



NEYLAND COMMUNITY PRIMARY SCHOOL

OUR SCHOOL IMPROVEMENT PLAN

2021 - 2023

C Hewitt (Neyland Community School)

At Neyland Primary School, we believe our School Improvement Plan will allow all stakeholders to work closely in partnership with us and achieve our targets.

We strive to improve through employing rigorous self-assessment. As a result of detailed analysis of school data and ongoing continuous self-evaluation we have 4 priorities this year. Our pupils have a '**child friendly**' version so that all of our stakeholders understand our shared goals.

We work hard to share these recommendations in a variety of ways. It is vital that everyone in our school community can understand them and implement them. This way, we strengthen our cohesion as a learning community. We share our vision through newsletters, assemblies, displays around our school, social media, noticeboards, parental meetings and Governing Body meetings etc.

In order to ensure the recommendations set out in our SIP are met, our 'Performance Management' targets will be directly linked during the academic year 2021/2022 and beyond, if applicable.

The 4 SIP targets are as follows:

Target 1: To use tracking, assessment and progress data to inform assessment for learning so that nearly all pupils make at least expected progress and a minority (including targeted eFSM pupils whose attainment has been uplifted) of pupils make better than expected progress in core subjects.

Target 2: Improve the quality of teaching and learning and developing pedagogy, so that all teaching is consistently good or better, is equitable for disadvantaged learners and leads to them catching up with non-disadvantaged peers.

Target 3: To develop teaching strategies to ensure challenging activities are planned for MAT pupils (including those uplifted to MAT levels), across the curriculum, allowing them to work at greater depth.

Target 4: To develop Welsh across the school with a focus on language and culture, allowing our children to have a sense of community and cultural heritage.

SIP Target 1 Pupil Voice: **"Our teachers help us to understand how well we are doing and what our next steps are. They support us to have a growth mindset and be the best we can be"**

SIP Target 2 Pupil Voice: **"Our teachers help us engage and join in our activities by planning exciting learning opportunities both inside and outside. They support us to understand the new curriculum and how the Four Purposes are important to all that we do."**

SIP Target 3 Pupil Voice: **"Our teachers plan challenging learning experiences for us and give us opportunities to work at greater depth in all subjects across the curriculum."**

SIP Target 4 Pupil Voice: **"Our teachers help us to understand our culture and heritage and what it is like to live in Wales. They support us to use the Welsh language with growing confidence so we can speak to each other in both English and Welsh."**



Links with the LA PIAP	Links with UNCRC
Recommendation 1: <i>Raise standards in schools, particularly in literacy, numeracy and Welsh second language.</i> Recommendation 2: Improve the outcomes for all groups of learners, including those eligible for free school meals and those who are more able. Recommendation 3: Improve the effectiveness of the authority's work to improve teaching and school leadership.	Article 2: <i>The convention applies to everyone whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.</i> Article 3: <i>All organisations concerned with children should work towards what is best for each child.</i> Article 12: <i>Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.</i> Article 13: <i>Children have the right to get and to share information, as long as the information is not damaging to them or others.</i> Article 14: <i>Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.</i> Article 15: <i>Children have the right to meet together and to join groups and organisations as long as this does not stop other people from enjoying their rights.</i> Article 17: <i>Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children understand, and should not promote materials that could harm children.</i> Article 23: <i>Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.</i> Article 28: <i>Children have the right to an education.</i> Article 29: <i>Education should develop each child's personality and talents to the full.</i> Article 30: <i>Children have a right to learn and use the language and customs of their families.</i> Article 31: <i>All children have the right to relax and play and to join in a wide range of activities.</i>

