

# Consortiwm GwE, Gogledd Cymru / North Wales



**Grant Effeithiolrwydd Ysgolion (GEY) a Grant Amddifadedd Disgyblion (GAD)  
School Effectiveness Grant (SEG) and Pupil Deprivation Grant (PDG)**

**2014-15**



Consortiwm Addysg Gogledd Cymru / *North Wales Education Consortium*

**SEG/PDG Plan: 2014 - 2015**

<b>School: St. David's Catholic Primary School</b>	<b>Total delegated SEG</b>	<b>Total delegated PDG</b>	<b>Total delegated GW</b>
	<b>£7,071</b>	<b>£9,180</b>	<b>£</b>

**PRIORITY 1: DEVELOP AND RAISE STANDARDS OF LITERACY & NUMERACY**

<b>Activity supported</b>		<b>Source of funding and planned spend</b>	<b>Outputs and Outcomes</b>	<b>Targets</b>	<b>Projected (to be completed by SEPT 2014)</b>	<b>Actual (to be completed JAN 2015)</b>
<b>Literacy and Numeracy Identifier</b>	<b>Details of activities</b>	<b>£</b>				
<b>1.1</b> <i>Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach to the requirements of the LNF</i>	<i>Teacher supply cover to be provided to support staff development and to enable staff to apply LNF skills to their subject areas. Each teacher to have the equivalent of 3 days released for this activity.</i>	<i>£1896 (SEG) 12 days teacher cover @ £158</i>	<i>No of teachers identified as requiring additional literacy and numeracy support</i>	4	4	
			<i>No of teachers receiving additional training (through this grant)</i>	4	4	
			<i>Average No of hours of support / teacher (through this grant)</i>	6	6	
			<i>No of teachers whose core skills have improved as a result of this support (as evidenced by performance management data, assessment against the LNF and reading and numeracy test results)</i>	4	4	
<b>1.2</b> <i>Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning</i>	<i>Purchase of NFER reading resources.  Phase teams to work together on data analysis (4 x half days supply cover)  Funding of staff release at half day per term to work with headteacher on review of assessment data and planning for interventions</i>	<i>£331 (SEG)  £316 (SEG) 2 days @ £158  £948 (SEG) 6 days teacher cover @ £158</i>	<i>No of schools that make effective use of data from reading and numeracy tests to:</i>	<i>inform future planning</i>	<i>Data to be collected centrally</i>	
				<i>identify pupils that require targeted support</i>		
				<i>respond to the needs of MAT pupils</i>		
				<i>effectively target their grant spending plan</i>		
<b>1.3</b> <i>Provide school leaders and teachers</i>	<i>Meetings with NSP co-ordinator locally or as a consortium ( half day per teacher-</i>	<i>£632 (SEG)</i>	<i>No of schools supported by the NSP</i>	<i>Data to be collected centrally</i>		
			<i>Number of teachers supported by the NSP</i>	4	4	

<i>with support, in co-ordination with the National Support Programme, to implement the Literacy and Numeracy Framework</i>	<i>Autumn &amp; Spring terms)</i>	<i>4 days teacher cover @ £158</i>	<i>Total No of hours of support from NSP</i>		<i>24</i>			
			<i>No of schools making satisfactory progress in the implementation of the LNF</i>		<i>Data to be collected centrally</i>			
<b>1.4</b> <i>Enable best practice to be effectively shared, including through the use of outstanding teachers of literacy and numeracy to provide coaching and mentoring opportunities for teaching staff who are in need of additional support</i>	<i>Focus on upskilling Classroom assistants in Literacy and numeracy through:</i> <i>a) Self-directed learning for Literacy based on the school's teaching schemes – funding used to provide staff release time;</i> <i>b) Half-termly sessions with Numeracy Outstanding Teacher (NOT.)</i>	<i>£550 (SEG)</i> <i>11 days CA cover @ £50</i>	<i>Number of OT recruited using agreed selection criteria</i>		<i>Data to be collected centrally</i>			
			<i>No Trained by NSP</i>					
			<i>Time in days</i>					
			<i>No of Schools supported</i>					
			<i>% Schools improving</i>					
<b>1.5</b> <i>Through use of the reading and numeracy tests data ensure that effective catch-up provision is available at the earliest stage for those children who have fallen behind</i>	<i>Provision of half a day per week of additional catch-up support delivered by classroom assistant.</i>	<i>£950 (SEG)</i> <i>0.5 days per week CA @ £50</i>	<i>Nature of programme</i>	<i>Name of Programme</i>	<b><i>Targets</i></b>	<b><i>Projected</i></b>	<b><i>Actual</i></b>	
				<i>1= one to one</i>	<i>12</i>			
				<i>2 = small group</i>				
				<i>Contact time (hours)</i>	<i>30</i>			
			<i>No of staff trained to use the programme</i>	<i>Teachers</i>				
				<i>LSA</i>	<i>2</i>			
				<i>Total</i>	<i>2</i>			
			<i>No and % of pupils supported</i>	<i>No</i>	<i>12</i>			
				<i>% of school cohort</i>	<i>10%</i>			
			<i>% of those targeted having made progress (need a measure)</i>		<i>100</i>			
<b>1.6</b> <i>Ensuring that targeted support and provision is available to stretch our more able and talented pupils (including where reading and numeracy test data indicates performance over and above the expected range)</i>	<i>Provision of MAT activities to target cohort in each phase, delivered by a teacher.</i>  <i>Staff release time for designated classroom assistants to develop extension activities in support of the literacy curriculum, ensuring future sustainability.</i>	<i>£948 (SEG)</i> <i>6 days @ £158</i>  <i>£500 SEG</i> <i>10 days @ £50</i>	<i>No of learners identified as MAT</i>		<i>12</i>			
			<i>% of school cohort identified as MAT</i>		<i>10%</i>			
			<i>Nature of programme</i>	<i>Name of Programme</i>				
				<i>1= one to one</i>	<i>Mix of 1 &amp; 2</i>			
				<i>2 = small group</i>				
				<i>Contact time</i>	<i>30 hours</i>			
			<i>No of staff trained to use the programme</i>	<i>Teachers</i>	<i>4</i>			
<i>LSA</i>	<i>1</i>							

