

GELLISWICK CHURCH IN WALES VC PRIMARY SCHOOL



School Development Plan Overview 2023-24

Mission statement

At Gelliswick we are privileged to be part of a learning community that values everyone, provides hope, and contributes together, to make every child's future better than they thought possible

School Aims

We aim that all children and young people will be:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
- Safe, will know their rights and will be listened to.

That our school, working with the community, provides:

- A safe, nurturing and inclusive environment that promotes Christian values and positive wellbeing.
- Authentic, exciting and inspiring learning experiences through which children acquire the values, skills and knowledge to be healthy, responsible and successful.
- A dynamic culture of enquiry, collaboration, innovation and exploration for all members of the school community.
- An expectation that we strive to do the best that we can, and to achieve more than we thought possible.

Priority Areas Overview

By the end of July 2024 (year 1), we aim to ensure that we:

LEARNING: STANDARDS AND PROGRESS IN LEARNING AND SKILLS	1	Recover progress and raise standards in pupils' literacy and numeracy skills, closing the gap between eFSM and non-eFSM progress and attainment
	2	Improve pupils' and teachers' daily use of Welsh in the classroom; and improve standards of Welsh in each cohort.
WELLBEING AND ATTITUDES TO LEARNING	3	Improve learner attendance, closing the gap between eFSM and non-eFSM attendance.
	4	Improve learner effectiveness through developing learners' self-regulation, pro-active learning, and working with others
TEACHING AND LEARNING EXPERIENCES	5	Develop and embed learners' understanding when learners acquire knowledge and skills, to ensure that learners make good progress across all AOLES

GRANT SPENDING PLANS (incorporated through each priority in the School Development Plan)

Review of 2022-23 PDG	
Actions	Impact
<ul style="list-style-type: none"> Intensive guided intervention groups for disadvantaged learners Motivate pupil aspiration through equitable visits and visitors Nursery/Early Years vocabulary support and early intervention eFSM intervention Learning Support Assistant x2 	<ul style="list-style-type: none"> Many eFSM learners make very good progress through school Most eFSM learners who attain at or above age related expectations make good progress and make as strong progress as non-FSM pupils over a school career Fewer eFSM learners leaving Gelliswick are behind age related expectations in July 2023 in both Literacy and Maths than in July 2022 All learners have equitable access to curriculum, visits and residential visits
<ul style="list-style-type: none"> Emotional Literacy Support Assistant staffing and training for Theraplay and wellbeing programmes Nurture and wellbeing provision Recruit additional LSA to support transition to fulltime N2 learners for in N1 Family Learning programmes run by Springboard and school staff Family Liaison Officer and support for wellbeing and attendance Out of School Hours Learning 	<ul style="list-style-type: none"> Very strong participation in clubs and pupil voice groups by disadvantaged learners The attendance of all learners has risen by more than 3%; attendance has risen also risen by 3% for eFSM learners. Learners with social and emotional needs make good progress. Comprehensive 'Lighthouse Hub' support means that the cost of the school day has been removed as a barrier to learning

2023-24 Pupil Development Grant Allocation (blue in SDP where relevant)	Amount
<i>Continuum of statutory school age PDG allocation; breaking the link between disadvantage and educational attainment.</i>	£135,014+
<i>Additional resource for PDG Early Years allocation; breaking the link between disadvantage and educational attainment for pupils aged 3 – 5</i>	£28,750
Intensive guided intervention groups for disadvantaged learners	
Emotional Literacy Support Assistant staffing and training for Theraplay and wellbeing programmes	
Nursery/Early Years vocabulary support and early intervention	
eFSM intervention Learning Support Assistant	
Family Learning programmes provided by Springboard and school staff	
Family Liaison Officer and support for wellbeing and attendance	
Out of School Hours Learning	
Nurture and wellbeing provision	
Additional LSA to support transition to fulltime Nursery	
Motivate pupil aspiration through equitable visits and visitors	

