

GELLISWICK CHURCH IN WALES VC PRIMARY SCHOOL



School Development Plan 2021-22

Targets and Strategies for Our Priority Areas

By the end of July 2022, we aim to ensure that we:

Standards and progress	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.
Wellbeing	2	Improve learner effectiveness, including pupils' independent and metacognitive learning skills so that all learners, including pupils with ALN and MAT are aware of how to make even greater progress
Teaching and learning	3	Improve consistency of teaching and learning so that teaching approaches are selected purposefully and have a direct impact on pupils' engagement and progress.

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

Pupil Development Grant (PDG+EYPDG) 2021/22 Allocation (blue in SDP where relevant)	Amount
<i>Continuum of statutory school age PDG allocation; breaking the link between disadvantage and educational attainment.</i> <i>Additional resource for PDG Early Years allocation; breaking the link between disadvantage and educational attainment for pupils aged 3 – 5</i>	£177,953
Intensive teacher led guided intervention groups for disadvantaged learners	
Professional learning time to engage with RADY training and evaluation activity. Raising Attainment of Disadvantaged Youngsters (RADY)	
Additional nursery teacher and support staff for early intervention – Summer term	
Emotional Literacy Support Assistant staffing and training for Theraplay	
Nursery/Early Years vocabulary support and early intervention	
eFSM intervention Learning Support Assistant x2	
Family Learning programmes	
Family Liaison Officer for wellbeing and attendance	
Out of School Hours Learning	
Empathy lab - programme and professional learning	
Nurture and wellbeing provision	
Recruit additional LSA to support transition to fulltime N2 learners for in N1	
Motivate pupil aspiration through equitable visits and visitors	
Recruit, Recover and Raise Standards Grant (RRRS) 2021/22 (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>	£51,764
Recruit Learning Support Assistants and Higher Level Teaching Assistant for additional literacy and numeracy sessions – before and during school	
Recruit 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 additional LSA for ALN statemented learners in specialist provision	
Author visits to support disengaged learners to engage in reading and writing	
Recruit cover for teachers to conduct coaching sessions to support Y5/6 pupils	

Regional Consortium School Improvement Grant (RCSIG) and Professional Learning Grant (PLG) 2021/22 (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>	£47,390
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	
Great teaching toolkit pilot	
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 2021/22

PRIORITIES, AIMS, SUCCESS CRITERIA and MAIN DRIVERS FOR CHANGE

Priority 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.

Aims (describes what we want)

- Pupils achieve end of phase targets as set in September 2021; inclusive of targets set for disadvantaged learners which have been uplifted from notionally equalised targets.
- All learners access daily focus teaching sessions which are integrated with subject specific activities such as Talk for Writing units and activities, and with wider AOLE authentic contexts
- All learning activities are planned to match the level of pupils' target outcomes, including when pupils independently access continuous and enhanced provisions
- MAT pupils respond enthusiastically to challenge
- Sustain the vibrant writing culture in the school, focusing on writing for purpose and audience in authentic contexts
- Literacy and numeracy skills embedded across the curriculum are planned to match the level of pupils' target outcomes
- Faster progress for pupils who are above average ability or potentially above nationally expected median outcome/level for age (i.e. the top 30% to 40% of pupils).

Success Criteria / intended outcomes and impact (all disaggregated)

- Most pupils will make the required progress and at least a third of pupils will make more than required progress.
- Pupils as focus for analysis:
- Those who are above average ability or potentially above nationally expected median outcome/level for age (i.e. the top 30% to 40% of pupils)
- Those eFSM learners who have had their baselines, and thus targets notionally uplifted
- FP pupils in Maths
- MAT and potentially MAT in FP
- 80% of eFSM pupils make more than required progress in Foundation Phase and at Key Stage Two
- Performance of pupils who are eFSM will be within the national average (17% gap) when compared with non-FSM pupils.

Main Drivers for Change

- Targeted intervention groups before, during and after normal school hours.
- Revised daily timetables with increased dedicated focused group teaching time
- Pastoral support plans for target pupils, including extended parent consultations
- Implement the most effective teaching strategies as highlighted in the research of the Education Endowment Foundation and Great teacher toolkit; ensuring high levels of challenge in every classroom
- Professional Learning to engage with RADY programmes to tackle disadvantage
- Provide equitable learning experiences for all children to develop aspiration
- Provide for equity of experience for targeted learners

Priority 2 Improve learner effectiveness, including pupils' independent and metacognitive learning skills so that all learners, including pupils with ALN and MAT are aware of how to make even greater progress.

<p>Aims (describes what we want)</p> <ul style="list-style-type: none"> • Improve learner effectiveness – through understanding and implementing how metacognition supports learning • Develop growth mindset and metacognitive strategies (eg. Learning pit) to support pupils to seek challenge • Develop teaching so that learners can make greater progress through self and peer feedback against learning intentions and success criteria • Pupils respond well to all feedback, enjoy a challenge and selecting and moving through levels of challenge • Mixed attainment grouping supports targeted learners 	<p>Success Criteria / intended outcomes and impact (all disaggregated)</p> <ul style="list-style-type: none"> • Pupils can describe 'a good learner' and demonstrate these attributes during their learning • Pupils can understand where they are in learning and how they can make further progress (eg. Visible curriculum, teacher conferences, levelling up resources) • Pupils use independent practice opportunities to develop diagnostically identified skills • Pupils understand the purpose of their learning, as well as their personal targets • Pupils use metacognitive strategies to support them in their learning • Pupils use WAGOLLS and WABOLLS / working walls / bump it up walls to support them to make even better progress <p>Main Drivers for Change</p> <ul style="list-style-type: none"> • Sustain and develop blended learning strategies and platforms for learning both in and out of school • Professional learning opportunities for staff to explore best practice in developing learner effectiveness
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Priority 3 Improve consistency of teaching and learning so that teaching approaches are selected purposefully and have a direct impact on pupils' engagement and progress.

<p>Aims (describes what we want)</p> <ul style="list-style-type: none"> • Develop a shared vision for effective learning experiences at Gelliswick • All learners to have access to teacher focussed sessions • Develop consistency and continuity in T&L within year group teams and across the school 	<p>Success Criteria / intended outcomes and impact (all disaggregated)</p> <ul style="list-style-type: none"> • Teachers will be able to justify pedagogical choices, linked to ensuring strong learner progress and outcomes • Teachers plan for and effectively give feedback that ensures learner progress • Lesson study evaluations clearly identify ways forward which are addressed by next cycle • Nearly all learners have parity of provision and experience across classes within year group teams • Nearly all learners will be highly engaged in a purposeful and authentic curriculum <p>Main Drivers for Change</p> <ul style="list-style-type: none"> • Teams planning together across linear year groups • Identification of learners requiring intervention through universal provision to ensure best possible progress • Learning Environments and daily timetables revised to promote both independent learning and focused group teaching. • Pyramid Club for pupils to promote independence and self-esteem as learners
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- Targeted learners will receive high quality teaching in small, focused groups
- All learners will access effectively planned and executed learning experiences

- Teacher led guided intervention groups
- Teachers professional learning focuses on educational equity and this is considered when planning learning over time and throughout lessons