

CONSORTIWM GOGLEDD CYMRU / NORTH WALES CONSORTIUM



School Effectiveness Grant (SEG) and Pupil Deprivation Grant (PDG)

2013-2014

Ysgol Bryn Gwalia

SEG/PDG Plan 2013 - 2014

School Bryn Gwalia CP	Total delegated SEG	Total delegated PDG
	£ 15,367	£ 21,150

PRIORITY 1: DEVELOP AND RAISE STANDARDS OF LITERACY & NUMERACY

Activity supported		Source of funding and planned spend £	Outputs and Outcomes	Targets	Projected (to be completed by OCT 2013)	Actual (to be completed JAN 2014)				
Literacy and Numeracy Identifier	Details of activities									
1. Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach to the requirements of the LNF	<ul style="list-style-type: none"> Audit of teaching skills Staff INSET - Training of all teaching staff in the implementation of the LNF– use of the literacy and numeracy co-ordinator Lesson observations. Provide management support to facilitate the co-ordination of the LNF, through utilisation of appropriate resources. The development and procurement of appropriate cross curricular resources for the delivery of literacy and numeracy. 	£440 (SEG)	No of teachers identified as requiring additional literacy and numeracy support	8 (all)	8					
			No of teachers receiving additional training	8	8					
			Average No of hours of support / teacher	4 hours	4 hours					
			No of teachers whose core skills have improved as a result of this support (as evidenced by performance management data, assessment against the LNF and reading and numeracy	100%						
2. Effective use of assessment, including data from the reading and numeracy tests,	<ul style="list-style-type: none"> INSET for all staff on 	£2500 (SEG)	<table border="1"> <tr> <td>No of schools that make effective use of data from</td> <td>inform future planning Yes</td> </tr> <tr> <td></td> <td>identify pupils that require targetted support Yes</td> </tr> </table>	No of schools that make effective use of data from	inform future planning Yes		identify pupils that require targetted support Yes	Data to be collected centrally		
No of schools that make effective use of data from	inform future planning Yes									
	identify pupils that require targetted support Yes									

<p>to inform improvements to teaching and learning</p>	<p>effective use of test data.</p> <ul style="list-style-type: none"> • Training in use of school tracking programme and inputting data (Incerts). • Release time for staff to input data. • Work within the school and the consortium to moderate and standardise work. 		<p>reading and numeracy tests to:</p>	<p>respond to the needs of MAT pupils Yes</p> <p>effectively target their grant spending plan</p>			
<p>3. Provide school leaders and teachers with support, in coordination with the National Support Programme, to implement the Literacy and Numeracy Framework</p>	<ul style="list-style-type: none"> • Training of all teaching staff in co-ordination with the NSP. • Supply cover for lead staff to attend NSP cluster meetings. • CPD for support staff • Supply cover to release staff to track skill coverage • Ensure robust tracking and monitoring procedures are in place, to gauge the impact of provision. • Use innovative resources to stimulate the delivery of the LNF. 	<p>£3000(SEG)</p>	<p>No of schools supported by th NSP</p>		<p>Data to be collected centrally</p>		
			<p>Number of teachers supported by the NSP</p>	<p>8</p>	<p>8</p>		
			<p>Total No of hours of support from NSP</p>	<p>TBC</p>			
			<p>No of shools makign satisfacotry progress in the implementation of the L&NF</p>		<p>Data to be collected centrally</p>		
<p>4. Enable best practice to be effectively shared including through the use of outstanding teachers of literacy and numeracy to provide coaching and mentoring opportunities for teaching staff who are in need of additional support</p>	<ul style="list-style-type: none"> • Registratio n with Maths Independent Advisor 'Ann Jones Mathematics Ltd' to provide support as per contract • Numeracy/maths co-ordinator to attend 3 SL training days • Ensure the LNF and other national priorities, such as 	<p>£800 contract</p> <p>£660 supply costs (SEG)</p>	<p>Number of OT recruited using agreed slection criteria</p>	<p>Data to be collected centrally</p>			
			<p>No Trained by NSP</p>				
			<p>Time in days</p>				
			<p>No of Schools supported</p>				
			<p>% Schools improving</p>				

