



## SCHOOL DEVELOPMENT PLAN September 2024

### PRORITIES AND TARGETS

School Improvement Priorities 2024-25	
<b>1</b>	<p>Improve attainment in pupils' literacy and numeracy skills, closing the gap between eFSM and non-eFSM progress and attainment, in particular:</p> <ul style="list-style-type: none"> <li>• Writing skills of eFSM learners in Reception – Y2</li> <li>• Literacy and numeracy skills of eFSM learners in Y3-6</li> <li>• Oracy skills of all learners</li> </ul>
<b>2</b>	<p>Improve the quality of teaching and learning, particularly:</p> <ul style="list-style-type: none"> <li>• Pace of learning</li> <li>• Suitable levels of challenge for all learners in focus and independent activities</li> <li>• Facilitating high quality independent learning across Y3-6</li> <li>• The use of formative action to support learner progression within and across lessons</li> </ul>
<b>3</b>	<p>Improve standards of Welsh second language</p>
<b>4</b>	<p>Develop the religious identity and life of the school to ensure:</p> <ul style="list-style-type: none"> <li>• A wholehearted commitment to putting faith and spiritual development at the heart of the curriculum.</li> <li>• The Christian ethos permeates the whole educational experience.</li> <li>• The continued importance of Gelliswick's clearly ascribed Christian values and their outworking in the life of schools</li> <li>• High quality religious education and collective worship makes a major contribution to the church school's Christian ethos.</li> <li>• Pupils are enabled to engage seriously with and develop an understanding of the person and teachings of Jesus Christ.</li> <li>• Every child should be enabled to flourish in their potential as a child of God, as a sign and expression of the Kingdom. This is at the heart of the Church's distinctive mission.</li> </ul>
<b>5</b>	<p>Improve learner attendance, closing the gap between eFSM and non-eFSM attendance, particularly:</p> <ul style="list-style-type: none"> <li>• Learner below 80% attendance on Fridays, who are above 85% on other days</li> <li>• Learners whose attendance is below 90%</li> </ul>
Other Recommendations/Focus for Development	

**Estyn – January 2019**

1. Provide pupils with an engaging broad and balanced curriculum
2. Provide pupils with greater choice in what and how they learn
3. Give pupils more opportunities to develop as independent learners

**Section 50 – May 2019**

1. Develop a mission statement for the school based on its Christian character
2. Ensure that the school values are more explicit and linked to Christian values
3. Set up worship/reflection corners/areas in each class and records for whole school and class collective worships
4. Promote the school’s distinctive Christian character in all documents and displays and ensure targets for continuing to develop as a church school are included in all whole school development plans
5. Create links with other church schools to embed good practice and pursue church school training opportunities for all staff
6. Form a spiritual group to lead religious activities and worship within the school, supported by a member of staff

**LONGER TERM SCHOOL DEVELOPMENT****In the coming years we also aim to:**

<b>TEACHING AND LEARNING</b>	<ul style="list-style-type: none"> <li>• Embed high quality teaching across all classes</li> <li>• Ensure a relentless focus on reading, writing, oracy and the rapid recall of basic number facts</li> <li>• Improve learner effectiveness (3-year plan to address Pembs ‘effective learner profile’)</li> <li>• Develop Welsh language skills of teachers (invest in teachers attending sabbatical)</li> <li>• Develop learner profiles to understand progress over time for individual learners</li> <li>• Develop teaching of the skills integral to the four purposes</li> </ul>
<b>WELLBEING, CARE, SUPPORT AND GUIDANCE</b>	<ul style="list-style-type: none"> <li>• Develop pupil voice, ensuring all upper school learners have the opportunity to contribute to the development of the school and lead on their vision for a better Gelliswick School.</li> <li>• Gain Silver RRS status</li> <li>• Gain Healthy Schools Award</li> <li>• Gain Eco Schools Award</li> </ul>
<b>LEADING AND IMPROVING</b>	<ul style="list-style-type: none"> <li>• Develop school-based provision for support parents</li> <li>• Develop leaders’ ability to evaluate and plan/secure school improvement</li> <li>• Develop school self-evaluation processes to ensure robust monitoring and evaluation using the NEIR</li> <li>• Develop the work of governors in gathering first hand evidence</li> <li>• Develop a secure understanding of learner progress across the school – running record of progress and attainment for each cohort.</li> <li>• Develop accuracy of summative assessment through moderation.</li> </ul>