School Improvement Plan

School Development Priority	Priority One: To use tracking, assessment and progress data to inform assessment for learning so that nearly all pupils make at least expected progress and some pupils make better than expected progress in core subjects.
What does self-evaluation tell us needs to improve?	What will success look like after 1 year?
- Assessment systems need to be robust, consistent and accurate across the school. - Formative and Summative data need to inform pupil progress, planning and next steps. - An accurate and robust Nursery and Early Years baseline needs to inform pupil progress and flightpaths. - COVID and lockdowns have inhibited progress for some therefore diagnostic tools need to be in place to identify gaps in learning to enable pupils to make rapid progress. - In KS2, a minority of learners are able to independently reflect on their learning and identify and confidently talk about their next steps. - In KS1, few children are able to reflect on their learning, with an adult if needed, to identify next steps. - Current data does not indicate pupil progress clearly, attainment only is identified. - Consistent monitoring and moderation of pupil progress and language used (below ARE, Secure and Above ARE) needs to be in place across the school and phases to ensure consistency and shared understanding.	- Balance to be used consistently from Year 1-6 to support planning, next steps and professional judgments. - Tapestry to be used consistently in Nursery and Early Years. - A carefully planned assessment timetable to be in place for Nursery – Year 6 to ensure consistency and accurately timed assessments. - Pupil Progress meetings, at least termly, in line with the assessment and ALN timetable will analyse eFSM pupils' attainment and progress as a priority, leading to constructive diagnostic conversations. - Formative assessment is shared with learners using The Learning Zoo (Early Years Base) and the Learning Wheel (Year 1-6) and pupils encouraged to discuss their learning and self-evaluate progress using appropriate language. - Nursery to complete the Compact Profile at each starting point in the year and early Years to complete the Full profile at the start and end of the school year. - Success criteria to be in place, consistently across the school in core subjects to identify next steps and greater depth opportunities. - Effective systems in place to identify gaps in learning to support teaching and learning, for example, using IDL, Mathletics, WAG tests, at least termly. - A shared system to record summative results, set targets and analyse pupil flightpaths. - Groups to be identified to ensure targeted support and challenge is in place where appropriate, including our vulnerable learners and those identified in the RADY project. - The introduction of REAL PE to support Growth Mindset, dispositions and communication across the curriculum. - Focussed and planned PPA sessions to incorporate all areas of Planning, Preparation and Assessment. - At least termly moderation exercises in place to focus on linking the Professional Judgements and Test outcomes to develop consistency and shared understanding across the school. - An agreed feedback policy will be in place across the school to support marking and assessment.

What will success look like after 2 years?

- Tapestry to be used effectively with parents/carers to share pupil progress and achievements.
- Balance is used robustly to plan appropriate learning experiences based on pupil needs from Year 1-6.
- Formative and Summative data is used effectively to show progress which is evident in books, learning experiences, pupil discussions and data.
- Pupil Progress meetings are focussed with staff confidently using the class analysis tool on Balance to talk about pupil progress in LLC and Maths & Numeracy.
- Nearly all pupils making expected progress in reading, writing and maths with a minority of pupils making better than expected progress.
- Many of our vulnerable pupils and those identified as RADY will make progress in line with their peers in the core subjects. **RADY pupils need to make MORE progress than their non-identified peers in order to catch up.**
- Most learners will use Growth Mindset language independently this will contribute successfully to pupils' development of the Four Purposes and their progress in the core subjects.
- Feedback Policy will be consistent across the school and used effectively to support pupil progress and discussions.

What will success look like after 3 years?

- All areas of the curriculum are assessed in Balance, as above.
- Consistently strong performance in the end of key stage assessments for core subjects.
- Nearly all pupils will use Growth mindset language.

