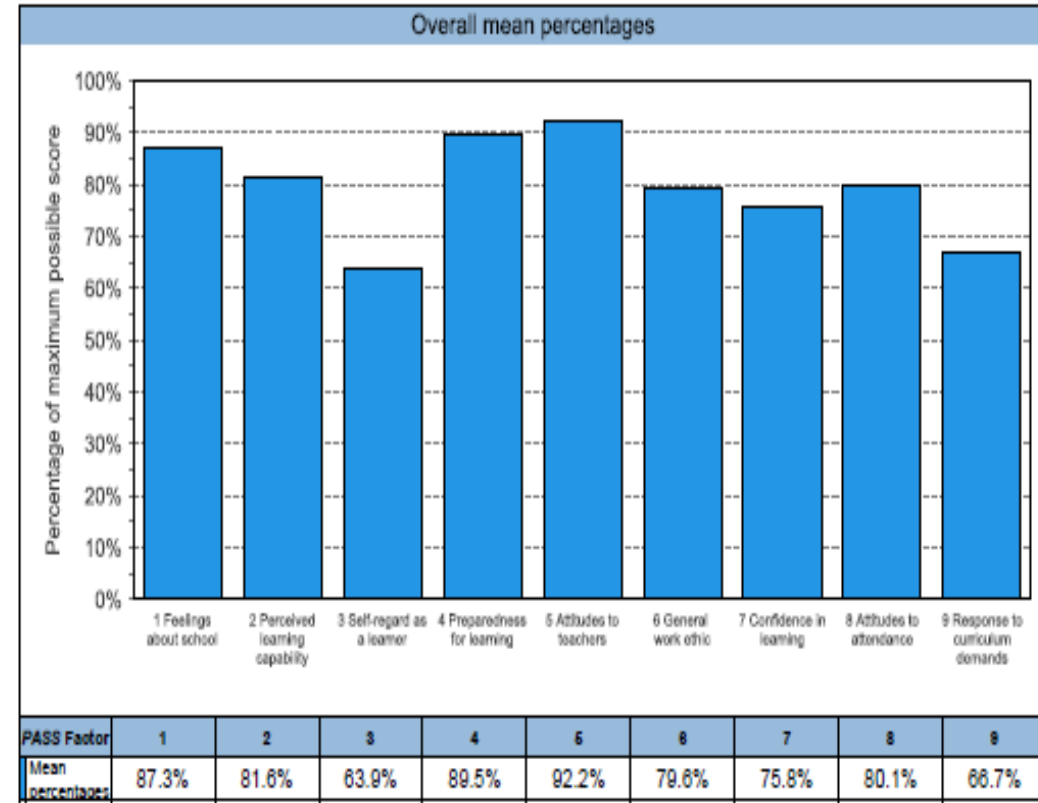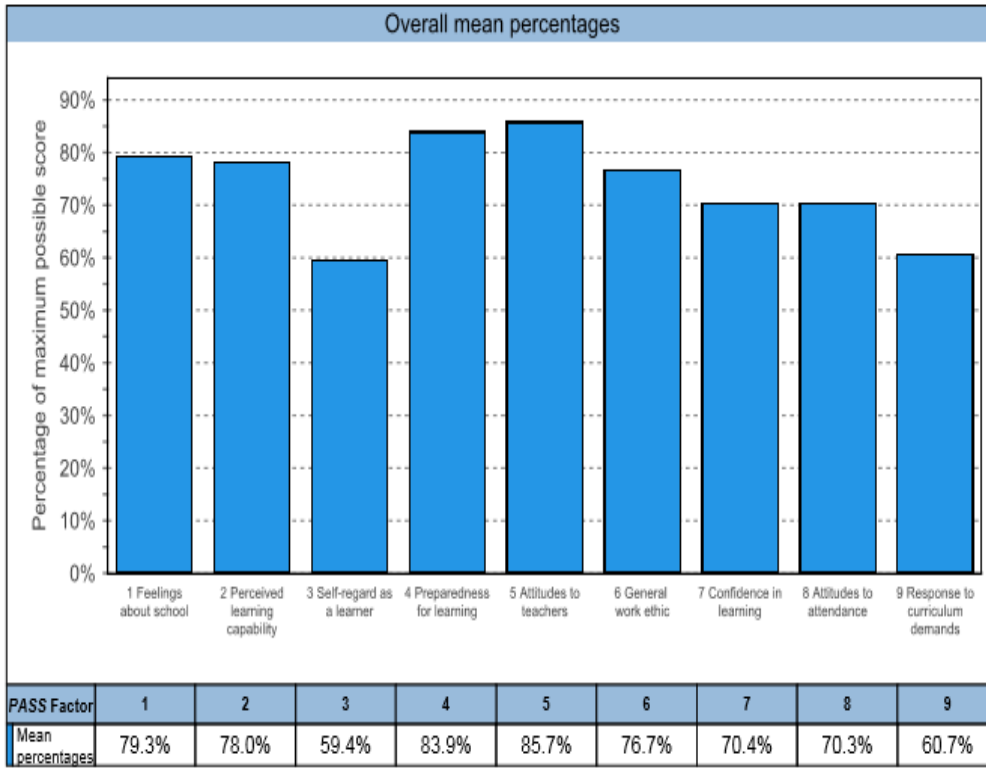| Grant	Planned Activity	Success Criteria/Targets	Impact
EIG	To further develop collaborative learning, feedback and digital technology across identified areas of learning enabling pupils to engage, develop, innovate and express	Monitoring and evaluation of teaching and learning across the school shows that agreed milestones in relation to collaborative learning, feedback and digital technology have been met	Ongoing MER carried out by TLR post holders show that milestones have been met with specific individual actions set to ensure consistency within agreed strategies VF in a circle is being used during lessons and throughout all subjects. Bloom's Taxonomy question starters are used to differentiate and vary close the gap marking questions. Ground rules for Collaborative Learning tasks have been discussed and agreed and are used to ensure effective group work. The use of group roles are being used regularly to ensure team work is effective and that ALL children are taking responsibility for their learning. Digital technology is being used to enhance areas of learning. The Digital Competence Framework is included in all areas of learning and the planning is monitored through the MER cycle. Listening to Learners is gathering impact in relation to pupil skills and reflection upon their learning across the DCF/ICT. Use of DCF/ICT planning documentation and skills tracking to demonstrate coverage, progress and impact on learning is being monitored across the school.
EIG	To maintain current Foundation Phase Adult to Pupil Ratios	School has been able to maintain the recommended adult to pupil ratio with a positive impact on pupil outcomes	Current ratios are: Nursery 1:9 (AM) and 1:10 (PM) Reception 1:10 Year 1 1:14 Year 2 1:9 (WG Grant – Reducing Infant Class Size)
EYPDG	To enhance the delivery of early interventions to accelerate the acquisition of early skills in LLC (Oracy)/MD/PD	Data at the end of interventions show that targeted pupils have made accelerated progress from their identified starting points therefore closing the gap on their peers (N – R)	Teaching Talking Reception Number of pupils – 10 FSM – 6 LAC - 1 Progress Made – 1 pupil made expected progress 6 pupils made more than expected progress. Groups have been adjusted according to BPVS **and** teacher assessment to create smaller, focussed groups for a set period of intervention.

