

AFON -Y FELIN SCHOOL IMPROVEMENT PLAN

2021 – 2022

Our Improvement Priorities

1- To raise standards in the AoLE- Languages, Literacy and Communication reducing the impact of poverty on educational attainment.

1a- To raise standards in spelling at Progression Step 3.

1b- To raise standards in reading/phonic awareness in Progression Step 1 and 2.

2. To continue to develop teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales with a key focus on AoLE- Humanities/Science and Expressive Arts.

3. To raise standards in Numeracy in Progression Step 2 and 3.

4. To continue to promote Health and Wellbeing across the school

School Context

The school achieved the 'Green' status in January 2020 in the National Categorisation process. Performance across many areas has continued to improve but our average performance remains slightly below Wales. The schools progress from baseline is very good. Due to the pandemic no further categorisation will happen.

The headteacher was appointed in April 2016 and has been at the school for seven years (originally as the seconded deputy headteacher) and has overseen a period of continuous improvement over a seven year period. A Deputy Headteacher was employed in April 2017 after being in an acting position for a period of 8 years. The schools current population is 139 pupils. The school continues with 6 classes to support the WG to narrow the gap using PDG. The schools population increased consistently for 7 years. The school will close August 2023 and all pupils will move to a new larger school. This new school will replace two local schools.

At the end of the financial year the school had a credit budget of £24,033(4). The condition of the building internally is good as many rooms have been refurbished/painted. Due to the expansion of the KS2 pupil population/covid 19 restrictions the 'Innovation and Creativity Room' has been converted into a classroom and IT hardware has been distributed into classrooms. The school has a renovated library/research zone. All pupils in the Foundation Phase have access to an outdoor classroom, with large soft surfaces provided. The school has spacious outdoor provision including a tyre park, trim trail, new multicourt, playground, large field, mud kitchen. These areas were developed to provide more effective outdoor learning spaces. A cycle/scooter shelter was installed during the Summer 2016. A wooden castle/outdoor classroom was constructed Summer 2021.

Staffing Levels	Teaching	HLTAs/ LSOs/FEO	SNLAs	Admin.	Caretaker Cleaners	Midday Supervisors	Canteen Staff	Total
	6 teachers plus Headteacher	6	2	1	1 caretaker 2 cleaners	4	3	27

No. on Roll	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
All Pupils	19	19	20	16	17	22	12	14	139
FSM	10	12	8	12	12	14	6	12	68

Ethnicity	White	Mixed Background	Asian or Asian British	Black or Black British	Chinese or Chinese British	Other Ethnic Groups
	97%					3%

			FSM	No. of pupils	85/139
				% of school roll	61%

Review of the 2020-21 SIP

(Due to the disruption over a two year period with there is no national data)

Targets	Success Criteria	Evaluation rag rated
<p>Target 1=</p> <p>1a To raise standards in reading especially in the Foundation Phase /reducing the impact of poverty on educational attainment.</p> <p>1b- To raise standards in writing especially in the Foundation Phase/reducing the impact of poverty on educational attainment.</p>	<p><u>Summer Term 2021 Update – Key Stage 2- 20 Pupils- 5% = 1 pupil</u></p> <p>In English, (14 pupils-70%) achieved Level 4+ and 6 pupils (30%) achieved Level 5. 75% were predicted to achieve Level 4+ and 35% to achieve Level 5. Despite the challenges of the year with Spring term lockdown/home learning, Year 6 made good progress for the majority. It is the cusp children who have achieved Level 3+ who would normally have gained Level 4. Results are down on previous years at Level 5 in English. However cusp were affected. 50% are eFSM pupils, (40%) achieved the national standard in English . Two eFSM pupils achieved Level 5 in English. The LAC pupil achieved L4+. Of the 20 pupils, (15%) 1 pupil is dyslexic, 1 pupil is awaiting ADHD outcome and 1 pupil attended the BRIDGE revolving door programme and received 1-1 support- 15 hours a week for behaviour. These pupils were identified as SA/SA+ and will move to IDPs in KS3.</p> <ul style="list-style-type: none"> • Pupil progress meetings- 18/01/21 demonstrated the progress of pupils in English/LLC across the school. Targets were provided for pupils performing below the average and specific pupils were referred to the relevant panel for guidance and support. Many of these pupils received support through Letters and Sounds and Lexiauk. <i>The concern at that point is that the school had a significantly higher % of pupils accessing Speech Links and Language Links across the school including into juniors. Also pupils reading ability has impacted negatively on LLC/English. Last years lockdown has negatively impacted on standards across the school in LLC/English despite utilising RRRs funding to narrow the gap.</i> • Pupil progress meetings held in Spring - 12/04/21 demonstrated the progress of pupils in English/LLC across the school and the importance of clear focus on reading/writing in the summer term. Progress was made but at a much slower rate in normal years and the gap which was exceptionally wide started to narrow but not significantly enough to ensure that the Level 3+ cusp met national standards of attainment and progress. The lockdown had less of a detrimental effect on learning as Year 6 were more independent to engage in the learning. 	

Year 2- (17 pupils- 1 pupil=5.8%)

- Only **34%** achieved O5+ by the end of the Summer term. Significant targeting of pupils currently performing at **4-/4** continued into the Summer Term 21 to try to narrow the gap in learning lost. The pupils who did NOT achieve the NC standards are as follows; 2 pupils are diagnosed with ASD, 4 with BESD issues (one is a NEWBIE) 1 pupil with a hearing difficulty- 40%. The remaining pupils against pupil progress in previous years suggest gradual progress is being made against their starting point. Of the 11 pupils- (63.8%) eFSM pupils, 9/11 did not achieve the national standard in LLC. No pupils achieved Outcome 6. This is extremely poor data due to two years of disruption from the pandemic. This cohort missed at least two terms of learning over two years. Two terms related to 66% of progress against outcome. 7 pupils achieved Outcome 4, with the 66% of learning added the total percentage would have been 74% in a normal year. This cohort will require significant support in Year 3.(experienced LSO/HLTA has been allocated to the class for the full year.
- In the Autumn Term RRRs grant funding supported Year 2 pupils to narrow the significant gap. Significant targeting of pupils who were performing at **4-/4 was provided. However with the additional lockdown period for at least half of the spring term the gap/time did not impact against results positively. The speech links/language link difficulties had risen sharply this year which has had a detrimental effect on learning in LLC.**
- After the pandemic lockdown of 2020, this Year 2 and also the other Foundation Phase classes have been hit the worst for retaining skills lost during the pandemic DUE to significant poor family engagement and any reinforcement of skills in the Summer term 2020.
- There were no expectations for formal lesson observations to be conducted during 2020-2021.
- Standards in books demonstrate that there is progression in being made in most classes based on LLC monitoring in the Summer term 21.
- Staff evaluated regularly the pupil progress against the SIMS trackers demonstrating the value added progress of oracy/reading and writing development termly. Through discussions it was clear that 'normal progress had slowed' after the pupils return.

- In the FP meetings, staff have started to use Class Dojo to communicate to parents and set Literacy tasks during the Spring term lockdown.
- Wellcomm- At the end of Summer Term 2021, of the original 19 Nursery pupils 5- red level require support and monitoring.
- Speech Links- 17 pupils required support. (An increase on last year) 18 pupils required language links support(a significant increase on last year) Also there are 12 Junior Language Links pupils and 5 speech links pupils- (Increase on last year)- Therefore over 25% of the school have specific SALT difficulties. There was a key focus on teachers planning to reflect the teaching of these aspects in the FP and an LSO provided support in KS2.
- LLC self-evaluation was completed to support ongoing development of the new curriculum.
- All new/revised documentation has been disseminated to all staff; including Writing genre mapping, New Guided reading sheets, Writing journey audit Reading range documentation, TALK/Oracy strategies, Performance Poetry resources, LLC Placemats, LLC Self-evaluation toolkit/audit
- In upper KS2 new innovative links were established to promote English/Welsh through InFilm involving Eloise Williams
- All classroom have created writing working walls.
- The school has reviewed the teaching of reading/phonics in the Foundation Phase through staff meeting and Foundation Phase meeting inputs. Pupils in Year 1/Year 2 have been provided with ORT flashcards and there is a higher emphasis on teaching phonics/reading practise within planning/monitoring of books.
- The Foundation Phase department have attended FP meetings to review phonic delivery and progress to ensure a consistent approach.
- The FP meeting discussed how gross motor skills were taught at AYF in April 21 and also to provide feedback on the Jabados training.
- The Foundation Phase attended FP meetings to ensure the consistency of letter formation is being taught.
- The lead for LLC conducted monitoring of standards in books in the summer term 21.
- Pie Corbett resources have been distributed and placed on the one drive for all staff to access.
- Mrs E .Hughes have been successful in achieving temporary TRL3 to develop curriculum design in progression step 1 and 2 as lead for LLC.