Action	Lead Person	Time & cost
<u>Vision</u> Whole staff meeting to discuss this SDP target and to further develop and share vision for assessment and progress.	HT/SLT and all staff	Staff Meeting – 29.9.21 On-going discussions
<u>Curriculum and Pedagogical Principles</u> Review the school's procedures for tracking and assessment, feedback and pupil expectations . Are higher expectations being set for eFSM learners? What are the strengths? Areas for development? Are there inconsistencies in practice? Missed opportunities to strengthen provision? Are eFSM learners being challenged sufficiently over the long term to meet the raised expectations of their outcomes? Review current pedagogy for assessment in line with Balance and Tapestry. What training may be required for staff to deliver an equitable approach for RADY learners? Identify opportunities to embed the four purposes and consider how the curriculum may need adapting with regards to the AoLE and What Matters statements.	HT/SLT and all staff HT/SLT and all staff	Staff Meeting – 29.9.21 On-going discussions
<u>Resources</u> Assess the impact of interventions and tools used to identify learning gaps, for example, IDL, Mathletics. Are these identifying gaps and suggesting suitable interventions/quality first strategies to support RADY learners? Cost of Balance and Tapestry: build these programmes to fit the New Curriculum. Empathy Lab Cluster initiative.	ALNCO and all staff	On-going Cost of Intervention programmes Cost of Empathy Lab - Cluster initiative
<u>Professional Learning</u> Balance Workshops throughout the year to develop knowledge and understanding of Balance. Regular Feedback Policy reviews. Claire Gadsby staff meeting and coaching opportunity. REAL PE training to involve Growth Mindset. IDL and Mathletics training – inhouse	Ben Jackson All staff Teaching Staff	On-going INSET – 1.9.22021 and throughout staff meetings as and when required 5.10.21 and 6.10.21 13 th and 20 th September 2021

Curriculum Sessions; cluster sessions RADY training throughout the year and as part of the Beacon RADY school initiative.		RB to organise – Sept/Oct 2021 Termly - Dates tbc
<u>Performance management</u> Teachers to be provided with performance management target linked to data and assessment and appropriate training to meet their individual needs. Would recommend uplifted targets are NOT included in PM requirements.	All staff	Autumn term 2019 – Summer term 2020
<u>Governors</u> Link Governors to meet termly with AoLE staff members to discuss pupil progress and assessment. Governors to receive briefing on RADY, the expectations, strategies employed and frequent progress briefings. Governor Report each term to the FGB for discussion.	All staff and link governors	Each term throughout the year.
<u>RADY:</u> Groups set up to identify RADY pupils and uplift to take place. RADY training in place to identify strategies to support our vulnerable pupils. Focus during Pupil Progress meetings.	Pam Potter – RADY Champion SLT All staff	Sept/Oct 2021 Dates tbc Termly Pupil Progress meetings
<u>Parents/Carers</u> REAL PE family sessions to promote activity and growth mindset. Two written reports per year with the main full report in March/April to support discussions in parent consultations. HL policy shared with parents/carers to reinforce expectations. Review community engagement aspects of school life to ensure parents of RADY learners feel comfortable in contacting and engaging with the school over learning. Growth Mindset workshop and information regularly shared on our website and social media.	Luke Dow All teaching staff HT and teaching staff SLT and teaching staff	Dates tbc March 2022 July 2022 September 2021 plus regular reminders Dates tbc

SpringBoard Family Learning initiative in school with a link to school theme and topics.	HT and Springboard	Autumn Term 2021
<u>Extra- Curricular</u> Visitors and speakers to school re: Growth Mindset. Assembly focuses on the Four Purposes. Home Learning Club to support the completion of activities, in particular, for vulnerable learners and identified RADY learners. Empathy Lab initiative with the Cluster to support pupil well being and growth mindset.	All staff HT and SLT HT (plus support) HT/SLT	As and when required Autumn Term 2021 and reviewed throughout the year in assemblies Autumn term 2021 Autumn Term 2021
<u>Monitoring</u> Learning walks and listening to learners activities with members of the governing body to evaluate progress towards achieving the SDP target. Carry out monitoring through the lens of the poorest learner. Analysis of individual pupil progress using balance and summative data. Book and planning scrutiny and moderation activities. Progress Reports to Governing Bodies. Challenge Advisor visits and reports.	All staff All staff / HT All staff / HT CA	Termly Termly / end of year Termly At least termly visits

