

Grant Plan Overview 2020-2021



National Mission	Ref: SDP	Planned Activity (what are you going to do?)	Success Criteria / Targets	Funding Source
Excellence, Equity and Wellbeing	4.3	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	PDG
Excellence, Equity and Wellbeing	4.3	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 By July 21, attendance will have at least met the target set with a reduced percentage of unauthorised absence	PDG
Excellence, Equity and Wellbeing	4.3	To further enhance the school's nurture provision for enhancing social and emotional development and wellbeing	Data shows that identified pupils have made progress in all areas on the readiness for inclusion chart and are able to access learning more successfully Levels of anxiety and inappropriate behaviours are reduced. Learners able to engage in work/activities as a result.	PDG
Leaders working collaboratively to raise standards	3.1	Wellbeing and Attitudes to Learning Lead in consultation with other stakeholders to reprioritise and revise curriculum aims to provide a balance between wellbeing and academic learning for ALL learners including the most vulnerable	Curriculum provides an appropriately balanced range of curriculum experiences that prioritise: learner wellbeing, develop academic knowledge and skills, support learner interaction/ collaboration and develop learners' capacity to learn independently	PDG

High quality education profession	3.3	Through appropriate line management structures, temporary TLR holders are supported to define appropriate mechanisms of formative assessment to support pupil progress, readiness to learn and engagement in learning for ALL learners including the most vulnerable	Assessment contributes well to developing an holistic view of ALL learners including our most vulnerable in order to identify and support their reengagement and next steps in learning	PDG
Transformational Curriculum	3.1	To establish an outdoor learning classroom to support the development of lifelong learning skills in the outdoors for ALL pupils including our most vulnerable	School has maximised the amount of quality time learners are spending outdoors Curriculum provides an appropriately balanced range of curriculum experiences that prioritise: learner wellbeing, develop academic knowledge and skills, support learner interaction/ collaboration and develop learners' capacity to learn independently	PDG
Transformational Curriculum	3.1	To further enhance the school's provision for outdoor learning to support the development of lifelong learning skills by employing an outdoor learning expert	School has maximised the amount of quality time learners are spending outdoors Curriculum provides an appropriately balanced range of curriculum experiences that prioritise: learner wellbeing, develop academic knowledge and skills, support learner interaction/ collaboration and develop learners' capacity to learn independently	PDG Growth
Excellence, Equity and Wellbeing	4.2	To enhance the delivery of early interventions to accelerate the acquisition of early skills	Data at the end of interventions show that targeted EY pupils have made accelerated progress from their identified starting points therefore closing the gap on their peers	EYPDG

Transformational Curriculum	3.1	To establish an outdoor learning classroom to support the development of lifelong learning skills in the outdoors for ALL pupils including our most vulnerable	School has maximised the amount of quality time learners are spending outdoors Curriculum provides an appropriately balanced range of curriculum experiences that prioritise: learner wellbeing, develop academic knowledge and skills, support learner interaction/ collaboration and develop learners' capacity to learn independently	EYPDG
Excellence, Equity and Wellbeing	1.6	To ensure the implementation of the blended learning strategy across all AoLEs and phases of learning	Monitoring and evaluation of teaching and learning across the school shows that agreed milestones in relation to blended/distance learning have been met	EYPDG
Transformational Curriculum	2.1	Attend the regional programme of support for Curriculum Reform and regional half termly PL network meetings.	Attended all briefings and meetings and delivered PL to all teachers and support staff at school	Professional Learning Lead
High quality education profession	2.2	Access leadership programme to support Senior Leadership development	Senior Leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school	PL for Teachers
High quality education profession	2.2	Access leadership programmes to support middle leadership development	Middle Leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school	PL for Teachers
High quality education profession	2.1	Blended Learning leads released to attend relevant training and to develop blended learning methodology in line with the principles of the Curriculum for Wales reform	Blended learning leads work collaboratively across the school to drive professional learning and establish an effective blended learning strategy Blended learning leads disseminate resources and information effectively to all staff	PL for Teachers
Excellence, Equity and Wellbeing	2.3	The ALN lead will engage with all regional activity to support the realisation of the revised Code of Practice All staff will have access to professional	The school will engage fully with all regional activity in relation to the ALN Transformation plan All stakeholders are fully informed about the changes	PL for Teachers

	learning to support the introduction of the new bill		
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