	<ul style="list-style-type: none"> • Actions • Monitor the impact of LEXIA on reading standardised scores. This needs to be added to SIP 2021-2022. • To review all policies related to LLC to ensure they are in line with the new curriculum.- This needs to be added to SIP 2021-2022. • To evaluate the impact of the new reading scheme and CODE books- SIP 2021-2022. 	
<p>Target 2: To continue to raise standards in Numeracy/reducing the impact of poverty on educational attainment</p>	<p>Summer Term 2021 Update – Key Stage 2- 20 Pupils- 5% = 1 pupil</p> <p>In Maths, 16 pupils (80%) have achieved Level 4+ with 25% (5 pupils) achieving Level 5. At the end of the Autumn Term 2020 the performance in Maths at KS2- Year 6 suggested that 75% would achieve. Despite the challenges of the year, Year 6 have made good progress for the majority. It was the cusp children who achieved Level 3+ who would normally have gained Level 4. Results are only slightly down on previous years at Level 4 but halved at Level 5. Impact greatest for MAT learners.</p> <p>As above stated, of the 20 pupils, (20%) 1 pupil is dyslexic, 1 pupil is awaiting ADHD outcome and 1 pupil attended the BRIDGE revolving door programme and currently receives 1-1 support- 15 hours a week for behaviour. These pupils are identified as SA/SA+. The LAC pupil achieved L4 in Maths. 55% were eFSM pupils, (45%) achieved the national standard in Maths. Two eFSM pupils achieved Level 5.</p> <p>Year 2- (17 pupils- 1 pupil=5.8%)</p> <ul style="list-style-type: none"> • In Year 2 Only 41% achieved O5+ by the end of the Summer term in Maths. Significant targeting of pupils was provided to pupils performing at 4-/4 to narrow the gap in learning lost. The pupils who did not achieve the NC standards are as follows; 2 pupils are diagnosed with ASD, 4 with BESD issues (one is a NEWBIE) 1 pupil with a hearing difficulty- 40%. The remaining pupils against pupil progress in previous years suggest gradual progress is being made against their starting point. Of the 11 pupils- (63.8%) eFSM pupils, 8/11 did not achieve the national standard in MD. No pupil achieved Outcome 6 in Maths. This is extremely poor data due to two years of disruption from the pandemic. This cohort missed at least two terms of learning over two years. Two terms related to 66% of progress against outcome. 9 pupils achieved Outcome 4, with the 66% of learning added the total percentage would have been 92.8% in a normal 	

	<p>year. <i>Despite online learning being provided and the uptake improve slightly the gap remained wide.</i></p> <ul style="list-style-type: none"> • Moderation took place in the Autumn term 2020 to ensure levels reflected are evidenced in books. • The FP Compact Profile was conducted in the Autumn 2020 for Nursery/Reception pupils to establish a baseline. It was noted that the Nursery baseline had a low baseline in Numeracy. • Monitoring of standards suggests that there is progression between year groups but problem solving/reasoning needs to be taught more consistently as highlighted in the SIP. • All staff have completed the Mathematics placemat and completed the Mathematics self-evaluation audit. • The Maths lead conducted monitoring of standards in the Summer term, the outcomes will feed into SIP 2021-2022. • The lead for Mathematics reviewed and added to the e portfolio for Numeracy. • The FP team discussed the teaching of Mathematics in Year 1 and Year 2 in the summer term. • Mrs Williams attended training on 09/06/21 on Mathematics and Numeracy. <p>Action</p> <ul style="list-style-type: none"> • Ensure a consistently in teaching problem solving. – SIP 2021-2022 	
<p>Target 3: To further develop wellbeing/reducing the impact of poverty on educational attainment</p>	<ul style="list-style-type: none"> • Staff meeting- Jan 21 reflected on pupil progress which supported the devising of a new SEN Register to reflect the new ALN Bill. • New SEN register established- Jan 21 • New school based monitoring register established- Jan 21 • New provision map completed to reflect intervention/support provided across the school. • An INSET was on 15/03/21 on the ALN Bill. New documents were devised for the school- ALN self-evaluation framework was completed, ALN transformation person centred schools survey was completed, examples of IDP s were shared, the ALN Readiness survey was updated, the PCP schools was updated, the schools provision map was drafted, ALN register was created, School based register and school diagnosis register, ALN 	

	<p>Transformation document, Glossary of terms, Equality Act 2011 and Welsh Language Measures, AYF Provision map, AYF continuing Journey Document, Process mapping</p> <ul style="list-style-type: none"> • The Criw Cymraeg developed a PE display in the hall. • Year 2 completed their involvement in the annual Kerbcraft activities on 19/05/21. • The school saw a rise in ELSA referrals since Easter especially in KS2.LSO timetables had to be adapted to reflect demand. • KS2 operate a wellbeing/reading half hour at the start of the day. In the Foundation Phase pupils utilise the first 20 minutes for spelling/handwriting practice- Calm focused activity on the carpet. • The school already had in place- Lego Therapy, Mindfulness activities, Mini Yoga, Peer Mediation, ELSA. • All staff have started the Do –BeMindful Initiative. This programme supports the emotional wellbeing of adults through developing self-regulation/ resilience/promoting mindfulness. Once complete pupils will engage in a 8 week programme in September 21. • The school has been chosen as a pilot school to develop a self-assessment toolkit for Emotional and Mental Health in partnership with 4 other schools. • The school organised mini sports days in phases/bubbles. Unfortunately no parent was able to attend. • Year 6 have completed their transition events and some pupils had ‘Helping Hands’ sessions. • Year 6 attended on online Crucial Crew training on 08/06/21. • The whole school have participated in the Veg Power project which is a six week programme to promote the healthy eating of vegetables. • Parents evenings in the Spring term via the telephone were well attended. • The school is preparing for the Healthy Schools Phase 6 assessment. Miss K. Evans has had meetings with Jo Bendon. • The pupils in the Foundation Phase participated in an online Design To Smile workshops. • All pupils participated in the Big Pedal fortnight. Afon y Felin came first in the small school category in Bridgend with over 90% taking part. • The PCSOs discussed positive behaviour with Year 6. • Whole school and phase assemblies are conducted via TEAMS. • Each bubble has a CRIW BACH who feed into the Criw Cymraeg assemblies on Fridays. • The staggered lunchtimes- positive on reducing first aid incidences/behaviour. 	
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	<ul style="list-style-type: none"> • The pandemic has had an impact on extracurricular clubs. As a school we have always offered at least two clubs a term across phases to develop skills further. This is quietly restarting. • The school will begin communicating with parents via SIMS parent lit for September 21. Parents will receive an end of year report. <p><u>Action</u></p> <ul style="list-style-type: none"> • Implement aspects of the Pupils Charter; Participation, provision – SIP 2021-2022 • To share the revised vision which reflects the new Curriculum for Wales 4 core principles with school council.- SIP 2021-2022 • To complete Phase 6- Healthy Schools by ; Develop a food hygiene policy, Participate in a food safety week, The school council to devise a code of conduct for the toilets, The Green Team to develop a mission statement for healthy eating, Green Team to deliver an assembly on drinking water, SIP 2021-2022 	
<p>Target 4: To improve teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales.</p>	<ul style="list-style-type: none"> • The Blended Learning Policy has been devised and shared- Nov 20 • Live Learner agreement devised for pupils- Feb 21 • Live Learner agreement devised for parents- Feb 21 • Blended Learning protocols guidance completed- Feb 21 • CSC Blended Learning roadmap/ Guidance on Continuity of Learning during COVID shared with all staff. Feb 21 • All staff have received training in Google classroom/JTE/Class Dojos. • Year 6 are starting Google Meets- Feb 21 weekly. • Humanities placemat is completed.- Sept 20 • Humanities new curriculum audit is completed- Sept 20 • Science and Technology placemats are completed. • Science and Technology curriculum audits are completed. • ALN Provision mapping completed. • School participated in Yr Awr Fawr- Online after school club with Urdd. • The school achieved the GOLD- Cymraeg Campus on Friday 9th July. CSC- Emma Davies/Emma Dermondy. • Each class with their Criw Bach have supported the Criw Cymraeg to continue to raise the profile of the delivery of Welsh. • The Criw Cymraeg presented to Governors on 25/06/21 the journey the Criw have taken to gather evidenced of the GOLD targets. 	