School Development Priority	Priority Two: Improve the quality of teaching and learning and developing pedagogy, so that all teaching is consistently good or better, is equitable for disadvantaged learners and leads to them catching up with non-disadvantaged peers.
What does self-evaluation tell us needs to improve?	What will success look like after 1 year?
• Observations show that around half of teaching is consistently good or better. • Curriculum for Wales is an integral approach to the curriculum that is driven by the Four Purposes. • CA visit and school self review shows that the outdoor provision is under used throughout the week. • CA visit and school self review identifies that pedagogy needs to consistently meet the needs of the individuals within class. • New staff have started post in school September 2021, including an NQT	• Outdoor learning opportunities are in place across the school week • Four Purposes driving planning and learning opportunities • Many children will be able to talk confidently about the Four Purposes • Staff can confidently identify what good or better teaching looks like according to Estyn criteria and best practice • Planning using the New Curriculum AoLE's • Many lessons observed will show teaching to be good or better • Supportive planning opportunities for staff to work successfully together
What will success look like after 2 years?	
• SLT to develop and use coaching strategies improve teaching and learning • Four Purposes embedded across the school, including the whole school community (families, governors etc) • Use of IT and digital skills • New Curriculum fully implemented across the school.	
What will success look like after 3 years?	
• Consistently strong teaching and learning across the school with most lessons being good or better • Nearly all staff able to offer coaching support to colleagues across the school to develop pedagogy • Outdoor learning, driven by the Four Purposes is purposeful and integral to the school ethos • Most learners are confident, articulate, resilient and respectful members of our whole school community and use well developed growth mindset attitudes to further their learning across the curriculum.	

Action	Lead Person	Time & cost
<u>Vision</u> Whole staff meeting to discuss this SDP target and to further develop and share vision for assessment and progress.	HT/SLT and all staff	Staff Meeting – 29.9.21 On-going discussions
<u>Curriculum and Pedagogical Principles</u> Review the school's curriculum and opportunities. What are the strengths? Areas for development? Are there inconsistencies in practice? Missed opportunities to strengthen provision? Review current pedagogy for teaching the AoLE's across the curriculum. Review staff and pupil understanding of the Four Purposes. Identify opportunities to embed the four purposes and consider how the curriculum may need adapting with regards to the AoLE and What Matters statements.	HT and all staff HT and all staff	INSET – Regular agenda item in staff meetings Cluster training sessions
<u>Resources</u> Develop outdoor resources to enable engaging outdoor learning experiences and to support the delivery and organisation of this. Review and develop Four Purposes across the school to ensure these are accessible to the school community.	SLT and all teaching staff Pupils	£5,000 Assemblies On-going
<u>Professional Learning</u> New Curriculum training opportunities. Estyn training to identify what good or better teaching looks like. Support from Pembrokeshire Outdoor Schools and Tir Coed to enhance outdoor provision. Coaching CPD opportunities for SLT and rolling out to Subject Leaders. Leadership Matters training for SLT. PLN training	All staff Challenge Advisor support All staff All staff SLT GM	Biophillic training: 25.4.22 16.11.21 INSET: 22.10.21 On-going support Autumn term 2021 Autumn term 2021 6.10.21