	More Able and Talented, caters for all groups of pupils.								
5. Through use of the reading and numeracy tests data ensure that effective catch-up provision is available at the earliest stage for those children who have fallen behind	<ul style="list-style-type: none"> Once pupils have been identified as under attaining, assessment will follow quickly to establish whether it is underachievement. If it is found to be underachievement classroom based support will be planned and implemented with close monitoring of progress towards narrowing the attainment gap. Training programme for ALNco & TAs to deliver additional support 	£1500(SEG)	Nature of programme	Name of Programme	PAT Catch-up				
				1= one to one 2 = small group	4				
				Contact time	2hrs				
			No of staff trained to use the programme	Teachers	1				
				LSA	1				
				Total	2				
			No and % of pupils supported	No	20				
				% of school cohort	10%				
			% of those targeted having made progress (need a measure)				100%		
			6. Ensuring that targeted support and provision is available to stretch our more able and talented pupils (including where reading and numeracy test data indicates performance over and above the expected range)	<ul style="list-style-type: none"> Promote thinking skills across the curriculum to support the skills for learning, life and the world of work Purchase of MAT resources to extend learning within the inter disciplinary topics. Purchase of relevant guided reading materials to develop higher order reading skills Purchase of numeracy scheme/resources for KS 2 to support and extend all groups of learners 	£5000(SEG)	No of learners identified as MAT		20	
% of school cohort identified as MAT		20%							
Nature of programme	Name of Programme	Workshops							
	1= one to one 2 = small group	Small groups							
	Contact time								
No of staff trained to use the programme	Teachers	6							
	LSA								
	Total	6							
No and % of pupils supported	No								
	% of school cohort								
% of those targeted having made progress (need a measure)									

	<ul style="list-style-type: none"> Ensure that systems are in place to effectively identify More Able and Talented (MAT) pupils, in all aspects of school life. 	NACE Courses x 2 £480			
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PRIORITY 2 : REDUCE THE EFFECT OF POVERTY AND DEPRIVATION ON EDUCATIONAL ACHIEVEMENT

Activity supported		Source of funding and planned spend £	Outcomes	Targets	Projected (to be completed by Dec 2012)	Actual (to be completed March 2013)
Literacy and Numeracy Identifier	Details of activities					
1. Use of the Sutton Trust Toolkit or a similar toolkit	The use of digital technologies to support learning <ul style="list-style-type: none"> Staff INSET in the implementation of the Sutton Trust toolkit Identify key person to lead and monitor the school's response to Pupil Deprivation including FSM pupils. 	£660(PDG)	No of schools using the Sutton Trust Toolkit or a similar toolkit			
2. Support PLCs and local system leaders to use emerging lead practice in use of the Pupil Deprivation Grant to focus rigorously on closing gaps in attainment including the development of metacognition, peer tutoring and feedback	<ul style="list-style-type: none"> Release time, course attendance costs to participate in the LIFE programme to enable targeted FSM group to integrate mobile technology with a sound pedagogical base to enhance the key 	£12000 (40 x 1 pads) 2500(PDG) Release of digital leader	Gap in attainment between e-FSM pupils and non e-FSM pupils has decreased over the 3 year period based on	Key stage teacher assessments	TBC	
				reading test data	TBC	
				numeracy test data	TBC	
				achievement of LT2+evel at the end of key stage 4		
				attendance and exclusions data	TBC	

	<p>basic skills needed to raise standards and improve outcomes for learners.</p> <ul style="list-style-type: none"> • Purchase of resources to provide a digital platform of learning and support in delivering the LIFE programme with FSM pupils and employ digital technology for targeted FSM/LAC pupils to develop pupil motivation and involvement and allow more in depth exploration of topics. • Apply for a internal IPLC (International Professional Learning Community on reducing the impact of poverty on educational attainment • Set up SOLE (Self Organised Learning Environments) in KS 2 classes 	<p>£2640 (4 days per term)</p>						
		£250 (PDG)		Estyn inspections (if relevant)				
		£2000 (PDG)						
<p>3.Promote effective family and community engagement</p> <p>.....</p>	<ul style="list-style-type: none"> • Participate in the Nurture PLC (hosted by Diane Chisholm, Southdown CP) • Run Flintshire Family Learning Programme for targeted parents • Host Flying Start programme (release of 	£ 600 release time for 2 NNEBs (PDG)	No of shcools that have used PDG to funded initiatives to pormote parental and community engagement and partnership working.	: Data to be collected centrally				
<p>4 Good Quality Early Education (primary schools only)</p>		£500(PDG)	Number of planned activities to engage with non-maintained settings, childcare providers and Flying Start settings to share resources, expertise and support	4 half days				

	<ul style="list-style-type: none"> NNEB (JW) to work alongside Mrs Irvine) 		transition to school/Foundation Phase			
			Details of these activities and continuous professional development of all staff involved	1		
			Number of children supported.	10		