groups of children.
- To strengthen partnership working through participation in action research within SIG 20 -'Habits of Mind' training/evaluation/impact.

Success Criteria

- Improved attitudes to learning/ well-being/behaviour.
- Improved AFL- self assessment understanding linked to thinking skills
- Improved attainment across the school.
- Effective partnership working at SIG level.

Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
To underpin the development of the Maths target by developing the 'Habits of mind' scheme. ➤ Develop an action plan	Headteacher Acting Assistant Headteacher	<ul style="list-style-type: none"> • Successful implementation of the Habits of Mind Scheme. • Improved attainment in Maths/numerical reasoning by using Habits of mind to develop good attitudes to learning • Improved pupils' attitudes to learning through 	September 2016- July 2016	SIG- £635 £11,066-EIG £750 EYPDG	Headteacher/ Acting Assistant Headteacher	Habits of Mind Action Plan 2016 Pupils work/Displays Parental Booklet

<p>incorporating 6 Habits of Mind.</p> <ul style="list-style-type: none"> ➤ Habits of Mind rolled out across the school. ➤ Build vocabulary related to the Habit of Mind ➤ Devise Habits of Mind booklet for parents. ➤ Ensure that the school's recognition and reward systems are based on the Habits of Mind. ➤ Develop the Habits of Mind as a school "Code of Ethics". ➤ Make your classroom expectations of the Habits of Mind clear with displays. 		<p>raised attainment.</p> <ul style="list-style-type: none"> • Improved development of thinking skills. • Classroom rich activities and displays • Parental awareness of Habits of Mind has been developed. • Rewards/celebrations reflect the 6 Habits of Mind. • Pupils voice/ decision making has increased. • Pupil attainment has been improved due to focus on the development of Habits of Mind. 				<p>Headteachers Awards Photographic evidence</p>
<p>Provide training/resources for all staff , including new members</p> <ul style="list-style-type: none"> ➤ Launch Habits of Mind from initial training 	<p>Headteacher Acting Assistant Headteacher</p>	<ul style="list-style-type: none"> • Staff are competent in delivering 6 Habits of Mind. • Planning reflects Habits of Mind. 		<p>INSET Costs- SIG-£355</p>	<p>Headteacher/ Acting Assistant Headteacher All staff</p>	<p>Training notes/resources Planning</p>

Develop action research in conjunction with SIG 20. <ul style="list-style-type: none"> ➤ Develop small focus group for action research. ➤ Use whole school baseline survey to support measurement of impact. ➤ Evaluate practice and impact seen in individual schools and individual focus groups of children. 	Summer Term- Mr Hughes Mrs Grist Autumn 2016 All staff	<ul style="list-style-type: none"> • Measured impact from small focus action research. 	Autumn 2016-July 2017	SIG	Headteacher/ Acting Assistant Headteacher Mr Hughes Mrs Grist	Pupils' work Displays Action Research Summary Report Baseline surveys. Listening to learners
TOTAL COSTS				£ 11,816plus SIG		



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TARGET: 4. TO FURTHER DEVELOP THE QUALITY OF TEACHING.

<p>Emerging Priorities from SER</p> <p>KQ2 Teaching 2.1.1. 2.2.1 2.2.2</p> <p>Targets</p> <ul style="list-style-type: none"> • To raise the standard of teaching from good to excellence above 18% (excellent) • Specific training needs of individual staff identified for both teaching staff and non-teaching staff. • All staff to move positively towards excellence in teaching. 	<p>SEF Priorities</p> <p>Teaching and curriculum</p> <p>Success Criteria-</p> <ul style="list-style-type: none"> • All staff move towards excellence in teaching. • Improved quality of teaching.
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Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
<p>To ensure teachers/Learning Support Officers are trained in the training programme- Continua.</p> <ul style="list-style-type: none"> ➤ Baseline teaching staff using the 'Golden Spiral'. ➤ Analysis of data from the GS starting point establishing WILLWIG's and WILLWIE's ➤ Monitoring of Continua spreadsheet. ➤ Analysis of Continua spreadsheet. 	<p>Headteacher Acting Assistant Headteacher</p>	<ul style="list-style-type: none"> • Staffs knowledge and understanding of teaching and learning improves. • Standards of attainment have improved. 	<p>2016</p>	<p>TIME Continua Costs- £250</p>	<p>Termly monitoring by Headteacher/ Acting Assistant Headteacher</p>	<p>Continua training notes- LSOs Analysis of data- Teaching staff and LSOs Baseline- Golden Spiral Continua spreadsheet</p>
<p>All staff including Learning Support Officers effectively identifies strengths and areas for development.</p> <ul style="list-style-type: none"> ➤ Training needs identified for individual CPD. 	<p>Headteacher Acting Assistant Headteacher GB Members</p>	<ul style="list-style-type: none"> • All staff improve their teaching skills and as a result raise standards. • Learning Support Officers understand their strengths and areas for development. 	<p>Autumn term 2016 on going</p>	<p>TIME</p>	<p>Headteacher/ Acting Assistant Headteacher</p>	<p>Training notes Monitoring and Evaluation File Performance Management Staff Files</p>
<p>To raise the standard of teaching from good to excellence above 18%</p>	<p>Headteacher Acting</p>	<ul style="list-style-type: none"> • Percentage of excellent lesson observations are improved above 18%. 	<p>Autumn term 2016 on going</p>	<p>TIME CPD</p>	<p>Headteacher/ Acting Assistant Headteacher</p>	