## Grant Spending Plans

Grant spending plans are incorporated through each priority in the School Development Plan

<b>Pupil Development Grant (PDG+EYPDG) 2024/25 Allocation (blue in SDP where relevant)</b>	Amount
<a href="#">PDG Gelliswick School Statement - 2024-25.docx</a>	<b>£132,347.74</b> <b>£20,700.00</b>

<b>School Standards Grant 2024/25 (yellow in SDP where relevant)</b>	Amount
Emotional Literacy Support Assistants to support learner wellbeing Additional teacher for focused intervention for targeted learners to close gaps in learning LSA support to provide additional intervention and support across the school	<b>£203,962.00</b>

<b>Professional Learning Grant (PLG) 2024/25 (green in SDP where relevant)</b>	Amount
Professional Learning time for all teachers to develop leadership of Areas of Learning and Experience Professional Learning time/courses and projects to develop staff curriculum design expertise, cluster collaboration, literacy and numeracy Release Curriculum, Additional Learning Needs, Wellbeing and middle leaders to provide training and collaborative leadership support Professional learning time for new middle leaders to support the development of pedagogy and teaching within their teams Professional learning time for all teachers to engage in 'lesson study' and self-evaluative activity	<b>£11,368.00</b>

## School development priority areas 2024-25 - action plans and reviews

<b>Priority 1</b>
<b>SLT Lead: Sarah Mountstevens, Jodi Ralph</b>
Improve attainment in pupils' literacy and numeracy skills, closing the gap between eFSM and non-eFSM progress and attainment, in particular: <ul style="list-style-type: none"> <li>• Writing skills of eFSM learners in Reception – Y2</li> <li>• Literacy and numeracy skills of eFSM learners in Y3-6</li> <li>• Oracy skills of all learners</li> </ul>
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• Most eFSM learners will have achieved targeted 'closing the gap skills' identified by teachers.</li> <li>• Most readers from Y1-Y6 who are fluently decoding, will use a range of reading strategies to make meaning of suitably challenging texts</li> <li>• Many learners in lower school will be achieving age related expectations in reading.</li> <li>• Nearly all learners will have made very good progress in the rapid recall of number facts</li> <li>• Nearly all learners will have made very good progress in rainbow writing non-negotiables</li> </ul>
<b>Monitoring Schedule:</b> <ul style="list-style-type: none"> <li>• Half termly updates of key skills (eg RWI, writing non-negotiables, and rapid recall of number facts.)</li> </ul>

- Termly data drops
- Termly cold write (Baseline)
- Listening to learners and skills/progress analysis through book looks – termly
- Pupil review meetings focusing on target learners

**Priority 2**  
**SLT Lead: All**

Improve the quality of teaching and learning, particularly:

- Pace of learning
- Teacher questioning to deepen and extend learning
- Suitable levels of challenge for all learners in focus and independent activities
- Facilitating high quality independent learning across Y3-6
- The use of formative action to support learner progression within and across lessons

**Success Criteria:**

- Nearly all learners working at independent tasks will be suitably challenged
- Nearly all learners are supported to make good or better progress within sessions
- Most teachers ask suitable questions in lessons that effectively assess and deepen thinking and learning.
- Most teachers will be judged as good or better
- Most lessons will be judged as good or better

**Monitoring Schedule:**

- SLT daily drop-ins
- Learning walks – half termly
- Teacher lesson-study

**Priority 3**  
**SLT Lead: Andrea Reynolds**

Improve standards of Welsh second language

**Success Criteria:**

- Close the gap between pupils' Welsh language skills and age-related expectations at KS2 (currently ###)
- Most pupils to attain expected Welsh language skills by the end of Y2
- Strong improvement in use of 'Cymraeg Bob Dydd' by both pupils and staff

**What we'll see when we've done it:**

- Nearly all pupils have opportunities for discrete Welsh lessons once a week
- Many pupils show increasing confidence and good progress in their Welsh oracy skills in line with their age and ability.
- Nearly all staff track skills against the new progression steps/whole school assessment tracker

- Nearly all children can converse or respond confidently in Welsh using sentence patterns that have been taught.
- All staff are planning for Welsh lessons and applying these skills across the curriculum, using the Continuum Iaith to support.
- Nearly all children have opportunities to write, read and talk in focused Welsh lessons.
- Nearly all children will have opportunities to use incidental Welsh (building on patterns they have learnt) throughout the day
- Nearly all members of staff are confident in their ability to develop pupils' Welsh oracy skills and in their use of incidental Welsh.
- Nearly all pupils have regular opportunities to develop their Welsh oracy, reading and writing skills successfully within a range of contexts
- A link governor for Welsh language is actively monitoring and reporting back to the governing body.