EYPDG	To further develop collaborative learning, feedback and digital technology within the Early years	Monitoring and evaluation of teaching and learning within the early years shows that agreed milestones in relation to collaborative learning, feedback and digital technology have been met	Ongoing MER carried out by TLR post holders show that milestones have been met with specific individual actions set to ensure consistency within agreed strategies

Where VF is being used, we are currently monitoring to ensure that children's responses are not always scribed, but they are responding with mark making or images.

The use of ground rules for Collaborative Learning are agreed and the children are reminded these when working in groups. The 3 relevant group roles have been shared and have been introduced to the children.

Digital Technology skills are taught in small groups and the opportunities for these skills to be applied are planned for though enhanced provision.

Learners have access to a range of technology appliances which provide real life experiences and are available across the curriculum.

Use of DCF/ICT planning documentation and skills tracking to demonstrate coverage, progress and impact on learning is being monitored across the school. |
| **PDG** | To further enhance the school's provision for enhancing social and emotional development and wellbeing by employing a full time play therapist | Data at the end of play therapy sessions show that identified pupils have made progress in all areas on the readiness for inclusion chart and are able to access learning more successfully | Since September 2018, 18 pupils have worked with the play therapist.

14 pupils and 1 parent are currently working with the play therapist.

1 pupil has received a booster session in this period.

All but 1 pupil has shown a decrease in their SDQ score at the mid-term review when reviewed by the class teacher and all but 2 pupils when reviewed by their parents.

This shows that they have made progress on the readiness for inclusion chart and are able to access learning more successfully.

There are currently two pupils on the waiting list. |
| **PDG** | To enable restructuring of SLT in order to further refine the school's strategies to monitor and evaluate the quality of teaching and learning through phase specific monitoring and evaluation | By July 19, all children including those in vulnerable groups, will have made at least good progress from their starting points | Assessments and monitoring is ongoing to ensure that by July 19 all children including those in vulnerable groups, will have made at least good progress from their starting points.

Children who are currently off track have been identified through teacher assessments and IPPMs and are receiving appropriate support. |

		By July 2019, attendance will have at least met the target set (93.9%) with a reduced percentage of unauthorised absence (1%)	Attendance is currently 95.2% and unauthorised absence is 0.9%. Whole school attendance for FSM = 94.4% Whole school attendance for LAC = 95.3%
PDG	To ensure the updated curriculum is broad and balanced thus minimising barriers to learning and maximising aspirational learning opportunities	The new curriculum in Wales is successfully implemented at an appropriate pace and in a relevant manner	Relevant changes to the curriculum, in line with the New Curriculum for Wales, have successfully been implemented. However, further adaptions will be needed to meet the requirements of the new curriculum during the next two terms.
		By July 19, all children including those in vulnerable groups, will have made at least good progress from their starting points	Most children, including those from vulnerable groups, make very good progress from their starting points.
PDG	To further enhance the school's nurture provision for enhancing social and emotional development and wellbeing	Most pupils' behaviour will be excellent with very few pupils displaying challenging behaviour Further reduction in the number of exclusions Data shows that at least 79% of identified pupils have made progress in all areas on the readiness for inclusion chart and are able to access learning more successfully	7 pupils are currently accessing nurture and 42 pupils are accessing the associated interventions. Most pupils' behaviour is excellent with very few pupils displaying challenging behaviour. There have been no exclusions since September 2018. The number of exclusions in 2017-2018 reduced to 19 from 56 in the previous year. LJ has attended a Trauma Informed Schools (TIS) professional learning course which aims to support children who have experienced trauma during their life. EW who supports out of the nurture class has also attended courses to support children within the nurture class and those who we have identified within the mainstream classes. EW has attended Nurture ABC, Teen Wellbeing Toolkit and Nurture UK training. All staff have attended ACE training and have been trained in NNSP. All learning environments have living walls to support the learning of all pupils within the classroom The attendance of those accessing nurture provision ranges from 77.2% up to 95.7%
PDG	To enhance the delivery of interventions to accelerate the	Data at the end of interventions show that targeted pupils have	Teaching Talking Year 1 number of pupils – 15