<u>Non-Negotiables</u> Balance used to plan a range of learning experiences for the children with the Four Purposes driving the learning. Engaging and purposeful outdoor learning opportunities planned each week, in addition to the Friday session. Four Purposes shared and discussed with the children, daily, to review their learning and identifying areas of strength and those for development. Open door policy and colleague support evident across phases and the school. No worksheets used unless agreed within the phase. Lesson Observation protocol followed.	All staff All staff All staff	Lesson observations: Autumn term: 4th/5th Oct 2021 (focus: outdoor learning and purposeful activities meeting the needs of individuals) Spring Term: 17th and 18th Jan 2022 Summer Term: 9th and 10th May 2022
<u>Parents/Carers</u> Workshop, communication through curriculum information, website and social media to share the New Curriculum and the Four Purposes. Parent Council set up to support understanding of pedagogy in school and areas of strength and those for development.	HT and LR (support from The Web Booth) HT HT and SLT	On-going Initial meeting: 3.11.21
<u>RADY:</u> Trips/visit support to be considered for RADY pupils. Equipment/resources for outdoor learning. Proportional representation for extra curricular activities to enable all pupils to access activities beyond the school day to enhance learning opportunities. Focus group when reviewing learning experiences and outcomes (observations, data, progress, book reviews, pupil discussions etc).	PP – RADY Champion Governors All teaching staff	On-going
<u>Monitoring</u> Learning walks and listening to learners activities with members of the governing body to evaluate progress towards achieving the SDP target. Monitoring to be carried out through the lens of the poorest learner. Lesson Observations and shared discussions of areas of strength and those for development. Action plans in place and relate PM targets to these. Review of planning using Balance/Tapestry, book scrutiny and listening to learners, at least termly. Analysis of individual pupil progress using Balance, Tapestry and summative data.	Governors SLT Subject Leads Pupils Teaching staff	See SSE for planned dates for the academic year.

Curriculum Leads to review own subject coverage, learning experiences and progress and to share this with staff and link governor. Progress report to Governing Body – highlight findings and progress against SDP target. Challenge Advisor visits and reports.		
<u>Governors</u> Planned visits to school to talk part in Learning walks and book scrutiny opportunities. Meet with Subject Leads to discuss progress with individual AoLE action plans, equitable support for RADY learners and identify next steps, at least termly. Reports written, using the standard proforma, to share with governors and added to the shared TEAMS page.	Governors SLT Subject Leads Pupils Teaching staff	See SSE for planned dates for the academic year.

School Development Priority	Priority Three: To develop teaching strategies to ensure challenging activities are planned for MAT pupils (including those uplifted to MAT levels), across the curriculum, allowing them to work at Greater Depth.
What does self-evaluation tell us needs to improve?	What will success look like after 1 year?
- Through staff discussions and meetings, most staff lack confidence in planning purposeful greater depth learning experience across the curriculum. - The Learning Wheel is in place consistently across the school with a majority of learners able to self evaluate their understanding. However, a minority can articulate this into effective next steps for learning. - Many pupils provide examples in broad terms of what they feel they are good at and what they need to improve. However, pupils find it more difficult to describe specific strengths and areas they need to improve. - A majority of pupils understand that there are different layers of challenge to tasks. However, most do not display the confidence or ambition to extend and challenge themselves effectively. - Whole school self-review and Challenge Advisor Learning walk identified that not all tasks are meeting individual pupil needs, in particular, those working at greater depth. - Data at the end of the academic year shows that there are very few pupils working at greater depth in reading, writing and maths across the school. - There is not a clear vision of how to identify MAT pupils across the school.	- Staff to plan greater depth learning experiences, in reading, writing and maths each week. - The Learning Wheel is used daily to support MAT pupils to identify next steps to work at greater depth. - Must/Should/Could is used consistently, in writing and maths, to identify next steps to work at greater depth. - Strategies are in place, for example, WAGOLL's, working walls etc to support MAT pupils to identify next steps in learning. - Wide range of pedagogical learning experiences in place, for example, using the outdoors. - Many MAT children have the confidence and ambition to embrace a new challenge. - Staff are developing a vision to identifying MAT learners in reading, writing and maths using formative and summative data. This will also identify the potential of those RADY pupils whose prior attainment has been stymied by disadvantage.

What will success look like after 2 years?

- Most MAT pupils will be able to explain their strengths and areas for development in detail.
- Opportunities for MAT pupils to choose what they learn and how they work will be embedded.
- Teachers are confident in providing opportunities for MAT pupils to work at greater depth and extend understanding in meaningful ways in reading, writing and maths.
- The Learning Wheel is integral to lessons to identify next steps.
- Accurate identification of MAT pupils being reflected in the end of year data so that this is proportional to pupil number in reading, writing and maths.
eFSM pupils will be at least proportionally represented in these groups.

What will success look like after 3 years?

