

Consortiwm GwE, Gogledd Cymru / North Wales



**Grant Effeithiolrwydd Ysgolion (GEY) a Grant Amddifadedd Disgyblion (GAD)
School Effectiveness Grant (SEG) and Pupil Deprivation Grant (PDG)**

2014-15



Consortiwm Addysg Gogledd Cymru / *North Wales Education Consortium*

SEG/PDG Plan: 2014 - 2015

School	Total delegated SEG	Total delegated PDG	Total delegated GW
	£ 14,181	£37,638	£51,819

PRIORITY 1: DEVELOP AND RAISE STANDARDS OF LITERACY & NUMERACY

Activity supported		Source of funding and planned spend		Targets	Projected (to be completed by SEPT 2014)	Actual (to be completed JAN 2015)
Literacy and Numeracy Identifier	Details of activities	£	Outputs and Outcomes			
1.1 <i>Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach to the requirements of the LNF</i>	GWE training on the development of apps using ipads to support the teaching of Literacy and Numeracy skills. Apps to be used in school to develop and enhance pupils own skills. Numeracy/ maths co-ordinators to attend 3 half day SL training days. Numeracy/ maths co-coordinators to attend INSET on numerical reasoning provided by 'Ann Jones Mathematics Ltd'. Supply cover to release teachers to carry out Learning Walks	6 days supply	No of teachers identified as requiring additional literacy and numeracy support	6		
		£780.00	No of teachers receiving additional training (through this grant)	11		
		£540.00	Average No of hours of support / teacher (through this grant)	33		
		£260.00	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 test results)	11		
1.2 <i>Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning</i>	Assessment co-ordinator and ANCO to analyse test data in line with teacher assessment to identify children for key worker groups. Pupils to be tracked using Incerts to ensure expected progress is made.	2 x half day supply costs per term	No of schools that make effective use of data from reading and numeracy tests to:	inform future planning	Data to be collected centrally	
		£ 540.00		identify pupils that require targeted support		
				respond to the needs of MAT pupils		
				effectively target their grant spending plan		
1.3 <i>Provide school leaders and teachers</i>	Half day supply for all teachers within a key stage to map LNF skills to ensure progression and coverage of all skills	7 x half day supply	No of schools supported by the NSP	Data to be collected centrally		
		£630.00	Number of teachers supported by the NSP			

<i>with support, in co-ordination with the National Support Programme, to implement the Literacy and Numeracy Framework</i>	within teachers planning. Attendance at NSP consortium meetings to share planning at experiences.		Total No of hours of support from NSP		18			
			No of schools making satisfactory progress in the implementation of the LNF		<i>Data to be collected centrally</i>			
1.4 <i>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</i>	Both Assistant Head teachers are coaching individual/ groups of staff in both Literacy and Numeracy.	<i>£540.00(SEG) 2x.5 days per term</i>	Number of OT recruited using agreed selection criteria		<i>Data to be collected centrally</i>			
			No Trained by NSP					
			Time in days					
			No of Schools supported					
			% Schools improving					
1.5 <i>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</i>	Statutory testing will be consulted to identify children for key worker groups. Purchase of online 'CAT 4' testing materials to test children whom are suspected to be under-achieving.	<i>£1177.00 (SEG)</i>	Nature of programme	Name of Programme Key worker groups	<u>Targets</u>	<u>Projected</u>	<u>Actual</u>	
				2 = small group				
			No of staff trained to use the programme	Contact time (hours)	10hrs per week			
				Teachers	11			
				LSA	11			
			No and % of pupils supported	Total	22			
				No	50 SEN & 40 MAT			
			% of school cohort	40%				
			% of those targeted having made progress (need a measure)		40%			
			1.6 <i>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)</i>	INSET on identification and provision for MAT children. Promote thinking skills across the curriculum to support the skills for learning, life and the world of work. £500 allocated per class for pupils to use to support Leonardo curriculum topic work	<i>£4000.00 (£3000 school funded)</i>	No of learners identified as MAT		46
% of school cohort identified as MAT 20%		20%						
Nature of programme	<i>£1000 (SEG)</i>	Name of Programme Key worker groups						
		small group						
	Contact time	10						
No of staff trained to use the	Teachers	11						

	and exercise their pupil voice and financial literacy. Temporary appointment of two 0.5 additional LSA (1.2 Learning Support 2 17.5 hrs per week) to act as Key workers for challenging the MAT learners in Foundation Phase & KS 2..	Salary=14,880 Pro rated=£7,395 inc on costs 7/12ths (2 terms) = £4,314 x 2= £8,628 Total £14,275.00	programme	LSA	1		
				Total			
			No and % of pupils supported	No	46		
				% of school cohort	20%		
	% of those targeted having made progress (need a measure)	20%					