	acquisition of identified skills in LLC and MD	made accelerated progress from their identified starting points therefore closing the gap on their peers (Y1 – 6)	FSM – 3 LAC - 0 Progress Made – Although all pupils have made some progress, they have made below expected progress. Groups have been adjusted according to BPVS **and** teacher assessment to create smaller, focussed groups for a set period of intervention.
PDG	To further enhance the school's provision for enhancing social and emotional development and wellbeing by employing an educational family support worker	The EFSW has supported parents experiencing difficulties with their children's behaviour or any other problems to remove barriers and reduce the negative impact on a child's ability to learn/reach their full potential	The EFSW is currently working with 27 families. The support offered is linked to: • parental mental health, • supporting ongoing impact of domestic violence on pupils and parents (Womens Aid, STAR programme) • housing, • debt management, • access to furniture, • access to food banks, • Families First referrals, • improving attendance and punctuality, • contact with outside agencies, eg: EP, • investigating alternative provisions, • helping parents understand educational information/diagnosis and • improving links with school.
PDG	To enable the restructuring of SLT to include two Assistant Headteacher roles focussed on Wellbeing and Attitudes to Learning	By July 19, all children including those in vulnerable groups, will have made at least good progress from their starting points	Results from PASS Survey – See Appendix 1 Next Steps: All classes to be given actions to work on as part of circle time sessions. These sessions will focus on areas identified from the PASS survey in Dec 2018. All teachers provided with the names of pupils within their class who scored low on the PASS. Nurture Staff have been given identified pupils and specific actions to work on from the PASS analysis.
PDG	To further enrich the curriculum to enable vulnerable pupils to benefit from broad experiences and learning opportunities	Pupil voice will show that pupils have found the curriculum to be engaging and have enabled them to develop a deeper and wider learning experience. All pupils will be engaged in their learning.	Residential - All of the pupils who attended the residential trip (45) received support from the school to attend. Outdoor Learning - Nearly all classes (14/16) have had the opportunity to experience outdoor learning with the Forest School leader. Climbing - All pupils in Y6 access climbing opportunities with sports development throughout the year. All pupils achieve their Level 1 Climbing certificate, while around half achieve their Level 2 Climbing certificate.

PDG	To further improve the MAT provision across the school	To increase the percentage of FSM pupils achieving at the expected +1 outcome/level across the curriculum	CE has attended MAT training and is working with LNS for MAT to implement and develop strategies to support MAT pupils. Current provision in place to support MAT within the classroom is the use of Alan Peat sentences for creative writing and Top 10 Reading Responses for Reading. A MAT workshop is running in March to further develop writing for MAT pupils. We have signed up to the cluster MAT programme which will be beginning in the Summer Term of 2019.
PDG	To support pupils to develop a Growth Mindset thereby encouraging them to have a go and re-engage with their learning	Monitoring and evaluation of teaching and learning show that all pupils are enthusiastic and engaged in their learning	Monitoring and evaluation of agreed Growth Mindset strategies show that nearly all pupils are enthusiastic and engaged in their learning All classes are using the 6B's strategy to promote independence and ownership of their learning.

Appendix 1:

Overall mean percentages

PASS Factor	1	2	3	4	5	6	7	8	9
Mean percentages	79.3%	78.0%	59.4%	83.9%	85.7%	76.7%	70.4%	70.3%	60.7%

Overall mean percentages

PASS Factor	1	2	3	4	5	6	7	8	9
Mean percentages	87.3%	81.6%	63.9%	89.5%	92.2%	79.6%	75.8%	80.1%	66.7%

Overall percentiles

PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Percentile score	22.4	35.2	32.3	32.8	48.4	39.0	44.2	24.8	30.6

Overall percentiles

PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Percentile score	41.6	52.5	42.5	54.6	72.7	58.8	52.1	46.5	42.7

Appendix 1 (cont.):

	Difference in scores								
	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Percentile Score	+19.2	+17.3	+10.2	+21.8	+24.3	+19.8	+7.9	+21.7	+12.1
Percentage	+8%	+3.6%	+4.5%	+5.6%	+6.5%	+2.9%	+5.4%	+9.8%	+6%