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| **SDP Priority** | **Planned activities** | **Success Criteria/ targets** | **Funding Source** | **Planned Cost** |
| 1 | The school will coach, train and upskill TA's to deliver the curriculum and strategies to develop independent learners through quality support of identified groups of learners to ensure they make the maximum progress.  | * All TA's to attend staff meetings to discuss pedagogy.
* TA's to observe good quality teaching and learning across the school.
* TA'S to work to improve practice with PM targets linked to WALKTHRUS training.
* TAs to observe each other and share good practice
* Pupils in intervention groups make progress.
 | EIG | £71,561 |
| 4 | To develop and support staff to work with vulnerable groups to raise attainment, attendance and well being so that they can attain academically, by developing a school culture of self regulation, reflection and quality feedback. 4 part time staff | * PM targets of TA’s are based upon their work with these groups. (individual areas of expertise – ELSA, COMiT, Popat etc..) and measured by pupil progress.
* TA's to track and monitor progress of the groups – Edukey
* Pupils will have access to support for wellbeing, LAC, low attainment & engagement from skilled TA’s who can impact positively on these areas.
* Bespoke programmes to support learners enable them to make progress in priority areas.
* Whole school focus- differentiation of tasks and developing independence, self-regulation and metacognition.
 | PDG | £17,250 |
| 4 | Release days for ALNCo to attend meetings, liaise with parents and professionals, attend training and complete extensive paperwork. | * To attend all cluster network meetings to be updated on ALN protocols across Newport.
* To support staff in school to complete tracking and evaluations on EduKey to monitor progress of ALN learners.
* ALNCo time to meet with parents and make phone calls to update parents & professional on updates or progress for individuals.
 | ALNCo | £5068 |
| 2 | Employ an additional TA for Reception class to help settle and support vulnerable pupils with the transition | * Pupils settling into school routines seamlessly
* Baseline identifies specific gaps in learning and adults move learning on through specific targeted work.
* Pupils needs are identified and addressed following baselines.
 | EYPDG | £4600 |
| 5 | Pupils settling into school routines seamlesslyBaseline identifies specific gaps in learning and adults move learning on through specific targeted work.Pupils needs are identified and addressed following baselines. | * AOLE leads monitor, review and feedback to staff half termly on impact of their curriculum area and progression evidenced.
* AOLE leads identify areas to develop with a focus on the progression of skills across the school in specific AOLE
* Many pupils build on previously taught skills in all areas of the curriculum and begin to apply to new situations.
* Nearly all pupils make progress in all AOLE's
 | PL Grant | £3672 |
| 4 | Welsh lead works with Criw Cymraeg and whole school to achieve the Cymreag Campus Arian Award | * Criw Cymreag identify and share with the school the targets needed to achieve the award.
* The whole school improves its use of welsh language every day
* Nearly all pupils and staff use welsh on a daily basis to ask and answer questions.
* All targets on the Arian Award are embedded across the school.
* Welsh lead collates evidence and drives through actions to meet the criteria.
 | WEG Main | £1783 |
| 2 | Employ a teacher to support recovery and raise standards across the school for the Autumn term | * Nearly all pupils working below expected outcomes make progress in literacy and numeracy in the autumn term.
* Next steps in learning are identified for pupils with barriers and small group and individual support to address these areas enables barriers to be reduced.
* Consistent and regular support addresses misconceptions and moves learning forward.
* Nearly all pupil’s self-esteem is raised through being successful.
 |  RRR | £13399 |

**Cluster Grants**

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| 1 | Release for staff to attend 1) social and emotional learning training 2) behaviour and intervention training 3) met-cognition and self-regulation training 4) senior staff to strategically plan and meet to discuss LAC training and report on progress Well-being lead tracking LAC/Vulnerable groups and identified individuals to track academic achievement, social skills and attendance. LAC coordinator attending network meetings and disseminating to staff. COMIT in house training for staff to lead interventions for LAC, and identified children. also transition programme set up with High School to plan additional visits for LAC. ELSA sessions, network meetings and training to support LAC. banking time sessions for individuals. Ace awareness sessions 1 & 2 for all staff. Attachment training for ALNCO and well-being TA lead. Families Connect 10-week programme run by well-being lead to support families, school-based counselling for individuals | Improve cluster knowledge re: how best to support LAC pupils socially and emotionally so as to prevent disengagement from academic subjects (particularly literacy and numeracy) lower exclusions, improve attendance, increase confidence and self-esteem and ensure seamless transition for all LAC learners | PDG LAC Cluster Distribution | £4964 |
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