- Mrs Jones conducted Listening to learners, results varied from adequate to excellent across the school. Next year improve consistency.
- On 06/07/21 the company DO RE MI performed live to the cluster schools. This was initiated by our Welsh Champion to support the development of Welsh across the cluster.
- A learning walk was conducted with Emma Davies. The ways forward to be added to SIP 2021-2022.
- All pupils participated in Diwrnod Seren a Sbarc Day.
- Miss K. Evans and Mrs E. Hughes have been successful in achieving temporary TRL3 to develop curriculum design in progression step 1 and 2.
- Mr Hughes was successful with his application for Funded Collaboration projects on Computer Science and Primary Science. This supports the school as a learning organization as the funding provides the school with the opportunity to collaborate with other schools to produce high quality resources.
- Mrs Hughes was also successful with Effective Early Learning training.
- The school will be involved in Cluster collaboration- Comparative judgements-writing project in September.
- Mrs Jones has attended the Welsh Champions Network meeting- 29/06/21.
- Mrs Hughes has attended the Foundation Phase Network meeting- 30/06/21.
- Miss Santner has attended the Expressive Arts network- 30/06/21.
- Miss Evans has attended training on Humanities in the new curriculum. The HT attended training on Science and Technology 10/06/21.
- Mrs Williams attended training on 09/06/21 on Mathematics and Numeracy.
- Mrs Jones has attended new curriculum training 25/05/21.
- Miss Evans disseminated the History/Geography planning devised.
- Monitoring of Humanities/Science achieved- Summer 21- Outcomes will feed into the SIP 2021-2022
- Development of IDPs for pupils identified on the new SEN register.- Summer 21- as draft content.
- Staff have developed knowledge of the PCP profiling and are becoming more confident at completing IDPs.- Summer 21- INSET Day

Action

- Develop medium term planning to identify the six new Areas of Learning and Experiences- SIP 2021-2022(Planned for INSET Day- 03/09/21
- Update Curriculum for Wales Toolkit- SIP 2021-2022

	<ul style="list-style-type: none"> • Re-establish links with Dolen Cymru / Lesotho through pen pal writing- SIP 2021-2022 • Develop Design Technology resources/planning- SIP 2021-2022 • Develop Achievement Outcomes to reflect the learner's point of view, using terms like 'I have...' for experiences and 'I can...' for outcomes.- INSET DAY- 06/09/21 	
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Summary of the school improvement priorities for 2021-2022

PRIORITY	Evaluation (RAG)		
	AUTUMN	SPRING	SUMMER
1- To raise standards in the AoLE- Languages, Literacy and Communication reducing the impact of poverty on educational attainment. <ul style="list-style-type: none"> • 1a- To raise standards in spelling at Progression Step 3. • 1b- To raise standards in reading/phonic awareness in Progression Step 1 and 2. 			
2. To continue to develop teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales with a key focus on AoLE- Humanities/Science and Expressive Arts./ ALN Bill.			
3. To raise standards in Mathematics and Numeracy in Progression Step 2 and 3.			
4. To continue to promote Health and Wellbeing across the school.			

2022 – 2023 Priorities	2023 – 2024 Priorities
<ul style="list-style-type: none"> • Embed the New Curriculum for Wales • Embed the new ALN Bill • Further develop pupils' awareness of Global Citizenship • Continue implementing Humanities/Science/Expressive Arts 	<ul style="list-style-type: none"> Move to a new school. Devise strategic direction for new school with a new vision statement/aims/objectives. Devise new school uniform/logo. Devise SMT structures/organisation/timetables



Target 1-To raise standards in the AoLE- Languages, Literacy and Communication reducing the impact of poverty on educational attainment.

1a- To raise standards in spelling at Progression Step 3.

1b- To raise standards in reading/phonoc awareness in Progression Step 1 and 2.

Emerging Priorities from SER/Headteachers Report/SIMS data

KQ1 Standards

Targets

- To ensure school performance data is used rigorously to raise standards especially in reading in Progression Step 1/2/spelling in Progression Step 3.
- To target LLC performance especially for pupils (Boys) with limited reading/phonoc awareness which impacts on writing in Progression Step 1/2. Monitor differentiation of LA groups.
- To monitor and develop key strategies for teaching speech difficulties which impacts on phonoc/oracy development in Progression Step 1.
- To monitor the impact of LEXIA across the school.
- To target LLC in Year 5 for LA group.

SEF Priorities

Curriculum and teaching

Success Criteria

- The gap which had been widened due to the pandemic is narrowing and the cusp pupils of outcome 4+ in Year 4 are challenged.
- Continue to reduce//eliminate (04) LLC performance through targeted support especially boys in Progression Step 2.
- Focus on reading/phonics has impacted positively on raised outcomes in Progression Step 1 and 2.
- Sustained outcomes at 06+ and the gap against Wales narrowed.

Pedagogical Principals- Curriculum for Wales

Pedagogical Principle 1- Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum

Pedagogical Principle 2 - Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.

Pedagogical Principle 3- Good teaching and learning means employing a blend of approaches including direct teaching

Pedagogical Principle 5- Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest

Pedagogical Principle 6- Good teaching and learning creates authentic contexts for learning

Pedagogical Principle 7- Good teaching and learning means employing assessment for learning principles

Pedagogical Principle 8- Good teaching and learning ranges within and across Areas of Learning and Experience



Pedagogical Principle 12- Good teaching and learning encourages collaboration

Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
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<p>To ensure school performance data is used rigorously to raise standards.</p> <ul style="list-style-type: none"> ➤ Leaders to analyse data –internally to identify appropriate intervention strategies for individual pupils in Progression Step 1/2/3. ➤ Data analysis is shared with all stakeholders ➤ Data analysis and monitoring and evaluating learning is rigorous on a termly basis. 	<p>Headteacher Deputy Headteacher SMT Whole school</p>	<ul style="list-style-type: none"> • Data is used effectively to raise standards at 06+/L5 and to narrow the gap due to the pandemic. • Termly review meetings evaluate the effectiveness of pupil provision through the analysis of tracking. • Pupils trackers identify vulnerable pupils who are not making sufficient progress/good progress. 	<p>September 2021 onwards</p>	<p>Staff meeting time SMT time</p>	<p>Headteacher/ Deputy Headteacher to audit termly- pupil progress meetings SMT Class teachers LSOs</p>	<p>SIMS- termly trackers Pupil Progress sheets Reports to stakeholders- SER/Headteachers Reports/SIP updates</p>
<p>To review/discuss the teaching of letters and sounds in Progression Step 1 and Step 2.</p> <ul style="list-style-type: none"> • LLC Lead to provide refresher Letters and Sounds training to all staff. • LLC Lead to monitor planning/observe teaching. • Monitor boys reading progress in Progression Step ½. 	<p>LLC Team</p>	<ul style="list-style-type: none"> • Through Progression Step meetings all staff are clear of reading/letters and sounds expectations. • All staff are confident in the development of Letters and sounds. • Boys are making progress against their starting point. 	<p>Autumn Term 2021 onwards</p>	<p>2 x £150= £300</p>	<p>LLC Team</p>	<p>Progress Step Meetings Minutes Reading Files/Records</p>
<p>To source external training on supporting LSO staff in developing knowledge of teaching speech links/language links.</p>	<p>LLC Team All staff</p>	<ul style="list-style-type: none"> • All LSOs have a firm knowledge of how to teach speech links/language links and how to demonstrate a 	<p>Autumn Term 2021 onwards</p>		<p>Headteacher LLC Team</p>	<p>Speech Links Register linked to ALN Register.</p>