(excellent)	Assistant Headteacher All staff					
TOTAL COSTS				£250		



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TARGET: 5. TO CONTINUE TO IMPROVE STANDARDS IN ICT ACROSS THE CURRICULUM.

<p>Emerging Priorities from SER</p> <p>KQ1- Standards 1.1</p>	<p>SEF Priorities</p> <p>Skills</p>
<p>Targets</p> <ul style="list-style-type: none"> To improve standards of ICT for all learners in light of the new Digital Competency Framework. Application of ICT skills to ensure skills are transferable to a wide variety of contexts. To embed the new robust IT tracking systems. To continue to create digitally minded pupils for 21st century learning through effective teaching and learning. To develop e-safety within the school. To embed coding and programming/digital technology. 	<p>Success Criteria-</p> <ul style="list-style-type: none"> Raise standards in ICT through the effective implementation of the ICT scheme of work and the Digital Framework. IT tracking system firmly embedded. Pupils' knowledge/expertise/confidence has been broadened. Value for money. Raised awareness of e-safety across the school.

Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
To improve standards in ICT through the implementation of the scheme of work	Headteacher Acting Assistant Headteacher	<ul style="list-style-type: none"> Pupil data is effectively used to improve standards. Tracker clearly identifies pupil 	Autumn 2016- July 2017	TIME £11,067-EIG £750-EYDPG	Headteacher to monitor termly Acting Assistant Headteacher ICT Coordinator	IT tracking systems Pupils work in literacy and numeracy

<p>and Digital Framework.</p> <ul style="list-style-type: none"> • Analysis of ICT standards across the school. • Implementation of the Digital Framework. • ICT policy reviewed and updated to reflect changes • Continue to develop ICT across the curriculum. • Developing strategies to support MAT learners. 	<p>IT coordinator</p>	<p>progress.</p> <ul style="list-style-type: none"> • Staff training impacts on pupil progress and provision in the classroom. • Planning identifies IT skills and cross-curricular links. • Pupils are confident using IT resources in all areas of learning.. 				<p>ICT SOW</p>
<p>To evaluate and analyse ICT standards at the end of the year.</p>	<p>Interim Headteacher Acting Assistant Headteacher IT coordinator</p>	<ul style="list-style-type: none"> • Robust tracking system impacts on learning through monitoring. • Staffs knowledge and understanding has improved. 	<p>Autumn 2015- July 2016</p>	<p>TIME</p>	<p>Interim Headteacher/ Acting Assistant Headteacher to monitor ½ termly</p>	<p>ICT tracking system</p>
<p>To use IT resources effectively.</p> <ul style="list-style-type: none"> ➤ Organise relevant training for staff 	<p>Headteacher Acting Assistant Headteacher IT coordinator</p>	<ul style="list-style-type: none"> • All staff access and use IT resources to support learning for all pupils. 	<p>Autumn 2016- July 2017</p>	<p>Course costs</p>	<p>Headteacher/ Acting Assistant Headteacher to monitor late arrivals.</p>	<p>Pupils work Training notes</p>

<p>To continue developing the concept of coding and programming/digital technology especially in upper KS2.</p> <p>➤ Monitoring progress through a range of challenges.</p>	<p>Headteacher</p> <p>Acting Assistant Headteacher</p> <p>IT coordinator</p>	<ul style="list-style-type: none"> • Critical thinking and numerical reasoning skills are improved by constructing basic programs to solve specific problems. • Principles of analysis, planning, programming, testing and debugging are implemented. 	<p>Autumn 2015- July 2016</p>	<p>PPA £5265</p> <p>PDG</p>	<p>Headteacher/ Acting Assistant Headteacher to monitor.</p>	<p>Training notes</p>
<p>To develop e-safety within the school.</p>	<p>Headteacher</p> <p>Acting Assistant Headteacher</p> <p>IT coordinator</p>	<ul style="list-style-type: none"> • 360 E-Safety action plan demonstrates improvements. 	<p>Autumn 2015- July 2016</p>	<p>TIME</p>	<p>Headteacher/ Acting Assistant Headteacher to monitor.</p>	<p>360 notes- progression</p>
<p>To employ a specialist ICT PPA teacher.</p>	<p>Headteacher</p> <p>Acting Assistant Headteacher</p> <p>IT coordinator</p>	<ul style="list-style-type: none"> • ICT skills have been enhanced and developed further . 	<p>Autumn 2015- July 2016</p>	<p>PPA Teacher cost£12,500</p> <p>PDG</p>	<p>Headteacher/ Acting Assistant Headteacher to monitor.</p>	<p>Pupils work ICT tracker</p>
<p>TOTAL COSTS</p>				<p>£17,082</p>		