**Monitoring Schedule:**

- Baseline of oracy skills September 2024
- Welsh questionnaire on Welsh ethos and Culture Autumn 24
- Pupil progress meetings to discuss and target specific individuals. Opportunities to discuss concerns around children half termly
- Monitoring of Welsh lessons and planning. Leaders to have a list of questions to ask pupils at the beginning of the academic year and then measure progress throughout the academic year.
- Learning walks to gather first hand evidence of pupil's attitudes to Welsh and use of incidental Welsh

**Priority 4**

**SLT Lead: Leanne Prevel**

Develop the religious identity and life of the school to ensure:

- A wholehearted commitment to putting faith and spiritual development at the heart of the curriculum.
- The Christian ethos permeates the whole educational experience.
- The continued importance of Gelliswick's clearly ascribed Christian values and their outworking in the life of schools
- High quality religious education and collective worship makes a major contribution to the church school's Christian ethos.
- Pupils are enabled to engage seriously with and develop an understanding of the person and teachings of Jesus Christ.
- Every child is enabled to flourish in their potential as a child of God, as a sign and expression of the Kingdom. This is at the heart of the Church's distinctive mission.

**Success Criteria:**

- Regular RVE sessions support learners' spiritual and moral understanding
- Collective worship sessions allow pupils to engage in Christian meditation, prayer, worship and reflect upon Christian values and the person and teachings of Jesus Christ.

**Monitoring Schedule:**

- Monitoring cycle for RVE – CW – assemblies and class, teaching of RVE and Christian values
- Listening to learners – Autumn baseline, Spring, Summer

**Priority 5**

**SLT Lead: Leanne Prevel**

Improve learner attendance, closing the gap between eFSM and non-eFSM attendance, particularly:

- Learner below 80% attendance on Fridays, who are above 85% on other days
- Learners whose attendance is below 90%

**Success Criteria:**

- Gap will be closed between eFSM and non-eFSM attendance and boys/girls' attendance in all groups
- School attendance will be 92%
- Friday attendance will be improved from 23-24 (given the % value will raise from 11% to 20% of the week)

**Monitoring Schedule:**

- Half termly reports on attendance by pupil groups and attendance % (ie. 100%, >95%, 90-94%, 80-90%, 70-80%)

## Pupil Development Grant Plan 2024-25

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£118,450 £20,700 EY
<b>Total budget for this academic year</b>	£139,150

### Part A: Strategy Plan

#### Statement of Intent

- Improved outcomes of eFSM and EY pupils.
- Improved attainment of eFSM and EY pupils.
- eFSM and EY pupils receive appropriate support and intervention to ensure they achieve their expected outcomes.

- Improved health and wellbeing for vulnerable learners to ensure that children to ensure that they develop the knowledge and understanding, skills, capabilities, and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increased equity for eFSM pupils through increasing access to the curriculum and extra-curricular activities by reducing the financial impact.	<p>All pupils accessing all educational visits.</p> <p>All pupils participating in extra-curricular activities.</p> <p>All pupils accessing curricular activities.</p> <p>All pupils access to food for breakfast, lunch and break times.</p> <p>All pupils to have access to clothing or appropriate PE kit for school and extracurricular activities.</p>
Improved outcomes of eFSM and EY pupils.	<p>Improved reading and comprehension scores from standardised baseline prior to support.</p> <p>Improved numeracy skills from baseline score after intervention.</p> <p>Improved social skills from standardised baseline prior to support.</p>
Improved health and well-being	<p>Improved score on EL/PERMA assessments following appropriate intervention.</p> <p>Improved attendance</p> <p>Pupil well-being monitored through EL/PERMA assessments, class check in's, wellbeing interventions sessions and family support where appropriate.</p> <p>Inclusion team to meet every week to discuss pupils causing concern or pupils that require additional well-being interventions.</p>

	All pupils to participate in activities that promote good mental health and wellbeing. "Feel Good Friday"
Improved language and speech development skills of eFSM and EY pupils.	Improved language and speech development skills shown through scores on speech and language link after receiving intervention programme support with teaching assistant.

### Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

- Identify the needs of the pupils within this group.
- Plan the interventions required for each individual pupil that is appropriate to their needs.
- Track pupils progress within these interventions and review appropriateness and impact amending if necessary.
- Provide high quality resources and training for all staff involved in providing these interventions
- Providing a range of appropriate interventions that have proven impact through a range of assessment and are sustainable.

### Learning and Teaching

**Budgeted cost: £ 96,150**

Activity	Evidence that supports this approach
Intensive teacher led guided interventions for disadvantaged learners. Small group Numeracy and literacy support. To include before and after school intervention clubs.	Provision of additional teaching staff to work with pupils in a small group on specific areas of difficulty which enables targeted intervention specific to individual pupils needs.

<p>Intensive teacher led guided interventions for disadvantaged learners. Targeted Part time EY pupils to attend full time in the Summer term.</p>	<p>Provision of additional teaching assistant staff to work with pupils in a small group on specific areas of difficulty which enables targeted intervention specific to individual pupils needs.</p>
<p>Support for pupils and family well-being</p>	<p>Provision of family liaison to support pupils' well-being in school and provide support with any difficulties or worries that may occur at school, support with concerns outside of school that may affect the children and their learning and support and also to support with liaising and planning with teachers.</p> <p>Use of Jigsaw programme and EL/PERMA assessments to identify gaps in pupils' well-being and provide support to fill the gaps to ensure all building blocks for strong well-being are in place.</p> <p>Participate in the SHRN survey.</p>
<p>Support for pupils and family well-being</p>	<p>Provision of a specific member of staff to provide Emotional Literacy targeted interventions to support pupils and family's well-being in school and out of school. To also provide training for other ELSA staff in school to increase capacity.</p> <p>Inclusion team to provide Theraplay for families.</p>
<p>Support for pupils and family well-being</p>	<p>Improve learner attendance, closing the gap between eFSM and non-eFSM attendance, particularly:</p> <ul style="list-style-type: none"> <li>• Learner below 80% attendance on Fridays, who are above 85% on other days</li> <li>• Learners whose attendance is below 90%</li> <li>• Half termly reports on attendance by pupil groups and attendance % (ie. 100%, &gt;95%, 90-94%, 80-90%, 70-80%)</li> </ul> <p>Provision of a specific member of staff to provide targeted Attendance interventions to support pupils and family's well-being in school and out of school. To also monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of intervention. To establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness.</p>
<p>Springboard learning projects to deliver high quality learning experiences and opportunities for families.</p>	<p>Provision of additional teaching staff to work with pupils in a small group on specific areas of difficulty enables targeted intervention specific to individual pupils needs.</p>
<p>Empathy lab - programme and professional learning</p>	<p>Continue to build up pupil's empathy skills by providing Empathy Lab training which will be effectively integrated into teaching practice and school climate. Provide training to encourage and support positive and secure staff-staff, pupil-staff and pupil-pupil relationships.</p>

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**Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)**

Budgeted cost: £ 39,000 (includes £5000 for buses)

Activity	Evidence that supports this approach
<p>Increased equity through the provision of financial support to reduce barriers to learning and experiences.</p> <p>Engage with local companies/enterprises and bring activities into school.</p> <p>Pupils to undertake health and wellbeing programmes in order to be able to participate in all areas of school life.</p> <p>Provide opportunities for pupils to play a musical instrument.</p> <p>Provide parents opportunities to participate in extracurricular activities that promote their health and wellbeing.</p>	<p>All pupils to access the same extra-curricular, curricular activities and events to ensure they have the same opportunities, experiences and reach their potential. This is important for their sense of belonging (cynefin), future aspirations and participation in school life.</p> <p>.</p> <p>Promoting being active physically and mentally through a variety of activities which is not only great for the pupil's physical health and fitness. Evidence also shows it can also improve mental wellbeing by: raising self-esteem which will help pupils to set goals or challenges and achieve them.</p> <p><i>Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities, and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.</i></p>

**Leadership - focusing on its importance in overcoming the impact of poverty on attainment and the leadership of community schools.**

