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| **National Mission** | **Ref: SDP** | **Estyn** | **Planned Activity  (what are you going to do?)** | **Success Criteria / Targets** | **Funding Source** | **PDG -Sutton Toolkit** | | | **Spend Type** | **Planned** | **Spend Type** |
| **Strand** | **Imp M** | **KS3** | **Cost** |
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| Transformational Curriculum | 3.00 | IA3 | 16) Engagement with professional standards for teaching and learning programme. | •Headteacher and Deputy Headteacher access ETLF programme and support development of all staff using the new standards and further develop SER processes using ETLF tools. •SLT and Middle Leaders access ETLF programme to support the development of the Professional Teaching and Leadership Standards (PTLS). •Lead development of using PTLS in professional learning and self-evaluation. •Class teachers access Professional Learning to support development against the PTLS. | School Revenue |  |  | No | Professional Learning | 650 | Professional Learning |
| Transformational Curriculum | 2.00 | IA5 | 1) Access leadership programme to support Headship development, Aspiring Headteacher | •Headteacher invests in personal development linked to relevant career pathway with 2 leaders attending the Church Schools Leadership Programme. •Headteacher development against the new Professional Teaching and Leadership Standards (PTLS)  •Performance Management reflects development against new PTLS. •Governors will be knowledgeable about the curriculum reform agenda and how the school will need to address this through the SDP. | School Revenue |  |  | No | Professional Learning | 300 | Release Cover |
| High quality education profession | 1.00 | IA5 | 6) Access leadership programme to support senior leadership development. | •Senior leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school. •Senior Leaders within school/cluster all identify PL needs against PTLS. | School Revenue |  |  | No | Professional Learning | 150 | Release Cover |
| High quality education profession | 1.00 | IA5 | 5) Access leadership programme to support middle leadership core development. | •Middle leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school •Middle Leaders within school/cluster all identify PL needs against PTLS. | School Revenue |  |  | No | Release Cover | 400 | Release Cover |
| High quality education profession | 2.00 | IA3 | 12) Attend regional SLO workshops to support the understanding of the framework. | •All staff aware of the research and approach to Schools as Learning Organisations (SLO). •All staff contribute to the SLO snapshot evaluation of the school. •The school generate a snapshot in spring term 19. •Leaders use the outcome of the SLO snapshot to inform self-evaluation activity and the next iteration of the SDP for 2019/2020. The school will invest in materials to support SLO and PL i.e books. Staff to share findings and disseminate in staff meetings. Create a bank of materials which all staff can access. Work with cluster to compare results and develop a plan where time is given to each school to support each other in areas of weakness/strength | School Revenue |  |  | No | Release Cover | 400 | Resources |
| Leaders working collaboratively to raise standards | 1.00 | IA1 | 21) Improving teaching and learning: Access regional PL programmes; The Excellent Teacher Programme, OLEVI etc. | •Improved quality of teaching and learning for individually identified teachers. Peer observations/learning walks and triad work and team teaching to raise standards and share good practice across the school | School Revenue |  |  | No | Professional Learning | 450 | Professional Learning |
| High quality education profession | 2.00 | IA3 | 8) Access the regional Curriculum Reform programme days 1-4 and disseminate back at school/cluster. | •PL lead successfully disseminates days 1-4 to whole school community and develops a greater understanding of the requirements of curriculum reform. •Every practitioner has the opportunity to reflect on the National Curriculum reform programme (days 1-4) to support their critical understand of the changes to the curriculum model. •PL leads successfully implements the schools/cluster individual action plan for curriculum reform. •Staff become better prepared for the realisation of curriculum for Wales. •Learners become better prepared for the realisation of curriculum for Wales. •Governors become better prepared for the realisation of curriculum for Wales. | School Revenue |  |  | No | Release Cover | 400 | Professional Learning |
| Assessment, evaluation and accountability supporting a self-improving system | 1.00 | IA1 | 9) Accessing regional Research and Enquiry Sessions e.g. Critical Collaboration and Professional Enquiry (CCPE) with University of Stirling, Development of research and enquiry in school etc. | •Practitioners are engaged purposefully with research and enquiry.  •Professional enquiry impact positively on provision and pupil progress. | PL for Teachers |  |  | No | Release Cover | 1,000 | Resources |