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 SEPT 2014)	Actual (to be completed by JAN 2015)
Literacy and Numeracy Identifier	Details of activities					
2.1 Promote effective family and community engagement	Temporary appointment of 1.0 additional LSA to act as a Home school well being and learning co-ordinator (L4 2.4) The goals of the activity are: To maximise active participation of FSM children in school (link to 2.2 b) To promote active engagement between home, school and relevant community agencies To support and develop parents' ability to enhance their children's learning and well-being assisting them to develop relevant skills. To encourage self development &, literacy skills of parents in order to support their children and be positive role models in encouraging the educational and personal	Salary= £20,400 Pro rated=£17,038 inc on costs 7/12ths (2 terms) = £12,506	No of schools that have used PDG to funded initiatives to promote parental and community engagement and partnership working, including early education settings	1		
			Number of planned activities to engage parents within this grant	Weekly drop in +6		
			Number of parents attending	30		
			Number of schools conducting community inclusive activities within this grant	1		
			Number of schools with formal structures to promote partnership working within this grant	1		
			Number of e-FSM children supported	63		

	<p>advancement of their children in particular those who might be at risk of failure. To support the identification of learners at risk and participate in the Multi Agency meetings. To disseminate the positive outcomes of the 'initiative' throughout the school and community. Research undertaken by the Joseph Rowntree Foundation (reported in Egan, 2013; Carter-Wall and Whitfield, 2012) identified parental and family engagement as being the most important factor, outside of schools, in influencing the achievement of children from disadvantaged backgrounds</p> <p>Training for LSA with PEN Wales Course</p> <p>Resource bank to support parent learning</p>	<p><u>£375.00</u></p> <p><u>£800.00</u></p>					
<p>2.2(a) Narrow the impact between the attainment of e-FSM / in-work poverty pupils and non e-FSM pupils with reference to the Sutton Trust Toolkit (STT)</p>	<p>Temporary appointment of 0.5 additional LSA (1.2 Learning Support 2- 17.5 hrs) to act as Key workers to support FSM pupils.</p> <p>Temporary appointment of 1.0 additional LSA (1.2 Learning Support 2 32.50 hrs) to act as Key workers to support FSM pupils.</p> <p>'Key worker group' is a form of 'mastery learning' (STT) as groups of learners have work differentiated</p>	<p>Salary=14,880 Pro rated=£7,395 inc on costs 7/12ths (2 terms) = <u>£4,314</u></p> <p>Salary=14,880 Pro rated=£13,735 inc on costs 7/12ths (2 terms) = <u>£8,012</u></p>	<p>Number of schools using the Sutton Trust Toolkit (or a similar toolkit)</p> <p>Number of schools able to demonstrate that the gap in attainment between e-FSM pupils and non e-FSM pupils has decreased over the 3 year period based on:</p> <p><u>In KS2 2011-2012 FSM pupils outperform non-FSM pupils and in</u></p>	<p>1</p> <p>Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments</p> <p>Reading and numeracy test data</p> <p>Annual performance data for achievement of LT2+ at the end of key stage 4</p> <p>Leaving schools without qualifications</p> <p>Attendance data</p>	<p>94.5%</p>		

<p>2.2(b) Narrow the impact between the attendance and exclusions of e-FSM and non e-FSM with reference to the Sutton Trust Toolkit (STT)</p>	<p>in both lower and higher level steps receiving additional support in order to progress in both skills and content. This refers to special targeting of the interventions in the classes where the disadvantaged individual children attend.</p> <p>Purchase of 'Gold Package' CAT4 testing to test FSM children whom are suspected to be under-achieving especially at the higher ability level</p> <p>CAT4 training (half day)</p> <p>Purchase 10 x desktop computers (Lenovo @ 409.00) for ICT room/research hub to support CAT4 testing and use of RM maths and Success Maker Literacy & Numeracy programs</p> <p>Promote extra-curricular activities through utilising expert external providers for after hour's clubs to include Science Club, tennis club, cricket Club & tumble tots</p> <p>Purchase of resources for playtime activities (inc yard posts @ £600)</p> <p>Contribute towards the costs of enrichment activities for some vulnerable families e.g. fund individual costs for trips and residential school trips, provide uniform and school PE/swimming kit. Contribute to</p>	<p><u>£740.00 (63 FSM pupils @ £11.75)</u></p> <p><u>£495</u></p> <p><u>£4,090</u> + <u>£380</u> Microsoft office licence</p> <p><u>£1,326</u></p> <p><u>£ 1600</u></p> <p><u>£2000.00</u></p>	<p><u>2012 -2013 FSM performed marginally below non FSM but above LA & Wales and there is no pattern of under-attainment in FSM Therefore no target for improvement possible.</u></p>	<p>Exclusions data</p>			
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	<i>the cost of community clubs as appropriate.</i>					
2.3 Looked After Children (LAC)	<i>Support LAC pupil with out of hours activities costs to participate fully in the extra curricular activities</i>	<u>£1000,00</u> (PDG) Total; <u>£37,634,00</u> (PDG)	Clearly defined outcomes identified for LAC in all Key Stages		Yes as in IEP for statmented pupil	
			Number of schools able to demonstrate that the gap in attainment between LAC pupils and the e-FSM and non e-FSM has decreased over the 3 year period based on:	Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments		
				Reading and numeracy test data		
				LT2+ at the end of key stage 4		
				Attendance data		
				Exclusions data		
			Number of LAC supported		1	
Number and % of LAC making good progress	Number:	1				
	%	100%				