		graduated response for programmes completed.				Speech Links termly progress against programmes. Teachers weekly planning.
To review use of Support for Spelling in Progression Step 2/3. <ul style="list-style-type: none"> Baseline Support for Spelling. Termly review updates to inform progress 	LLC Team All staff	<ul style="list-style-type: none"> Differentiation is clear in spelling tasks. Differentiation is clearly linked to stage/age. 	Autumn Term 2021 onwards		Headteacher LLC	Support For Spelling Register
To source external training on developing strategies to support boys literacy in Progression Step ½.	LLC CSC	<ul style="list-style-type: none"> All staff have a good understanding how to develop boys LLC skills especially reading. 	Autumn term 21 onwards Spring INSET day	INSET Trainer costs?	LLC Team Headteacher	SIMS Trackers- Boy
To baseline/monitor termly the use and impact of LEXIA against reading/writing.	LLC Team	<ul style="list-style-type: none"> LEXIA is positively impacting on standards in reading. 	Autumn 2021- July 2022	Termly- Staff Meeting LEXIA Costs=£1000 LLC Team- One day supply- £150	SMT	Lexia Reports
To review all policies related to LLC to ensure they are in line with the new curriculum.	LLC Team	<ul style="list-style-type: none"> New LLC Policy in place 	Summer 2022	LLC Team	LLC Team	LLC Policy
To evaluate the impact of the new reading scheme and CODE books. <ul style="list-style-type: none"> To monitor pace of reading termly. To monitor/evaluate reading in Progress Step 3. 	LLC Team Class teachers HT	<ul style="list-style-type: none"> Individual class reading data analysis shows impact upon specific groups of learners Pupil survey shows engagement and motivation has improved 	Autumn 2021- July 2022	Individual class reading records Reading scheme resources Supply day- £150	LLC team monitoring cycle HT	Reading data analysis Data for targeted groups of learners
To review the genre mapping to reflect the New Curriculum.	LLC Team	<ul style="list-style-type: none"> New CoW genre map for LLC. 	Summer Term 22	Supply day 1 x£150	LLC Team	Genre Map
To implement Comparative Judgement- No More Marking as a cluster to raise standards in writing.	All staff	<ul style="list-style-type: none"> All staff from Year 1-Year 6 are secure in using Comparative Judgement Primary. 	Autumn 21- Spring 22	Staff Meeting Time No More Marking Costs- £ 600(funded by CSC)	All staff from Year 1 upwards Headteacher LLC Team	Writing samples

To discuss expectations for primary international languages in AoLE-LLC.	Headteacher	<ul style="list-style-type: none"> Teachers have a better understanding of how languages can be taught in LLC 	Autumn 21 onwards	Staff meeting time	Headteacher	Staff meeting minutes
To participate in Cluster Exchange meetings /INSET day to develop a strong understanding of LLC.	Cluster Leads for AoLE-LLC LLC Team Headteachers	<ul style="list-style-type: none"> All LLC staff to have a strong understanding of LLC across the cluster in developing pedagogical principles/cross curricular skills/ integral skill development/assessment. 	Autumn term 21 onwards	Staff meeting time INSET DAY- November 1 st .	LLC Leads Headteacher	Cluster minutes from exchange minutes/actions/way forward.
TOTAL COSTS				£1750 plus trainer costs		

 Ysgol Gynradd Afon y Felin Primary School School Improvement Plan 2021-22 	
TARGET: 2. To raise standards in Mathematics and Numeracy in Progression Step 2 and 3.	
Emerging Priorities from SER KQ1 Standards	SEF Priorities Curriculum and teaching
Targets <ul style="list-style-type: none"> To ensure school performance data is used rigorously to raise standards. To provide refresher training in developing problem solving and numerical reasoning and develop a portfolio of levelled work for Numerical Reasoning. To ensure consistent teaching of Mathematics and numeracy in Year 3/Year 4 for LA pupils and Year 6 girls. Monitor Maths performance especially in Progression Step 3. To provide refresher training in the teaching of time/multiplication. 	Success Criteria- <ul style="list-style-type: none"> The gap which had been widened due to the pandemic is narrowing and the cusp pupils of outcome 4+ in Year 4 are challenged. Continue to reduce//eliminate (04) MD performance through targeted support especially girls in Progression Step 6- Year 6. Focus on teaching key concepts has impacted positively on raised outcomes in Progression Step 2 and 3. Sustained outcomes at 06+/Level 5
Pedagogical Principals- Curriculum for Wales	
Pedagogical Principle 1- Good teaching and learning maintains a consistent focus on ^{SEP}the overall purposes of the curriculum	

Pedagogical Principle 2 - Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.

Pedagogical Principle 3- Good teaching and learning means employing a blend of approaches including direct teaching

Pedagogical Principle- 4 - Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking

Pedagogical Principle 5- Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest

Pedagogical Principle 7- Good teaching and learning means employing assessment for learning principles

Pedagogical Principle 8- Good teaching and learning ranges within and across Areas of Learning and Experience

Pedagogical Principle 12- Good teaching and learning encourages collaboration

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"> ➤ Leaders to analyse data – internal to identify appropriate intervention strategies for individual pupils in Progression Step 1/2/3. ➤ Data analysis is shared with all stakeholders ➤ Data analysis and monitoring and evaluating learning is rigorous in termly pupil progress meetings. 	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>SMT</p>	<ul style="list-style-type: none"> • Provision mapping is effective. • Data is used effectively to raise standards at O6+/L5. • Termly review meeting evaluate the effectiveness of pupil provision through the analysis of tracking. • Pupils trackers identify vulnerable pupils who are not making sufficient progress/good progress. 	<p>September 2021 onwards</p>	<p>TIME</p>	<p>Headteacher/ Deputy Headteacher to audit termly</p> <p>SMT</p> <p>Class teachers</p> <p>LSOs</p>	<p>Pupil Progress Monitor reports- termly</p> <p>Reports to stakeholders- SER/Headteachers</p> <p>Reports/SIP updates</p>
<p>Review the teaching of key concepts- time/multiplication to raise standards and gaps in concepts taught due to the pandemic.</p>	<p>Maths Team</p> <p>CSC Team</p>	<ul style="list-style-type: none"> • Through staff meeting training /monitoring and staff training standards are raised. 	<p>Autumn 2021 onwards</p>	<p>Staff meeting time</p>	<p>Headteacher</p> <p>Maths Team</p>	<p>Monitoring</p>

<ul style="list-style-type: none"> Consider external provider to deliver INSET/Staff meeting training 						
<p>To provide refresher training in the teaching of problem solving /Numerical Reasoning</p> <ul style="list-style-type: none"> Ensure a consistently in teaching problem solving/numerical reasoning. 	Maths Team FP staff	<ul style="list-style-type: none"> Consistent approach adopted to teaching problem solving/ reasoning in all year groups. 	Autumn 2021- Summer 2022	Staff meeting Time Supply-£150	Headteacher Maths Team	Pupils books Planning Monitoring of planning
To ensure consistent teaching of Mathematics and numeracy in Year 3/Year 4 for LA pupils and Year 6 girls.	Maths Team	<ul style="list-style-type: none"> Termly monitoring of books/moderation to demonstrate a balance/pace of learning new concepts. 	Autumn 2021 onwards	Supply 1 x£150=£150	Maths Team SMT	Maths Books Pupil Progress meetings
To participate in Cluster Exchange meetings /INSET day to develop a strong understanding of Mathematics and Numeracy.	Cluster Leads for AoLE-MN MN Team Headteachers	<ul style="list-style-type: none"> All MN staff to have a strong understanding of MN across the cluster in developing pedagogical principles/cross curricular skills/ integral skill development/assessment. 	Autumn term 21 onwards	Staff meeting time	MN Leads Headteacher	Cluster minutes from exchange minutes/actions/way forward.
Maths Team to monitor termly progress for key year groups.	MD Team	<ul style="list-style-type: none"> Monitoring of teaching/standards reflect improvements. Pupil progress meetings demonstrate progress 	Autumn Term 2021 onwards		Maths Team SMT	Pupil Progress meetings
TOTAL COSTS				£300		



TARGET 2. To continue to promote Health and Wellbeing across the school.

