|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SDP Priority** | **Planned activities** | **Success Criteria/ targets** | **Funding Source** | **Planned Cost** |
| 3 | The school will coach, train and upskill TA's to deliver the new curriculum and strategies to develop independent learners through quality support of identified groups of learners to ensure they make the maximum progress. 4 full time staff in total. | All TA's to attend staff meetings to gain a better understanding of pedagogical principles.  TA's to observe and practice good quality teaching and learning across the school.  TAs to work to improve practice with PM targets based upon last year’s training - POPAT & TALP. TAs to observe each other and share good practice - Walkthru's TA's to show impact of training in their work with pupils from previous year with use of POPAT & TALP | EIG | £72891 |
| 1 | Release days for AOLE leads to monitor, track, plan and support teachers across the school. | All AOLE's are planned for, tracked and evaluated each term. AOLE leads identify areas of strength and areas for development to feedback to all stakeholders. Progress is made in each class and across all Progression steps for all learners. | PL for Teachers | £3977 |
| 1 | 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 | £2030 |
| 2 | Extra support for vulnerable learners in upper key stages to support with transition both emotionally and academically. | To close the gap for upper ks2 learners To complete daily reading activities to develop confidence and strategies to attain reading ages in line with Chronological ages. To complete daily maths sessions to address areas of weakness identified in class lessons to attain age appropriate outcomes. To support learners with emotional wellbeing to provide strategies and resilience to cope with changes as they move to high school. | RRR | £5859 |
| 2 | To support vulnerable learners in Year 2 where gaps in progress and attainment are evident | To close the gap for Y2 learners in line with age appropriate outcomes. To complete daily reading activities to develop confidence and strategies to attain RA's in line with CA's. To complete daily maths sessions to address areas of weakness identified in class lessons to attain age appropriate outcomes. To support learners with emotional wellbeing as move into a new class. | RRR | £8203 |
| 1 | To develop and support staff to work with vulnerable groups to raise attainment, attendance and wellbeing so that they can attain academically, by developing a school culture of self-regulation, reflection and quality feedback. 3 part time staff | TAs to have PM targets based upon the bespoke needs of groups to enable impact to be measures.  TA's to track and monitor progress of the groups – Edukey - weekly Complete a whole school focus on marking & feedback to impact of learning for all pupils- share good practice and look at other schools | PDG | £25300 |
| 3 | To develop maths and numeracy skills across PS 1 & 2 through quality and consistent approaches - Four Maths | To develop age appropriate numeracy skills through high quality teaching and learning starting in PS 1. To develop a numeracy programme across the cluster which is consistent and uses similar strategies. All teachers use the programme to teach maths skills systematically, assessing children before moving on, and then apply skills regularly across the curriculum. To track progress of all learners and revisit skills systematically when needed | EYPDG | £4600 |

**Cluster Grants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Excellence, Wellbeing & Equity | 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 Wellbeing 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. | 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. | LAC | £ |