- Nearly all MAT pupils will be able to explain their strengths and areas for development in detail
- Higher percentage of pupils are able to work at 'Greater Depth' and pupil and teacher assessment will reflect this.
- Teachers are confident in providing opportunities for MAT pupils to work at greater depth and extend understanding in meaningful ways across the whole curriculum.

Action	Lead Person	Time & cost
<u>Vision</u> Whole staff meeting to discuss this SDP target and to further develop and share vision for developing pupils' ability to influence what and how they learn at Neyland Community School.	HT and all staff	Inset Day
<u>Curriculum and Pedagogical Principles</u> Review the school's curriculum in terms of the pedagogical principle – 'Good teaching and learning encourages children and young people to take increasing responsibility for their own learning'. Review pupils' current opportunities to contribute to what and how they learn. What are the strengths? Areas for development? Are there inconsistencies in practice? Pupils to contribute their ideas about what they want to learn about as part of the termly planning Pupils' contribution to the planning for the topic to be displayed in every class 'Wonder Wall' displays to be made in each class. Pupils during the term can add ideas that they would like to learn about and/or activities they would like to undertake and that can be used to inform planning (Constant pupil voice throughout the term and allows pupils to adapt their planned learning) Pupils' to plan their learning activities for Fantastic Fridays linked to their class topic (x1 per month) 'Scrapbooks' to be produced in all classes where pupils are able to show what they have learnt both in school/home linked to their class theme Class teachers to provide pupils with the opportunity to present their work in different ways	HT and all staff HT / SLT All staff All staff All staff All staff All staff All staff	Inset Day September 2021 – July 2022 Monitor planning September 2021 – July 2022 September 2021 – July 2022 September 2021 – July 2022 September 2021 – July 2022 Monitor planning / Book scrutiny September 2019 – July 2020 September 2019 – July 2020

Pupils given opportunities to choose who to work with and groupings to enable them to succeed Pupils to be given opportunities to work as different roles within a group – Staff to express different roles in groups (task dependent) Teacher and peer feedback is used consistently for pupils to editing and improve their work effectively Use of NACE training and resources to be embedded and used effectively to provide opportunities for MAT pupils to consistently work at Greater Depth	All staff All staff	September 2021 – July 2022 2021 – July 2022
<u>Resources</u> NACE subscription and INSET costs	All staff	INSET: £800
<u>Professional Learning</u> Opportunities to be provided for staff to observe highly effective practice in developing pupils' ability to contribute to what and how they learn within the school and good practice shared regularly in staff meetings. NACE training Estyn training In house moderation exercises Balance training – Class Analysis Tool	All staff	September 2021 – July 2022
<u>Non-Negotiables</u> Learning Wheel used daily to self-assess and identify next steps Planning GD opportunities daily in reading, writing and maths Must/Should/Could used Feedback Policy followed Strategies to support WAGOLL's for MAT pupils	All staff SLT monitoring	On-going

<u>Parents and Carers</u> Parent Consultations – MAT pupils identified and eFSM pupils proportionally represented Home Learning tasks matched to pupils needs Identify MAT opportunities outside of school	Teaching staff	On-going
<u>RADY</u> Identifying vulnerable pupils working at above average in a particular area(s), addressing the gaps and removing barriers to enable them to succeed at MAT level.	All staff	£1,000
<u>Monitoring</u> Learning walks and listening to learners activities with members of the governing body to evaluate progress towards achieving the SDP target. Class and whole school data analysis. Moderation activities Lesson Observations Planning and book scrutiny	All staff	Spring term 2022
<u>Governors</u> Planned visits to school to talk part in Learning walks and book scrutiny opportunities. Meet with Subject Leads to discuss progress with individual AoLE action plans and identify next steps, at least termly with a focus on MAT pupils and strategies in place. Check that eFSM pupils are proportionally represented in MAT groups. Reports written, using the standard proforma, to share with governors and added to the shared TEAMS page.	Governors SLT Subject Leads Pupils Teaching staff	See SSE for planned dates for the academic year.