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach
<p>Increased awareness of the impact of poverty on pupils and their families. Reduce barriers to learning, experiences and the general cost of a school year.</p>	<p>Children in Wales tool for schools in Wales that raises awareness of poverty issues and provides tangible and cost-effective solutions that can contribute to improved learner well-being. All pupils need to have the same opportunities, experiences to reach their potential. This is important for their sense of belonging (cynefin), future aspirations and participation in school life.</p>
<p>All leaders ensure that disadvantaged youngsters get specific consideration during monitoring and evaluation activities to determine the impact of actions taken.</p> <p>Wellbeing lead to support teachers in identifying vulnerable learners through the use of the schools VAP.</p> <p>Leaders to ensure that RADY permeates through all work in school. It is discussed as a key point in meetings, is the golden thread through all development plans and all colleagues amend their practice to ensure an equitable approach.</p>	<p>The VAP is a holistic” analysis of the potential vulnerability of children in our school – using a range of vulnerability indicators. The indicators cover a child’s physical, emotional and social development, their learning and schooling, parents and carers and the wider family and community.</p> <p>The VAP will,</p> <ul style="list-style-type: none"> <li>• Proactively identify vulnerable children and work more effectively with these children and their families.</li> <li>• Record the impact of the actions/interventions which have put into place, to help mitigate the effects of the vulnerability factors.</li> <li>• Analyse the nature of the vulnerability of children across the school. Then make decisions about resource allocations and group level interventions.</li> <li>• Target resources and interventions effectively, to support the attainment and achievement of those children who are potentially affected by a range of vulnerability factors.</li> <li>• Enable leaders to work more effectively with multi-agency partners to support the needs of individual children.</li> <li>• Ensure leaders gain the ability to have informed discussions with multi-agency partners about the needs of the school.</li> <li>• Provide information of a range of key lines of enquiry to explore, around potential and actual vulnerability of individuals and groups of children</li> </ul> <p>In all monitoring and Evaluation activities disadvantaged learners are specifically considered. Leaders lead by example. They motivate and inspire staff to,</p> <ol style="list-style-type: none"> <li>1.be passionate about helping all pupils learn</li> <li>2. <b>Monitor</b> their impact on pupils’ learning, and adjust their approaches accordingly</li> </ol>

	<p>3. be <b>clear</b> about what they want their pupils to learn</p> <p>4. Forge strong <b>relationships</b> with their pupils</p> <p>5. Adopt <b>evidence-based teaching</b> strategies</p> <p>6. Actively <b>seek to improve</b> their own teaching</p> <p>7. to ensure pupils the same opportunities, experiences and reach their potential.</p> <p>This is important for their sense of belonging (cynefin), future aspirations and participation in school life.</p>
SLT members to complete the Trauma diploma and to ensure that all staff have basic trauma awareness.	<p>SLT to use information and data to identify pupils for Trauma therapy.</p> <p>This will enable pupils to safely share their feelings, tell their story, and get support. In therapy, kids learn to talk about what they've been through. They learn coping and calming skills. They learn to adjust the way they think and feel about the trauma.</p>
<p>Increased equity through the provision of financial support to reduce barriers to learning and experiences.</p> <p>Lighthouse to support children and their families.</p>	<p>All pupils need the same access to clothes, PE kits including footwear, dressing up clothes for themed days to ensure they have the same opportunities, experiences and reach their potential. This is important for their sense of belonging (cynefin), future aspirations and participation in school life.</p>

### The Health and well-being of children and young people

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach
Increased equity through the provision of a Lighthouse hub.	The "Lighthouse" will ensure that pupils will have the same access to clothes, PE kits including footwear, dressing up clothes for themed days to ensure they have the same opportunities, experiences and reach their potential. This is important for their sense of belonging (cynefin), future aspirations and participation in school life.

