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| **National Mission** | **Planned activities** | **Success Criteria/ targets** | **Funding Source** | **Planned Cost** |
| Transformational Curriculum | To design a curriculum for the school which meets the needs of CfW 2022. | St Joseph's RC Primary has a curriculum that reflects C21 learning. Rigorous & effective assessment is used to track progress of learners across the curriculum Update Teaching & Learning policy in line with CfW Nearly all lessons are good/excellent & impact on the learning Nearly all learners engage fully with their learning Nearly all learners understand the curriculum and how it is designed to develop their knowledge and skills across their school life All teachers plan lessons/experiences/activities that enable learners to develop as C21 learners All learners make progress across the AOLE's which is appropriate to their age and ability. | PL Lead | £2100 |
| Excellence, Equity and Wellbeing | To raise attainment in reading and basic number skills appropriate to age and ability for 9 SEN, EAL and FSM Pupils in 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) Summer 2021 | £5476 |
| Excellence, Equity and Wellbeing | 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 ALN, EAL and FSM Pupils in Y1/2. | School Revenue | £6000 |
| Excellence, Equity and Wellbeing | 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. | 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. TA's in FP use skills to support early development & language a& oracy skills | EYPDG | £2300 |
| Excellence, Equity and Wellbeing | 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 | £24150 |
| Assessment, evaluation and accountability supporting a self-improving system | 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. TAs to observe each other and share good practice - triads. | EIG | £76449 |
| Excellence, Equity and Wellbeing | The school will identify the most appropriate member of staff to attend the regional PDG workshops Decide how best to use the grants - interventions, | •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 | £150 |
| High quality education profession | Access leadership programme to support Headship development, Aspiring Headteacher | •Headteacher invests in personal development linked to relevant career pathway of current DHT •DHT development against the new Professional Teaching and Leadership Standards (PTLS)  •Performance Management reflects development against new PTLS. DHT completes aspiring HT course | PL for Teachers | £1000 |
| Transformational Curriculum | 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. | PL Lead | £900 |
| High quality education profession | Use SLO as SE and feed into SDP and SI plans. | •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 2020/2021. 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 |  | No cost |
| Leaders working collaboratively to raise standards | 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 - coaching | PL for Teachers | £2300 |
| Assessment, evaluation and accountability supporting a self-improving system | 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 | £727 |
| Excellence, Equity and Wellbeing | 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 learners make increased rates of progress from their starting points.  •Attendance / Exclusions - monitored and support in place to reduce absences To become a School of Sanctuary working with external partners to support vulnerable families.  To complete WSA to Wellbeing implementation | Wellbeing Lead | £3000 |
| Excellence, Equity and Wellbeing | To Raise attainment in reading and basic number skills appropriate to age and ability for y2 to y5 | Reading attainment to increase to expected levels for age. Basic maths skills improved through diagnostic identification of gaps and bespoke support to close gaps Writing levels improved by 2 sub-levels through modelling and talk for writing strategies | Recruit, Recover, Raise Standards (ALP) autumn and spring 2021-22 | £10800 |
| Transformational Curriculum | To develop and support Maths lead to drive through a Numeracy & Maths Curriculum in line with CfW. | Maths lead develops expertise and professional development to drive through new maths programme across the school Maths teaching across the school consistently is at least 'good'. Maths standards across the school develop in line with expectations of CfW. Nearly all children access and complete maths work at their appropriate progression stage | School Revenue | £1800 |

Cluster Grants

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| 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. banking time sessions for individuals. Ace awareness sessions 1 & 2 for all staff. Attachment training for ALNCO and wellbeing TA lead. Families Connect 10-week programme run by wellbeing 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. | LAC | £3401 |