School Development Priority	Priority Four: To develop Welsh across the school with a focus on language and culture, allowing our children to have a sense of community and cultural heritage.
What does self-evaluation tell us needs to improve?	What will success look like after 1 year?
• The use of incidental, everyday Welsh is not consistent and accurate across the school. • Many staff are non Welsh speakers. • Staff confidence is not developed when using sentence patterns in the speaking and teaching of Welsh. • Topic planning does not always incorporate the Welsh language and culture. • Annual reports to parents/carers show that few pupils achieve secure or better results in Welsh. • Formative and Summative data for Welsh in reading, writing and oracy needs to inform pupil progress, planning and next steps. • COVID and lockdowns have inhibited progress for some therefore diagnostic tools need to be in place to identify gaps in learning to enable pupils to make rapid progress. • Consistent monitoring and moderation of pupil progress needs to be a key focus to identify areas of concern. • Staff have had limited, up to date training, including knowledge and understanding using the new Welsh online resource. • Local competitions and eisteddfods are not entered consistently. • Governors noted in Learning Walks and Book Scrutiny a lack of Welsh language and culture across the school.	• Welsh language across the school will be promoted and celebrated throughout all aspects of school life. This will include weekly Welsh assemblies led by the Welsh language coordinator and the Criw Cymraeg. The focus of the assemblies will be linked to the sentence patterns being taught in classes. • A Bilingualism policy will be developed and shared with staff, ensuring a consistent approach to provision. • The school website will also have bilingual elements and a section for the Language, Literacy and Communication AOLE. • The pupil voice groups will include an active Criw Cymreig team that will help drive the use of Welsh forward. • There will be increased Welsh signage around the school and in every classroom including display boards. • Focussed and planned PPA sessions to incorporate all areas of Welsh, including reading, writing and oracy. • Pupils to have Welsh reading books alongside English books. • Group guided reading books in Welsh to be introduced, starting with the testing of Welsh sounds. • Staff should plan for opportunities to incorporate Welsh into the learning journey books. • At least termly moderation exercises in place to focus on linking the Professional Judgements and book scrutiny to develop consistency and a shared understanding across the school. • A carefully planned professional development timetable to be in place for all staff in order to support areas for support and development. • The implementation of the new Welsh online resource to support the delivery of Welsh as a second language.

What will success look like after 2 years?

- The use of incidental Welsh will be consistently used.
- Staff will be confident when using familiar language patterns.
- There will be rigorous monitoring of planning and teaching and learning throughout the school.
- Nearly all pupils making expected progress in Welsh with a minority of pupils making better than expected progress.
- Local competitions and Eisteddfods will be entered and children will be confident in using their Welsh language skills to perform alongside other schools in the county.

What will success look like after 3 years?

- There will be a culture shift.
- There will be a bilingual feel to the school.
- Welsh language and culture will be felt around the school.
- Children will be proud to be part of the community and live in Welsh.
- Parents, carers, governors and the wider community will be part of the development of Welsh across the school.

Action	Lead Person	Time & cost
<u>Vision</u> Whole staff meeting to discuss this SDP target and to further develop and share vision for Welsh Second Language / AOLE.	HT/SLT and all staff	Staff Meeting – 29.9.21 On-going discussions
<u>Curriculum and Pedagogical Principles</u> Review the school's knowledge, understanding and training needs with Welsh in mind. What are the strengths? Areas for development? Are there inconsistencies in practice? Missed opportunities to strengthen provision? Review current teaching and learning in Welsh as a second language. Identify opportunities to consider how the curriculum may need adapting with regards to the AoLE and What Matters statements.	HT/SLT and all staff HT/SLT and all staff	Staff Meeting – 29.9.21 On-going discussions
<u>Resources</u> New Welsh resource online New Welsh books for group guided reading. Apps for the promotion of oracy work.	Welsh coordinator and all staff Catrin Phillips Welsh lead in the LEA.	On-going Cost of programmes/ resources and training.
<u>Professional Learning</u> Welsh Workshops / Training sessions Welsh lead LEA to meet with Welsh coordinator	Catrin Phillips Welsh lead in the LEA. All staff Teaching Staff	On-going SLT / Coordinator to meet Catrin 10.11.21 Training session - TBC
<u>Performance management</u> Teachers to be provided with performance management target linked to Welsh and appropriate training to meet their individual needs	All staff	Autumn term 2021 – Summer term 2022
<u>Governors</u> Link Governors to meet termly with AoLE staff member to discuss teaching and learning, pupil progress and bilingualism. Governor Report each term to the FGB for discussion.	Subject Leads and Link Governors	Autumn Term 2021 Spring Term 2022 Summer Term 2022