	<p>Pupils have equitable access to the resources that meet their needs and the opportunities that support their holistic development. Our desire is for our school to be a place of safety and support, where all needs are met, and our pupils can have access to the basics that they need for every school day. We want to break away from the stigmas and embarrassment of seeking support, teaching our children to value kindness and feel the pride of being able to contribute and 'give-back'.</p>
<p>To improve a child`s Mental health and emotional wellbeing by providing opportunities for all learners to enjoy exercise which plays a vital role in developing the brain and supporting essential mental functions in pupils.</p>	<p>All pupils to partake in exciting "Feel Good Friday" physical and creative activities. The Health and wellbeing team have planned and sourced an action-packed programme of physical and creative activities for Friday mornings. Pupils partake in a wealth of high quality, physical and creative activities which will be rotated throughout the term. (All activities will be age appropriate). Activities include, <b>Rika shake, Cross Fit, Canoeing, Scooter skills/road safety, Dance, Bush Craft, swimming. Yoga,</b> and so much more.</p> <p>Breadth of activities should lead to improved hand-eye coordination and other developmental motor skills; better thinking and problem-solving; stronger attention skills and improved learning which all help to better a child's performance in school.</p>
<p>Provide opportunities for pupils attending full time Nurture to self-regulate and take responsibility for looking after chickens and seeing to their needs on a daily basis.</p>	<p>Pupils will be practicing problem solving skills by figuring out how to feed the chickens properly, interact with them appropriately, and keep them healthy.</p> <p>Pupils with social and emotional needs will learn how to self-regulate and behave in a manner that allows them to care for others.</p> <p>This in turn should support pupils in behaving appropriately in a given situation in school (eg. assembly, school grounds, classroom)</p>
<p><i>Support for pupils and family well-being</i></p>	<p>Provision of ELSA leads to provide high quality intervention programmes and family liaison to support pupils well-being in school and provide support families. To improve pupils well-being identified need. Used also to signpost families to additional support services. Use of EL/PERMA assessments to identify gaps in pupils' well-being and provide support to fill the gaps to ensure all building blocks for strong well-being are in place.</p>

**Total budgeted cost:** £139,150

Part B: Review of outcomes in the previous academic year

### PDG outcomes

This details the impact that our PDG activity had on pupils in the 2023 to 2024 academic year.

#### ***Family Engagement officer***

Worked with the Senior Leadership Team in the school to address engagement issues with the community, families and pupils

- Developed a Community Engagement Plan, map key stakeholders, and identify ways in which partnership working could benefit the school, pupils and the community.
  - Addressed issues around community use of the school facilities.
  - Developed and integrated with a partnership structure to develop joint strategies with other agencies such as healthcare, Healthy Schools Co-ordinators, social services, EWOs, youth engagement and progression, third sector, sport and leisure, libraries, adult learning, early years etc.
  - Developed a report on how community resources may be used by the school/s to support children and their families, and also how the school/s can support families and the wider community.
  - Considered how to support children from disadvantaged backgrounds and those with protected characteristics, YPLA and other vulnerabilities identified by the VAP.
  - Developed strategies for dealing with attendance issues, low attainment and well-being issues for disadvantaged pupils and monitor their impact.
- Worked closely with other Family Engagement Officers.

#### **SHEP-School Holiday Enrichment Programme**

80 vulnerable learners ( as identified by the VAP) attended the Food and Fun programme which is a school-based education programme that provides food and nutrition education, physical activity, enrichment sessions and healthy meals to children in areas of social deprivation during the school summer holidays. Bwyd a Hwyl/Food and Fun is the brand identity used to promote scheme to children and families.

**Diploma in Trauma and Mental Health-Informed Schools and Communities** - Two members of the SLT/Middle Leaders groups undertook a diploma in Trauma and Mental Health-Informed Schools and Communities psychological, medical, and neuroscientific research studies.

14 pupils were identified in needing Trauma therapy. All of those pupils engaged well with the therapy, emotionally available adults were also identified to support the pupils throughout the school day.

### **The price of pupil Poverty**

The Equity subgroup worked with Children in Wales, on taking a whole school approach to improving the well-being of children from low income and disadvantaged families. Gelliswick also have a named development officer from Children in Wales, who will supported the Equity champions in completing a checklist, which formed the Action plan.

### ***Gelliswick “Lighthouse Hub”***

In light of the cost of a school year, **Gelliswick Lighthouse Hub was established.** The aim of the Hub is to **“Take what you need, give what you can”**

The Lighthouse Hub has provided essential everyday items for pupils and their families such as:

- Emergency Electricity vouchers
- Beds and bedding
- Uniform
- Shoes
- Coats
- PE kit
- hygiene products (male and female)
- nit lotion
- baby products such as nappies and wipes
- PATCH vouchers.
- Medication vouchers
- Bedding
- Blankets and so much more