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TARGET: 6. REDUCING THE GAP BETWEEN POVERTY AND ATTAINMENT

<p>Emerging Priorities from SER</p> <p>KQ1 Standards 1.1 1.1.2 1.1.3 1.1.4 KQ 3 Partnerships</p>	<p>SEF Priorities</p> <p>Curriculum and Standards</p>
<p>Targets</p> <ul style="list-style-type: none"> Raising the benchmark position in all three indicators at 06+ and improving the FPI to quartile 2 or above and raise quartile position from 3 to 2 at Level 4+ in all indicators. Monitor reading to continue trend of raising % above family at KS2. To introduce a specific intervention for English. To continue improving pupils performance to achieve above 115 in reading and eliminating the % pupils performing below 85. Ensure specific individuals still receive intensive support in Year 5 to continue narrowing the attainment gap. 	<p>Success Criteria-</p> <ul style="list-style-type: none"> Benchmark position has been raised at 06 + and from quartile 3 to 2 at L4+. The gap has been narrowed in the reading tests results against LA/Wales. Speech Links/Catch Up has impacted positively for specific groups of learners. Raised performance above a SS of 85 + in the reading tests. Performance for Year 5 has been narrowed/improved. Increased outcome 6 in LLC.

Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
<p>Implement a support programme to raise standards of literacy (Speech/Catch Up) and continue using Spotlight in numeracy for pupils on FSM</p> <ul style="list-style-type: none"> ➤ Ensure pupils learning is tracked effectively. ➤ All pupils are assessed accurately and learning programmes are put in place to secure improvement. ➤ All pupils are set specific targets for 	Headteacher	<p>Standards are raised for most FSM pupils</p> <p>R - Y1 - Y2 - Y3 - Y4 - Y5 - Y6 - Total-</p> <ul style="list-style-type: none"> 90% of the targeted pupils reach the national standard by the end of key stage or are on target to reach that standard in other years. 	Autumn Term 2016- July 2017	<p>Spotlight Intervention Catch Up-Intervention- Training costs</p> <p>LSO costs£17,485 PDG</p>	Headteacher/ Acting Assistant Headteacher to monitor.	Spotlight/ Catch Up data

improvement. ➤ All pupils receive specific and targeted support in order for them to improve,						
Develop parental partnerships further ➤ Continue Family Learning ➤ Continue Reading Cafes/LAP/NAP/WAP ➤ Develop the family room ➤ Devise parental booklets-reading etc..	Family Engagement Officer Headteacher	<ul style="list-style-type: none"> Increased parental involvement of specific pupils. Classroom environment reflects parental engagement. Raised attainment of FSM pupils. 	Autumn Term 2016- July 2017	FEO- £9,500 PDG	Headteacher/ Acting Assistant Headteacher to monitor.	Displays Parental Booklets
To further develop enrichment activities. ➤ Develop sporting opportunities ➤ Participation in the 2017 Eisteddfod.	Headteacher	<ul style="list-style-type: none"> Increased participation in extra curricular sporting events. Welsh culture and welsh second language further enhanced. 		Urdd membership Transport Costs £2500	Headteacher/ Acting Assistant Headteacher to monitor.	
TOTAL COSTS				£29485		

Appendix 1: Summary of spending to support the SIP

		EIG	Early Years - PDG	PDG	Total Spend
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Target 1	To continue to raise standards in Science across the school.	£ 11,066 staffing	£750	Science- Training Costs/Scheme £400	£12,216
Target 2	To continue to raise standards in Numeracy with particular focus on enriching the teaching of numerical reasoning across the school.	£ 11,066 staffing	£750	£12,000 Staffing Intervention	£23,816
Target 3	To improve pupils' attitudes to learning through developing a growth mindset learning culture based on Habits of Mind.(HOB)	£ 11,066 staffing	£750		£11816
Target 4	To further develop the quality of teaching through Continua.				
Target 5	To continue to improve standards in ICT across the school.	£ 11,067 staffing	£750	KS2 PPA –MiLittle Pad £5265 MiLittlePad	£17,082
Target 6	Reducing the gap between poverty and attainment			£9,500 FEO Enrichment Activities £2500 Catch Up Intervention- £17,485	£29485
Total		£44265	£3000	£47150	£94415