| Excellence, Equity and Wellbeing | 4.00 | IA2 | 32) The Wellbeing Lead will attend regional workshops to support the ACE developments. | •School improvement results in leadership, teaching, learning in participant / school in area of identified need. •The cluster has a well defined and understood strategy for Wellbeing that is implemented and reviewed for impact on a regular basis.  •The progress of vulnerable learners is tracked effectively, and individual leaners make increased rates of progress from their starting points.  •Attendance / Exclusions | School Revenue |  |  | No | Release Cover | 200 | Professional Learning |
| Excellence, Equity and Wellbeing | 4.00 | IA2 | 29) The school will identify the most appropriate member of staff to attend the regional PDG workshops. | •PDG allocation is based upon evidence of impact. •The progress of vulnerable learners is tracked effectively, and individual leaners make increased rates of progress from their starting points.  •The interim impact of the PDG indicates at least ‘satisfactory’ impact on the progress of learners. | School Revenue |  |  | No | Professional Learning | 100 | Professional Learning |
| Excellence, Equity and Wellbeing | 4.00 | IA4 | 28) The school will begin the work on the cluster More Able developments. | •The aspirations for MA learners across the cluster will increase.  •There will be a common understanding of the criteria and provision for MA learners. •Individual Pupil tracking indicate strong value added outcomes.  •A link cluster representative will be identified.  •Learners will be identified from the school MA register who will engage in school and cluster activities. •The school will assist in designing and implementing ‘Master Classes’ and More Able related events and activities within the cluster for identified More Able learners. •Collate learner voice feedback following attendance and participation in events and masterclasses. •Complete an end of financial year FADE evaluating activities and events (this will be made into a More Able playlist and shared on the Regional Hub). | PL for Teachers |  |  | No | Professional Learning | 1,000 | Professional Learning |
| Assessment, evaluation and accountability supporting a self-improving system | 1.00 | IA3 | 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 discuss pedagogy. TA's to observe good quality teaching and learning across the school. TAs to have PM targets based upon feedback and metacognition.TA’s to observe each other and share good practice. | EIG | Meta-cognition and self-regulation |  |  | Professional Learning | 73,622 |  |
| Excellence, Equity and Wellbeing | 4.00 | IA4 | 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. 3 part time staff | TAs to have targets based upon their work with these groups. TA's to track and monitor progress of the groups. Reading and research to be focused on self-regulation, metacognition and quality feedback. | PDG | Meta-cognition and self-regulation |  | No | Professional Learning | 19,550 |  |
| Excellence, Equity and Wellbeing | 4.00 | IA4 | To invest in staff to meet the needs of pupils who need support to access the curriculum. Use coaching and triage work to develop quality feedback. | Time given for reading and research. PL Lead to work with TA's to upskill and inform. TA Lesson observation to focus on feedback. | EYPDG | Feedback | 8 | No | Professional Learning | 5,000 | Release Cover |
| Excellence, Equity and Wellbeing | 4.00 | IA4 | Daily focus on Literacy and numeracy for identified individuals each half term - additional TA employed to work with Y3. | To raise attainment in reading and basic number skills appropriate to age and ability for 9 SEN, EAL and FSM Pupils in Y3. | Recruit, Recover, Raise Standards (ALP) | One-to-one tuition | 5 | No | Grant Funded Post | 7,667 | Grant Funded Post |
| Excellence, Equity and Wellbeing | 4.00 | IA4 | Daily focus on Literacy and numeracy for identified individuals each half term - additional TA employed to work with Y1, 2,4,5 & 6. | To raise attainment in reading and basic number skills appropriate to age and ability for 15 SEN, EAL and FSM Pupils in y1,2,4,5 & 6. | PDG Growth | One-to-one tuition | 5 | No | Grant Funded Post | 4,577 | Grant Funded Post |
| Transformational Curriculum | 4.00 | IA5 | 10 release days over the Aut and Spr Terms to develop materials and keep up to date with new messages regarding new curriculum and plan ways to trial/disseminate/model Curriculum 2022 | To work with the HT to design the curriculum To support staff as they introduce and get used to  the new curriculum. To meet as AOLE teams regularly and devise action plans for strategies guides to move each of the AOLE's forward To finalise a blende learning approach and she with all stakeholders. to promote and provide materials to continue to  develop action research and PL opportunities across the school. | Professional Learning Lead |  |  |  | Release Cover | 2,500 |  |