			Total	5		
			No and % of pupils supported	No	12	
				% of school cohort	10%	
			% of those targeted having made progress (need a measure)		100%	

**PRIORITY 2 : REDUCE THE EFFECT OF POVERTY AND DEPRIVATION ON EDUCATIONAL ACHIEVEMENT**

Activity supported		Source of funding and planned spend	Outcomes	Targets	Projected (to be completed by SEPT 2014)	Actual (to be completed by JAN 2015)	
Literacy and Numeracy Identifier	Details of activities	£					
<b>2.1</b> <i>Promote effective family and community engagement</i>	<i>Development of community space and resources to be used for a range of collaborative family and community engagements aimed at increasing the levels of engagement, supporting children's learning at home, developing basic skills and enhancing transition from early years provision to school and through school life.</i>	£1,238(PDG)	<i>No of schools that have used PDG to funded initiatives to promote parental and community engagement and partnership working, including early education settings</i>				
			<i>Number of planned activities to engage parents within this grant</i>				
			<i>Number of parents attending</i>	<b>24</b>			
			<i>Number of schools conducting community inclusive activities within this grant</i>				
			<i>Number of schools with formal structures to promote partnership working within this grant</i>				
			<i>Number of e-FSM children supported</i>	<b>12</b>			
<b>2.2(a)</b> <i>Narrow the impact between the attainment of e-FSM / in-work poverty pupils and non e-FSM pupils with reference to the Sutton Trust Toolkit (STT)</i>	<i>In line with the findings of the report: "How to use the Pupil Deprivation Grant", a report by Professor David Reynolds. Welsh Government Guidance document</i>	£1896 (PDG)	<i>Number of schools using the Sutton Trust Toolkit (or a similar toolkit)</i>				
			<b>Number of schools</b> <i>able to demonstrate that the gap in attainment between e-FSM pupils and</i>	<i>Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments</i>	<b>100%</b>		
				<i>Reading and numeracy test data</i>			

<p><b>2.2(b)</b> Narrow the impact between the attendance and exclusions of e-FSM and non e-FSM with reference to the Sutton Trust Toolkit (STT)</p>	<p>no: 125/2013 on effective interventions for disadvantaged pupils and the distinctive interventions identified, funding will be used to support teaching staff in developing strategies and initiatives in 2 areas:</p> <ul style="list-style-type: none"> <li>Giving high-quality feedback to pupils and teachers; and</li> <li>Developing children’s ‘Learning to Learn’ skills</li> </ul> <p>Also reflecting the recommendations of this report, funding will be used to support the provision of new extra-curricular activities, primarily at lunch-times, aimed at extending opportunities and engagement for the target groups. This will include the creation of space and provision of resources within the school environment conducive to these activities.</p> <p>Funding of additional support at both Teacher and Classroom Assistant level to plan and provide additional interventions to ensure parity of attainment.</p>	<p>12 days teacher input and cover @ £158</p> <p>£2500(PDG)</p> <p>£1896 (PDG) 12 days Teacher input @ £158</p> <p>£1000 (PDG) 0.5 days per week CA @ £50</p>	<p>non e-FSM pupils has decreased over the 3 year period based on:</p>	<p>Annual performance data for achievement of LT2+ at the end of key stage 4</p> <p>Leaving schools without qualifications</p> <p>Attendance data</p> <p>Exclusions data</p>			
<p><b>2.3</b></p>	<p>Funding to provide CA support on inclusion</p>	<p>£650(PDG) 13 days CA support</p>	<p>Clearly defined outcomes identified for LAC in all Key Stages</p>				

<b>Looked After Children (LAC)</b>	<i>and catch-up activities as required by individuals.</i>	<b>@ £50</b>	<i>Number of schools able to demonstrate that the gap in attainment between LAC pupils and the e-FSM and non e-FSM has decreased over the 3 year period based on:</i>	<i>Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments</i>					
				<i>Reading and numeracy test data</i>					
				<i>LT2+ at the end of key stage 4</i>					
				<i>Attendance data</i>					
				<i>Exclusions data</i>					
			<i>Number of LAC supported</i>						
			<i>Number and % of LAC making good progress</i>	<i>Number:</i>					
				<i>%</i>					