<u>RADY:</u> Groups set up to identify RADY pupils and uplift to take place. RADY training in place to identify strategies to support our vulnerable pupils. Focus during Pupil Progress meetings.	RADY Champion SLT All staff	Termly
<u>Non-Negotiables</u> All staff to use Welsh phrase of the week. All staff to greet pupils and each other in Welsh. All staff to encourage the children to ask the following in Welsh: Snack, lunch and the toilet.	All staff	2021/22
<u>Parents/Carers</u> Two written reports per year with the main full report in March/April to support discussions in parent consultations. HL policy shared with parents/carers to reinforce expectations – Welsh home learning set.	Parents / Carers	2021/22
<u>Extra- Curricular</u> Visitors and speakers to school – Welsh artists, singers, sports personalities. Assembly focuses – weekly focus on language patterns Criw Cymreig Pupil Voice group.	School Community	Throughout the year
<u>Monitoring</u> Learning walks and listening to learner’s activities with members of the governing body to evaluate progress towards achieving the SIP target. Analysis of individual pupil progress using balance and summative data. Book and planning scrutiny and moderation activities. Progress Reports to Governing Bodies. Challenge Advisor visitor reports	All staff All staff / HT All staff / HT	Termly Termly / end of year Termly

Areas to continue to develop and monitor for impact		
	Outcome statement (What will it look like if successful)	How will you monitor the impact
Curriculum for Wales	The new curriculum will be embedded by 2022.	See above – linked to above priority areas.
ALN reform	Timeline for the ALN reform will be followed and adhered to. Staff will be fully trained and understand the new procedures.	ALN procedures in place to support pupils in a timely manner. Parent/Carers on board with the ALN procedures and strategies. Effective joint partnership working. Edukey used effectively to support pupil progress. Policy and school website updated. ALN termly reports.
Priority from previous year that still needs to become embedded.	These have been built in to the above priority areas.	
Nurture provision – in place from September 2021	The Nurture provision will be successfully set up. Pupils will be identified early for support and provision will be effective in developing well being and academic progress.	Lesson observations. Learning Walks. ALN termly reports. Pupil discussions. PSP's and exclusions reduced. Pupil progress and One Page Profiles.

Available Resources & Grant

What resources does the school have to support the achievement of its priorities?

School Budget 2021-22

Aspect: ALN	Sum
Y1-3	
1:1 protected	£13,622
1:1 non protected	
Aspect: Total delegated Funding 2021-2022	Sum £1,209,359
Increase comparison of 2020/2021	+ £21,235

Additional Grants

Grant	Purpose	Sum
Pupil Deprivation Grant (PDG) Plasc 2020	Breaking the link between disadvantage and educational attainment	£46,000
Early Years PDG	Breaking the link between disadvantage and educational attainment for pupils aged 3 - 5	£2,300
RCSIG	Ensure each pupil profits from excellent teaching and learning, focusing on • Improving Literacy • Improving Numeracy Breaking the link between disadvantage and educational attainment	£15,848
PLG	No allocation yet for 2021-22	

RRRS 2021-22	April – August 2021	£6,492
*Has to be spent by august 22	September – March 2022	£11,497
	April - August 2022	£7,090