<p><u>Emerging Priorities from SER</u></p> <p>KQ 2</p> <p>KQ 3</p>	<p><u>SEF Priorities</u></p> <p>Participation and enjoyment in learning</p> <p>Learning experiences - provision for skills</p>
<p><u>Target- Wellbeing</u></p> <ul style="list-style-type: none"> • Review ALN practises in light of new ALN Bill. • To develop pupil voice further through the implementation of aspects of the Pupils Charter and through sharing vision with School Council • To ensure attendance exceeds 95% over the academic year. • To move towards achieving the Active Journey Gold Award accreditation. • To achieve Phase 6- Healthy Schools 	<p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Improved attitudes to learning/ well-being/behaviour. • Improved attainment across the school. • Improved attendance and reduction in lateness and unauthorised absents

Pedagogical Principals- Curriculum for Wales



Pedagogical Principles- 10- Good teaching and learning encourages children and young people to take increasing responsibility for their own learning

Pedagogical Principles- 11 - Good teaching and learning supports social and emotional development and positive relationships

Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
Review ALN practise to reflect the new ALN Bill. (See COW target)	Headteacher ALNCo	<ul style="list-style-type: none"> • Reviewed SEN register reflects the new practices. • Staff/ALNCo are competent at completing IDPs. (See Cluster ALN Plan) 	Autumn 2021 onwards	TIME Staff meetings	Headteacher ALNCo Well-being Officer	New SEN Register PCP profiling IDP examples One page Profiles Provision Maps Pupil Progress Termly Reviews SEN Register
Implement Do Be Mindful with staff/pupils.	All staff	<ul style="list-style-type: none"> • Staff have completed Do Be Mindful Training. 	Auutmnn Term 21 onwards	Staff meeting time	Health and Wellbeing Lead	Do Be Mindful training/resources.

		<ul style="list-style-type: none"> Pupils are actively engaged in Do Be Mindful activities to promote health/wellbeing. 				
Embed THRIVE as a whole school/cluster initiative	Headteacher	<ul style="list-style-type: none"> THRIVE principles are implemented successfully. THRIVE training has improved staffs knowledge and ability in dealing with emotional difficulties in pupils. (See LACPDG Action Plan) 	September 2021- July 2022	TIME Staff Meetings Supply Costs £6615- LACPDG funding	Headteacher/ Deputy Headteacher WellBeing Officer	THRIVE documentation
To develop pupil voice further through; <ul style="list-style-type: none"> To share the revised vision which reflects the new Curriculum for Wales 4 core principles with school council. 	Well Being Team School Council	<ul style="list-style-type: none"> School Council have a good understanding of new 4 core principles. 	September 2020- July 2021	Staff meeting/training	Headteacher/ Deputy Headteacher WellBeing Officer	Pupil Charter notes/ documentation Classroom Rules Vision statement School Council File
Continue to improve increase attendance to 95% as attendance dropped below 90. Investigate any notable variations between particular groups of pupils linked to attendance.	Headteacher EWO FEO Admin Officer All staff	<ul style="list-style-type: none"> EWO to monitor school's policy is put into practice and to assess whether strategies implemented are making a difference. Pupils with poor attendance (below 92%) followed up through EWO Updated attendance policy template is shared with all stakeholders. Analysis of attendance data ensures that vulnerable learners continue to achieve their potential. 	September 2021 onwards	TIME	Headteacher EWO FEO	Revised Cluster Attendance Policy Cluster Attendance Booklet Attendance Letters to Parents Weekly Newsletters Attendance Data
Achieve the Gold Mark for Active Journeys.	Active Journey Champion Headteacher Active Crew	<ul style="list-style-type: none"> To achieve 'Active Journey!' Gold Award accreditation Raised profile of the school and ensuring pupils are active. 	September 2021 onwards	1x £150=£150- supply costs	Active Journey Champion	Active Journey File
To complete Phase 6 Healthy Schools	Green Team	<ul style="list-style-type: none"> Healthy School Phase 6 completed 	September 2021	Staff meeting Supply cost days	Headteacher/	Healthy Schools Phase 6 achieved

	Green Team Champion			1 x £150= £150	Deputy Headteacher	
TOTAL COSTS				£6915		

	Ysgol Gynradd Afon y Felin Primary School School Improvement Plan 2021-22	
TARGET: 4. To continue to develop teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales with a key focus on AoLE-Humanities/Science and Expressive Arts./ ALN Bill.		

<p><u>Emerging Priorities from SER</u></p> <p>KQ3 Teaching and Learning Experiences</p> <p><u>Targets</u></p> <ul style="list-style-type: none"> To promote innovating Learning Experiences To develop Collaborative Professional Learning Develop Achievement Outcomes to reflect the learner’s point of view, 	<p><u>SEF Priorities</u></p> <p>Teaching and curriculum</p> <p><u>Success Criteria-</u></p> <ul style="list-style-type: none"> Improved quality of teaching. Improved knowledge of the new curriculum of life- Successful Futures.
<p><u>Pedagogical Principals- Curriculum for Wales</u></p> <p><u>All principles apply</u></p>	

Action	Person Resp.	Success Criteria/Outcomes	Start/End Dates	Resources	Monitoring & Evaluation	Key Evidence
Develop the Pedagogical principles in practice. <ul style="list-style-type: none"> Utilise the INSET day to create medium term planning in the AoLES for each progression step. 	Whole school- pupils All staff	<ul style="list-style-type: none"> Progression Step Medium term planning reflects the new AoLES. Developing learning environments especially in Progression Step 3 to reflect pedagogical principles. Curriculum policies changed to reflect the new curriculum. 	Autumn 2021-2022 ongoing	INSET DAY- September 21. Spring Term x 2/ staff meeting time.	Headteacher Deputy Headteacher SMT	SIP 2021-2022 Medium Term Planning Curriculum for Wales Toolkit New Curriculum audits

<ul style="list-style-type: none"> Update the CSC curriculum for Wales toolkit. 		<ul style="list-style-type: none"> Audits are completed 				
<p>Innovating Learning Experiences- Humanities</p> <ul style="list-style-type: none"> The Humanities lead to attend CSC Network meetings. The lead to attend Cluster Exchange meetings to share/align thinking. To complete the Healthy Schools Phase 6. Monitor the new medium term planning to ensure coverage/balance within/across progression steps. To work closely with a school to create a bank of content linked to descriptions of learning. Develop cross curricular opportunities in numeracy and literacy skills. Monitor differentiation in Humanities termly. Ensure the Welsh Dimension is developed more prominently - use of the local area/ studies of Wales/comparative localities/places. 	<p>Humanities Coordinator- KE All staff</p>	<ul style="list-style-type: none"> Humanities is evidenced strongly through monitoring. Pupils learning has been enhanced through learning about the locality. The leads knowledge is cascaded to all staff through regular staff meetings. Cluster Lead meetings promote moderation/standardisation of approach. Healthy Schools Phase 6 is completed. New Medium term planning demonstrates a balance between History/Geography and RE. A shared Humanities Long Term Planning document is created. Cross curricular mapping with a focus on the local area/welsh dimension is explored. Cross curricular opportunities document in Progression Steps is created. 	<p>Autumn 2021-2022 ongoing</p>	<p>Supply 3 x £150=£450 Staff meeting time termly</p>	<p>Humanities Coordinator Headteacher</p>	<p>Medium Term Planning- Humanities Cross curricular document. Humanities Long Term Planning. Healthy Schools Phase 6 completed.</p>