2023/24 Recruit, Recover and Raise Standards Grant (yellow in SDP where relevant)	Amount
<i>To recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure.</i>	£34,906
L3 Learning Support Assistants and Higher Level Teaching Assistant for additional literacy and numeracy sessions during school	
Teachers for additional small group recovery intervention (releasing experienced teachers) - during school	
Recruit support assistant to release middle leader to deliver recovery intervention	
Recruit Emotional Literacy Support Assistant (level 3) for learning engagement - Pyramid Club for 120 pupils	
Recruit cover for teachers to conduct coaching sessions to support Y5/6 pupils	

2023/24 Regional Consortium School Improvement Grant (RCSIG) and Professional Learning Grant (PLG) (green in SDP where relevant)	Amount
<i>To improve educational outcomes for all learners and reduce the impact of deprivation on learner outcomes by improving the quality of teaching and learning, addressing learners' barriers to learning and improving inclusion, improving the leadership of educational settings, and improving the provision for learners and the engagement of learners. To meet the demands of the National Approach to Professional Learning and practitioners to make changes to practice in advance of the realisation of the new curriculum.</i>	£30,784 + £11,611
Professional Learning time for all teachers to develop leadership of Areas of Learning and Experience through professional enquiry	
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 all teachers to work with identified coach on identified areas for improvement	
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	

SCHOOL DEVELOPMENT PLAN 2023/24

PRIORITIES and MAIN DRIVERS FOR CHANGE

Development Priority 2023-24	Main drivers for change
<p>1. Recover progress and raise standards in pupils' literacy and numeracy skills in key headline indicators, particularly MAT learners, closing the gap between eFSM and non-eFSM progress and attainment.</p>	<ul style="list-style-type: none">• RADY uplift for target setting of eFSM pupils• Proportional representation for learners in all school activities• New model for pupil voice groups so that every learners is involved all year• Planning and provision to ensure appropriate challenge for all learners, including learners being able to select their own level of challenge• Targeted interventions for learners at risk of not attaining targets• Emotional support programmes for identified learners• Daily focused group teaching sessions in all classrooms• Implement Gelliswick shared understanding of Progression and use new age-related assessment procedures• Professional Learning on the use by learners of feedback
<p>2. Improve pupils' and teachers' daily use of Welsh in the classroom; and improve standards of Welsh in each cohort.</p>	<ul style="list-style-type: none">• Y Gromlech resource and associated training• Criw Cymraeg leading assemblies and promoting use of Welsh through Draig yr Wythnos Award• Regular phrase(s) of the week• Parent workshops• Siarter Iaith

<p>3. Improve learner attendance, closing the gap between efsm and non-efsm attendance</p>	<ul style="list-style-type: none"> • Retain Attendance support officer • Weekly identification and tracking • Projects that promote good health – e.g. asthma clinic, physical activity • Establish Attendance Champions pupil voice group • Installation of • Attendance awards and celebrations • Workshop for parents
<p>4. Improve learner effectiveness through developing learners' self-regulation, pro-active learning, and working with others</p>	<ul style="list-style-type: none"> • Implement Cooperative Learning • Cluster Professional learning Programme including higher order thinking, learner effectiveness and positive relationship • Implement new systems to capture baselines and progress in literacy, numeracy, digital competence and personal and social development (including progression in wellbeing)
<p>5. Develop and embed learners' understanding when learners acquire knowledge and skills, to ensure that learners make good progress across all AOLES</p>	<ul style="list-style-type: none"> • Continue to support the development of cluster Key Performance Indicators in each AOLE • Develop planning that promotes big questions and purpose in learning • Implement Gelliswick milestones for learning • Professional learning with partners with expertise, e.g. in Music and Science • Sustain and extend use of Empathy reading texts • Opportunities for learners to develop understanding of social action • RVE and RSE curriculum development • Creative Lead school project (Arts Council Wales) • Rainbow PE project • Expressive Arts project (through Paul Hamlyn Foundation)