

Grant Plan Overview

2021 - 2022



National Mission	Ref: SDP	Planned Activity (what are you going to do?)	Success Criteria / Targets	Funding Source
Excellence, Equity and Wellbeing		To maintain current Foundation Phase Adult: Pupil Ratios	School has been able to maintain the recommended adult: pupil ratio with a positive impact on pupil outcomes	EIG
Transformational Curriculum	1.6	To enhance the schools delivery of Curriculum for Wales by ensuring that each AOLE is appropriately resourced	Curriculum provides an appropriately balanced range of curriculum experiences that prioritise: learner well-being, develop academic knowledge and skills, support learner interaction/ collaboration and develop learners' capacity to learn independently	EIG
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 22, 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 by employing a team of appropriately trained staff	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	Well-being 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 well-being, 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
High quality education profession	4.3	To further enhance the school's Trauma Informed School provision to support social and emotional development and wellbeing by appropriately training all staff	Data shows that identified pupils have made progress in all areas 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
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 and developing the Year 3 Outdoor learning area.	School has maximised the amount of quality time learners are spending outdoors Curriculum provides an appropriately balanced range of curriculum experiences that prioritise: learner well-being, 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 well-being, develop academic knowledge and skills, support learner interaction/ collaboration and develop learners' capacity to learn independently	PDG

Excellence, Equity and Wellbeing	4.2	To enhance the capacity of the school to deliver an accelerated learning programme to identified vulnerable learners	Identified vulnerable learners make accelerated progress, both pastoral and academic, through the delivery of a bespoke programme of learning	Recruit, Recover, Raise Standards (ALP)
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
Excellence, Equity and Wellbeing	1.6	To ensure the implementation of the blended learning strategy across all Areas of Learning 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