<p>Innovating Learning Experiences- Humanities</p> <ul style="list-style-type: none"> • The Science lead to attend CSC Network meetings. • The lead to attend Cluster Exchange meetings to share/align thinking. • Monitor the new medium term planning to ensure coverage/balance within/across progression steps. • To work closely with a school to create a bank of content linked to descriptions of learning. • Develop cross curricular opportunities in numeracy and literacy skills. • 	<p>Science and Technology Coordinator All staff</p>	<ul style="list-style-type: none"> • Science is evidenced strongly through monitoring. • The leads knowledge is cascaded to all staff through regular staff meetings. • Cluster Lead meetings promote moderation/standardisation of approach. • New Medium term planning demonstrates a balance between Science/Technology. • A shared Science Long Term Planning document is created. • Cross curricular opportunities document in Progression Steps is created. 	<p>Autumn 2021-2022</p>	<p>Supply day 3 x £150- £450 Staff meeting time</p>	<p>Science and Technology Coordinator Headteacher</p>	<p>Medium Term Planning- Science Cross curricular document. Science Long Term Planning.</p>
<p>Innovating Learning Experiences- Expressive Arts</p> <p>The Expressive Arts lead to attend CSC Network meetings.</p> <ul style="list-style-type: none"> • The lead to attend Cluster Exchange meetings to share/align thinking. • Monitor the new medium term planning to ensure coverage/balance within/across progression steps. 	<p>Expressive Arts Coordinator All staff</p>	<ul style="list-style-type: none"> • Expressive Arts is evidenced strongly through monitoring. • The leads knowledge is cascaded to all staff through regular staff meetings. • Cluster Lead meetings promote moderation/standardisation of approach. • New Medium term planning demonstrates a balance between all subjects in Expressive Arts. • A shared Expressive Arts Long Term Planning document is created. 		<p>Autumn 2021-2022</p>	<p>Supply day 3 x £150- £450 Staff meeting time</p>	<p>Expressive Arts Coordinator Headteacher</p>

<ul style="list-style-type: none"> To work closely with a school to create a bank of content linked to descriptions of learning. Develop cross curricular opportunities in numeracy and literacy skills. Utilize Afondance Company to provide Progression Step 3- Dance sessions. 		<ul style="list-style-type: none"> Cross curricular opportunities document in Progression Steps is created. Pupils dance skills improve in Progression Step 2. 				
<p>Leading and Collaborative Professional Learning The Science Lead to participate in CSC-Primary Computer Science to co construct professional learning opportunities.</p> <ul style="list-style-type: none"> Develop 'computing in the real world exemplar materials to be shared regionally. <p>The Science Lead to participate in CSC Primary Science.</p> <ul style="list-style-type: none"> Developing an understanding of progression in primary science through exemplar resource materials. <p>The Welsh Champion Lead for Cluster to engage in CSC based meetings/ hold cluster meetings to support school improvement in Welsh.</p> <p>Progression Step 1 Team attends the Effective Early Learning(EEL) CSC sessions to improve planning/assessing in Early Years.</p>	<p>Science Lead- NH Welsh Champion Lead- DJ</p>	<ul style="list-style-type: none"> Science Lead has developed own knowledge and collaborated in csc school collaboration projects. Through the Welsh Champion lead support Welsh improves across the cluster. The EEL lead supports CSC in improving early years planning/assessment. TALP improves professional learning to LSOs. Dissemination of involvement in all the above to all staff improves practice. 	<p>September 2021 onwards</p>	<p>Staff meeting/training time</p> <p>2.5 days- release time- £500 SLA- Computer Science</p> <p>£1000 SLA- Primary Science</p> <p>£700 SLA-Welsh Champion</p> <p>Mental Health and Emotional Well Being SLA- £1000</p>	<p>Headteacher Deputy Headteacher SMT</p>	<p>Computing in the real world resources. Primary Science resources. Welsh Champion Impact report. Action research and evaluation of EEL. Case study showcasing the process and implementation of change- Mental Health/Wellbeing Project.</p>

<p>The HT to attend the Mental Health and Wellbeing Project funded collaboration- CSC.</p> <p>Develop professional learning through TALP- Teaching Assistant Learning Pathway.</p>						
<p>Language and Culture</p> <ul style="list-style-type: none"> Re-establish links with Dolen Cymru / Lesotho through pen pal writing. Introduce sign language 	<p>LLC Lead KS2/ Deputy Headteacher</p>	<ul style="list-style-type: none"> Pupils understanding of cultural diversity developed through international links. Displays in the yard reflect sign language 	<p>Sept 21- July 22</p>		<p>Deputy Headteacher Headteacher</p>	<p>Sign language sign. Letters</p>
<p>Assessment and Progress</p> <ul style="list-style-type: none"> Develop Achievement Outcomes to reflect the learner's point of view, using terms like 'I have...' for experiences and 'I can...' for outcomes. 	<p>SIG partnership Headteacher Staff</p>	<ul style="list-style-type: none"> Parents are developing an awareness of the new Curriculum for Wales. Pupils are starting to use terms like 'I have.....' for experiences and 'I can...' for outcomes. 	<p>Sept 21- July 22</p>	<p>attendance at meetings</p>	<p>Headteacher Deputy Headteacher</p>	<p>I can statements Parental booklet</p>
<p>ALN Transformation</p> <ul style="list-style-type: none"> ALN Register reflects definition of ALN. ALNCo to provide training to staff/Governors. Provision Map for 2021 completed/review at regular intervals. Commence PCP in September 21. Revise MER cycle to include ALN self evaluation/monitoring. Schedule PCP reviews. Ensure website has an ALN Bill section. Ensure IDPS in N,1,3,5 as mandatory. Develop 	<p>ALNCo Headteacher All staff</p>	<ul style="list-style-type: none"> Pupils have been identified requiring an IDP and information shared with parents. Training improves ALNCo's knowledge Annual reviewed ALN register reflects the new practices. Staff have begun to implement PCP profiling. Staff/ALNCo are competent at completing IDPs. (See Cluster ALN Plan) 	<p>Autumn 2021 onwards</p>	<p>Monthly release for ALNCo- £150 x 3 a term.</p>	<p>ALNCo SMT Headteacher</p>	<p>New SEN Register New IDPs One page profiles. IBPS/IEPS reviewed. Provision map ALN Self evaluation document ALN in SIP ALN in MER cycle ALN on website</p>

draft IDPs in other year groups. <ul style="list-style-type: none"> Continue attendance at LA-led ALN transformation professional learning events; 						
TOTAL COSTS				£1350		

School Improvement Plan Evaluation

School Improvement Plan 2021-2022

Target 1. 1- To raise standards in the AoLE- Languages, Literacy and Communication reducing the impact of poverty on educational attainment.

- 1a- To raise standards in spelling at Progression Step 3.
- 1b- To raise standards in reading/phononic awareness in Progression Step 1 and 2.

Autumn Term 2022 Update – Key Stage 2- 15 Pupils- 6.6% = 1 pupil

- At the end of the Autumn Term 2022 the performance in English at KS2- Year 6 is suggesting that 52.8% (8 pupils) are working within Level 4+ and NO pupils are working within Level 5. The lack of Level 5 stems from the impact from the pandemic the last two years having an impact on achieving levels above national average. Of the 15 pupils, 4 are identified as performing below Level 3. These pupils have poor attendance, 2 have low IQ and one pupil is borderline dyslexic. 52.8% (8 pupils) are eFSM pupils, 3 (19.8%) are on target to achieve the national standard in English.
- Pupil progress meetings- 10/01/22 demonstrate the progress of pupils in English/LLC across the school. Targets will be provided for pupils performing below the average and specific pupils will be referred to the relevant panel for guidance and support.

