

GELLISWICK CHURCH IN WALES VC PRIMARY SCHOOL

School Development Plan 2019-20

Targets and Strategies for Our Priority Areas			Year 1: 2019-20
By the end of July 2020, we aim to ensure that we:			
Standards and progress	<u>1</u>	Improve standards in pupils' literacy in key headline indicators, and in national tests, particularly in FP and early KS2	
	<u>2</u>	Reduce the attainment gap between eFSM and non FSM performance	
Wellbeing	<u>3</u>	Improve pupils' independent learning skills	
Teaching	<u>4</u>	Develop a broader and more balanced curriculum which gives pupils greater choice in what and how they learn in line with the <u>Curriculum for Wales 2022</u>	
Leadership	<u>5</u>	Further develop the leadership systems and the school's aims and vision, based on Gelliswick' distinctively Christian values	

PDG 2019/20 Allocation	Amount
Continuum of statutory school age PDG allocation Breaking the link between disadvantage and educational attainment	£100050
Additional resource for PDG Early Years allocation Breaking the link between disadvantage and educational attainment for pupils aged 3 – 5	£21700
Activity (PRIORITY 2 AND 3 in SDP)	TOTAL
Intervention spring term (5 yr groups x 1/2 day x 2 x 10 weeks)	7000
ELSA staffing and training for Theraplay	21815
Nursery/EY reading support and early intervention	13700
eFSM intervention LSA support	27275
Springboard Family Learning	18000
FLO for wellbeing and attendance	24500
Out of School Hours Learning	1440
Nurture and wellbeing p.m. provision	6900
Motivate pupil aspiration	1120
TOTAL	121750

Priority 1 Improve standards in pupils' literacy in key headline indicators, and in national tests, particularly in FP and early KS2

Aims (describe what we want)	Success Criteria / intended outcomes and impact (all disaggregated)
<ul style="list-style-type: none"> • Pupils' attainment in writing is consistent with attainment in reading. • Guided reading sessions are integrated with Talk for Writing units and activities • LLC and English learning activities are planned to match the level of pupils' target outcomes • MAT pupils respond enthusiastically to challenging independent application activities • Embed and sustain the newly vibrant writing culture in the school 	<p style="text-align: center;">I M P A C T</p> <ul style="list-style-type: none"> • Most pupils will make the required progress and at least a third of pupils will make more than required progress. • Nearly all girls will make at least required progress towards and attain O6 in LLC in FP • Nearly all boys will make at least required progress towards and attain O5 in LLC in FP • Nearly all MAT pupils make at least required progress (FP to end Yr4) by the end of year 4 • Nearly all pupils demonstrate good progress between 'cold' and 'hot' writes

Priority 2 Reduce the gap between eFSM and non FSM performance	
Aims (describe what we want)	Success Criteria / intended outcomes and impact (all disaggregated)
<ul style="list-style-type: none"> • Develop potential for more eFSM pupils to make greater than required progress – especially for pupils moving from Outcome 2 to Outcome 6 in FP or more realistically, from Outcome 5 to Level 5 in KS2. • Greater early intervention initiatives lead to narrowing of gap at FP, especially at O5 Maths and KS2 English • Social development and learning environment promotes better self-esteem and attitudes to learning • Pupils' independent learning skills provide the tools for eFSM pupils to close the gap earlier • Family engagement and wellbeing provision is sector-leading in improving life chances • Share excellence with other schools regarding support for vulnerable pupils 	<p style="text-align: center;">I M P A C T</p> <ul style="list-style-type: none"> • Performance of pupils who are eFSM will be within the national average (17% gap) when compared with non-FSM pupils. • 30% of eFSM pupils move from Outcome 2 to Outcome 6 in FP or more realistically, from Outcome 5 to Level 5 in KS2. • 20% of eFSM make a full broad level progress in English between end of FP and KS2.

Priority 3 Improve pupils' independent learning skills	
Aims (describe what we want)	Success Criteria / intended outcomes and impact (all disaggregated)
<ul style="list-style-type: none"> • Children are able to articulate what makes them good learners • New curriculum design increases the influence pupils have on planning 	<p style="text-align: center;">I M</p> <ul style="list-style-type: none"> • Pupils' hot writing tasks show progress in stamina and independence strategies from cold tasks

<ul style="list-style-type: none"> • All pupils say they are motivated to come to school each day • Good attendance and settling into school for new entrants and families new to the area 	P A C T	<ul style="list-style-type: none"> • Most pupils demonstrate good levels of independence across their learning
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Priority 4 Develop a broader and more balanced curriculum which gives pupils greater choice in what and how they learn in line with the Curriculum for Wales 2022

Aims (describe what we want)	Success Criteria / intended outcomes and impact (all disaggregated)
<ul style="list-style-type: none"> • The learning environment is vibrant and exciting • Pupils are engaged by their learning every day • Pupils' learning is rooted in the 4 core purposes • Teachers' planning uses the What Matters statements ... • A curriculum that promotes the pedagogical principles • The skills provision map allows flexibility for topic planning and involvement of pupils in planning their learning • A curriculum that promotes highly motivated self-improving pupils 	I M P A C T <ul style="list-style-type: none"> • Most pupils will make the required progress and at least a third of pupils will make more than required progress. • Teaching to be judged good or better by the MHSIG, challenge adviser or Estyn • Nearly all lessons to be good, and many with excellent features

Priority 5 Further develop the leadership systems and the school's aims and vision, based on Gelliswick' distinctively Christian values

Aims (describe what we want)	Success Criteria / intended outcomes and impact (all disaggregated)
<ul style="list-style-type: none"> • Clear vision based on high expectations resulting in excellent progress, behaviour and wellbeing • All stakeholders and visitors to have been involved in shaping, and have a better understanding of our aims and expectations; the school uses parents' feedback when conducting school self-evaluation • Pupil progress and participation is at the heart of all learning • All governors regularly access the self-evaluation working documents and are able to contribute to self-evaluation in addition to scrutiny of progress • Distributed leadership means all teachers and many support staff are involved in influencing and shaping the school's development • Teachers, staff and governors conduct research projects and are involved in collaboration both in school and with others schools and organisations • Gelliswick becomes a learning organisation for all stakeholders with a culture of sharing excellent practice; high class professional development systems provide regular opportunities for professional learning which develops staff agency and self-improving teachers 	I M P A C T <ul style="list-style-type: none"> • Leadership to be judged good or better by the MHSIG, challenge adviser and Estyn • All teachers will have impacted upon whole school development priorities beyond their own classrooms

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| <ul style="list-style-type: none">• SLT meets daily and has a relentless focus on improving standards• Cluster partnerships impact on teacher development across all phases | |
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