Year 2- (16 pupils- 1 pupil=6.25%)

- At the end of the Autumn Term 2022- 25% were working within O5+ this is an increase from last year. Based on the data it is suggesting that currently **62.5%** are on target to achieve O5+ by the end of the Summer term. Significant targeting of pupils currently performing at **4-/4** – Spring Term 22 is planned to bring % to 62% or above. The pupils who are NOT expected to achieve the NC standards are as follows; 1 pupil who is showing signs and symptoms of ASD, 2 with speech and language and are both receiving external support and 1 pupil going through the ND panel process for ADHD. The remaining pupils against pupil progress in previous years suggest gradual progress is being made against their starting point. Of the 11 pupils- (68.75%) eFSM pupils, 7/11 are projected to achieve the national standard in LLC.
- Lesson observations were conducted in the Autumn term with a key focus on SIP Target 1. Good standards across most classes.
- Standards in books demonstrate that there is good progression in most classes based on Autumn term teaching.
- The SIMS tracker demonstrates the value added progress of oracy/reading and writing development termly.
- 5 pupils(MAT) have good comprehension understanding inn KS2.
- The spelling results are suggesting that pupils in Year 3 and above a key focus is required in ‘Support For Spelling’ The staff meeting of 24/01/22 focused discussions on this aspect. Targeted support will be provided to raise standards of spelling in KS2.
- In Junior Speech Links 3 pupils require support in KS2. In Language Links the results suggest that 19 pupils need class intervention. This is also an increase on last year. In Progression step 1 and Step 2 4 pupils require Language Links and 15 require speech Links. (Negative impact from the pandemic).

- Lexiauk continues to support 50 pupils in KS2/ Year Two/Year One. This additional reading support is linked to the standardized scores for reading in the Salford Reading Test and teacher assessment.
- The school in the staff meeting of 24/01/22 reviewed the teaching of reading/phonics in the Foundation Phase and how Support For spelling was implemented from Year 2 upwards.
- All staff have been requested to provide lexia termly updates and ORT reading level updates to monitor boys progress and also the pace of reading in particular cohorts.
- The LLC lead for Progression step 1 has led refresher letters and sounds training.
- LSOS have watched Speech Links modules to gain a better understanding of the programme and the lead for LLC has also provided specific support in Speech Links.
- The CSC Improvement Partner has been informed that the school would like support in supporting boys literacy.- Jan 22
- The SMT have completed 4 cohorts of the comparative judgement- no more marking judging. Analysis reports have been sent to discuss.
- The KS2 Lead for LLC has participated in a Cluster based INSET day- 01/11/21
- Internal moderation took place to monitor writing progress-

Actions

- Monitor the impact of LEXIA/ORT reading level progress on reading standardised scores.- Summer
- To review all policies related to LLC to ensure they are in line with the new curriculum.- Summer
- To source external training to support boys literacy.
- To review the genre mapping to reflect the new curriculum.
- To evaluate CODE books

Spring Term 2022 Update – Key Stage 2- 15 Pupils- 6.6% = 1 pupil

- At the end of the Spring Term 2022 the performance in English at KS2- Year 6 is suggesting that 66% (10 pupils) are working within Level 4+ and NO pupils are currently working within Level 5. The lack of Level 5 stems from the impact from the pandemic the last two years having an impact on achieving levels above national average. Of the 15 pupils, 4 are identified as performing below Level 3. These pupils have poor attendance, 2 have low IQ and one pupil is borderline dyslexic. 52.8% (8 pupils) are eFSM pupils, 3 (19.8%) are on target to achieve the national standard in English.
- Pupil progress meetings- 10/01/22, 4/4/22 demonstrate the progress of pupils in English/LLC across the school. Targeted support for pupils performing below the average has been implemented and specific pupils have been referred to the relevant panel for guidance and support.

Year 2- (17 pupils- 1 pupil=6.25%)

- At the end of the Spring Term 2022- 8 children were working within O5+ this is an increase from last year. Based on the data it is suggesting that currently 68.75% (previously 37%) are on target to achieve O5+ by the end of the Summer term. 3 pupils (18.75%) are working at Outcome 6. Specific targeting of pupils previously performing at 4-/4 during the Spring Term 22 has increased this percentage. The pupils who are NOT expected to achieve the NC standards are as

follows; 1 pupil who is showing signs and symptoms of ASD, 2 with speech and language and are both receiving external support and 1 pupil going through the ND panel process for ADHD. The pupil progress of the remaining pupils in previous years suggest gradual progress is being made against their starting point. Of the 11 pupils- (68.75%) eFSM pupils, 7/11 (43.75%) are projected to achieve the national standard in LLC.

Further progress made

- Helpwr Heddiw observations were conducted in the Spring term. Good standards across most classes.
- Moderation of writing standards LLC books demonstrate that there is good progression in most classes based on Spring term teaching.
- The SIMS tracker demonstrates the value added progress of oracy/reading and writing development termly.
- Salford comprehension scores reflect good comprehension standards in PS3
- The spelling results are suggesting that pupils
- In Junior Speech Links 21 pupils require support in KS2. In Language Links the results suggest that 1 pupil needs class intervention. In Progression step 1 and Step 2 1 pupils requires Language Links and 16 require speech Links. (Negative impact from the pandemic).
- Lexiauk continues to support 50 pupils in KS2/ Year Two/Year One. This additional reading support is linked to the standardized scores for reading in the Salford Reading Test and teacher assessment.
- Support for Spelling is now used in a structured way from Y2 upwards.
- All staff provide LEXIA termly updates and ORT reading level updates to monitor boys progress and also the pace of reading in particular cohorts.
- The CSC Improvement Partner has been informed that the school would like support in supporting boys literacy.- Jan 22, further discussion held with her 11/4/22
- The SMT have completed 4 cohorts of the comparative judgement- no more marking judging. Analysis report for Year 3 has been analysed and shared.
- A questionnaire for pupils has been set up by SMT to evaluate Project X books via pupil voice

Actions

- To review all policies related to LLC to ensure they are in line with the new curriculum.- Summer
- To source external training to support boys literacy.
- To review the genre mapping to reflect the new curriculum.

Summer Term 2022 interim update

- Lexia tracking is being carried out weekly- updates will be undertaken following National Testing assessments
- The evaluation of the impact of the new reading scheme and CODE books. Pupil online surveys have been carried out to evaluate engagement.
- Discussions of expectations for primary international languages in AoLE LLC has taken place at Cluster Level with MFL Cynffig.
- Cluster Exchange meetings for AOLE Teams- LLC have been taking place and a working document for CfW at cluster level is being produced.

Target 2: To raise standards in Mathematics and Numeracy in Progression Step 2 and 3.

Autumn Term 2022 Update – Key Stage 2- 15 Pupils- 6.6% = 1 pupil

- At the end of the Autumn Term 2022 the performance in Maths at KS2- Year 6 is suggesting that 46.2% (6 pupils) are working within Level 4+ and NO pupils are working within Level 5. The lack of Level 5 stems from the impact from the pandemic the last two years having an impact on achieving levels above national average. Of the 15 pupils, 2 are identified as performing below Level 3. These pupils have low IQ . 52.8% (8 pupils) are eFSM pupils, 3 (19.8%) are on target to achieve the national standard in Maths.
- Pupil progress meetings- 10/01/22 demonstrate the progress of pupils in Maths/MD across the school. Targets will be provided for pupils performing below the average and specific pupils will be referred to the relevant panel for guidance and support.

Year 2- (16 pupils- 1 pupil=6.25%)

- At the end of the Autumn Term 2022- 43.75% were working within O5+ this is an increase from last year. Based on the data it is suggesting that currently **68.75%** are on target to achieve O5+ by the end of the Summer term. Significant targeting of pupils currently performing at **4-/4** – Spring Term 22 is planned to bring % to 69% or above. The pupils who are NOT expected to achieve the NC standards are as follows; 1 pupil who is showing signs and symptoms of ASD, 1 with speech and language and are both receiving external support and 1 pupil going through the ND panel process for ADHD. The remaining pupils against pupil progress in previous years suggest gradual progress is being made against their starting point. Of the 11 pupils- (68.75%) eFSM pupils, 7/11 are projected to achieve the national standard in LLC.
- **The FP Compact Profile was conducted in the Autumn 2021 for Nursery/Reception pupils to establish a baseline- a weakness in Mathematics was established**
- **Monitoring of standards suggests that there is progression between year groups but problem solving/reasoning needs to be taught more consistently as highlighted in the SIP. Also it was agreed that Mental Maths is also weak.**
- All staff in the staff meeting- 17/01/22 reviewed how Maths was taught in the school.
- New practical Maths resources have been purchased to support the delivery of Mental Maths/Number- Jan 22.
- The HT was demonstrated the new Big Maths scheme from the MD Lead in Cornelly Primary.

Action-

- Consider external trainers to deliver training on problem solving.
- To collaborate with Cornelly Primary to align practises.
- To conduct internal moderation of Maths.
- To discuss place value- Spring staff meeting

Spring Term 2022 Update – Key Stage 2- 15 Pupils- 6.6% = 1 pupil

- At the end of the Spring Term 2022 the performance in Maths at KS2- Year 6 is suggesting that 66% (10 pupils) are working within Level 4+ and NO pupils are working within Level 5. The lack of Level 5 stems from the impact from the pandemic the last two years having an impact on achieving levels above national average. Of the 15 pupils, 2 are identified as performing below Level 3. These pupils have low IQ . 52.8% (8 pupils) are eFSM pupils, 3 (19.8%) are on target to achieve the national standard in Maths.

- Pupil progress meetings- 10/01/22, 25/4/22 demonstrate the progress of pupils in Maths/MD across the school. Targets have been set for pupils performing below the average and specific pupils will be referred to the relevant panel for guidance and support.

Year 2- (17 pupils- 1 pupil=6.25%)

- At the end of the Spring Term 2022- 47.04% were working within O5+ this is an increase from last year. Based on the data it is suggesting that currently **68.75%** are on target to achieve O5+ by the end of the Summer term. Significant targeting of pupils currently performing at **4-/4** – Spring Term 22 is planned to bring % to 69% or above. The pupils who are NOT expected to achieve the NC standards are as follows; 1 pupil who is showing signs and symptoms of ASD, 1 with speech and language and are both receiving external support and 1 pupil going through the ND panel process for ADHD. The remaining pupils against pupil progress in previous years suggest gradual progress is being made against their starting point. Of the 11 pupils- (68.75%) eFSM pupils, 7/11 are projected to achieve the national standard in Maths.
- **The FP Compact Profile was conducted in the Autumn 2021 for Nursery/Reception pupils to establish a baseline- a weakness in Mathematics was established**
- **Monitoring of standards suggests that there is progression between year groups but problem solving/reasoning needs to be taught more consistently as highlighted in the SIP. Also it was agreed that Mental Maths is also weak.**
- New Maths resources are being used to support the delivery of Mental Maths/Number- Jan/March 22.
- The HT was demonstrated the new Big Maths scheme from the MD Lead in Cornelly Primary.
- Internal moderation has taken place
- Maths lead has discussed Place Value strategies from CPD
- Maths Lead has attended cluster based COW meeting to develop consistent cluster approach

Action-

Maths and Numeracy lead to deliver training on problem solving.

- To collaborate with Cornelly Primary to align practises.
- To conduct internal moderation of Maths.
- To scrutinise books for gaps in concepts

Summer Term 2022 interim update

- Maths and Numeracy AOLE Team has delivered Staff meeting training on Reasoning/problem solving
- Maths and Numeracy lead has participated in Cluster Exchange meetings to develop a strong understanding of Mathematics and Numeracy in the CfW
- Maths Team to monitor termly progress for key year groups- Monitoring of maths book according to SIP priorities has taken place 17/6/22

Target 3: To continue to promote Health and Wellbeing across the school.

- The ALN Register reflects the updated changes and demonstrates the 'live' year groups.
- The School based register for 2021-22 has been updated to reflect changes.
- The staff meeting in the Autumn Term discussed differentiation and creating an inclusive school in line with ALN changes.
- Staff have completed the DO BE MINDFUL Training- 5 weeks of training.
- Phase 6 evidence is ready for the virtual assessment and the face to face assessment
- School Council have been discussing the 4 Core Purposes and are developing characters from pupil voice
- Dates for targeted families for attendance surgeries has been set
- Mrs E Clee has begun THRIVE training
- All staff DO BE MINDFUL training is complete; PS2 pupils have engaged with the programme
- **Continue to improve increase attendance to 95% as attendance dropped below 90.**

Actions

- To achieve 'Active Journey!' Gold Award accreditation
- Ensuring pupils are active.

Target 4: To continue to develop teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales with a key focus on AoLE-Humanities/Science and Expressive Arts./ ALN Bill.

- All staff are using - Progression Step Medium term planning to reflect the new AoLES. This will be monitored after Easter to ensure a broad and balanced curriculum is developed.
- The learning environments especially in Progression Step 3 are developing to reflect pedagogical principles.
- The Maths and Numeracy lead is attending network meetings. The lead is liaising with the CSC Maths lead- Louise Davies to request bespoke Maths training.
- New Maths resources have been purchased for Progression Step ½ to promote mental maths/problem solving.
- Curriculum for Wales professional learning and support is being provided by CSC. We are having the opportunity to engage with the curriculum reform agenda as we move towards the Summer term.
- All staff utilise the CSC Curriculum for Wales website and many are engaged in professional learning;
- Mrs Denise Jones is involved in the Reading Reconsidered and Welsh Working Party
- Mrs Emma Hughes is involved in the Early Effective Learning and TALP (Teaching assistant learning programme) and completing the Middle Level Management training.
- Mr Nigel Hughes is engaged with Computer Science and Primary Science and developing exemplar material for Progression step 2.
- The whole school is involved in the Comparative Judgement- Writing exercise.
- The Healthy Schools Phase 6 virtual assessment had to be postponed and a new date has been set.
- AfonDance company have recommenced their involvement with the school- Years 1- Year 6 to develop Expressive Arts.
- The ALN Register reflects definition of ALN.

- The Provision Map for 2021 completed/review at regular intervals.
- The ALNCo has commenced PCP meeting for a select few parents/pupils- Spring Term 22. Draft IDPs have been created for the mandatory year groups- N/1/3/5.
- The MER cycle has been revised to include ALN self evaluation/monitoring.
- The new ALNCO- Kirsty Evans has attended the LA-led ALN transformation professional learning events and participated in Cluster based meetings also
- The HT attended the Mental Health and Wellbeing Project funded collaboration- CSC.
- The LSOs have accessed some of the e modules from the TALP programme for their professional development.
- School website has been updated with parent friendly information about the ALN Bill
- Links have been re-established with Lesotho with Y3 class teacher
- Exemplar Science materials completed May 22

Summer interim update

- The new medium term planning has been reviewed and evaluated during CfW INSET day 16/5/22
- Health and Wellbeing Cluster Exchange meeting 24/6/22
- ALNCo has held staff training session on writing IDPs and ALN Bill reform 9/5/22
- ALNCO has discussed her role with School Improvement Partner
- PCP Reviews have taken place, IDPs have been written and agreed.
- Link made with Dolen Cymru by Humanities lead

Action

- Introduce sign language
- Develop assessment as part of the curriculum reform agenda. SIP-2022-23
- ALNCo to provide training to Governors
- Re-establish links with Dolen Cymru / Lesotho

Appendix 1: Summary of spending to support the SIP 2021-2022

		EIG	Early Years - PDG	PDG	Professional Learning	Total Spend
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Target 1	To raise standards in the AoLE- Languages, Literacy and Communication reducing the impact of poverty on educational attainment. 1a- To raise standards in spelling at Progression Step 1b- To raise standards in reading/phonic awareness in Progression Step 1 and 2.	Staffing £14,077	Staffing £6,037	Lexus Intervention Programme- £1000 Staff- £12,662	£881	£33,776
Target 2	To continue to develop teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales with a key focus on AoLE-Humanities/Science and Expressive Arts.	Staffing £14,077	Staffing £6,037	Staff- £12,662	£881	£33,776
Target 3	To raise standards in Numeracy in Progression Step 2 and 3.	Staffing £14,077	Staffing £6,037	Myconcern costs-£2400 Staff- £12,662	£881	£35,176
Target 4	To continue to promote Health and Wellbeing across the school	Staffing £14,077	Staffing £6,037	Staff- £12,662	£881	£33,776
Total		£56,310	£24,150	£54050	£3524	£139,095.37