

OUR CLASSES

- **N / R** – Pili Pala (29)
- **Year 1/2** – Wiwer (30)
- **Year 3/4** – Draenog (29)
- **Year 5/6** – Cadno (33)

OUR PUPILS

- **NOR:** 113FT / 8PT / 117FTE
- **eFSM:** 27 pupils / 28%
- **ALN:** 2 Pupils / 3%

OUR COMMUNITY

- **HOUSING:** private, council, traveller communities.
- **ETHNICITY:**
75.7% White British
4.9% Mixed
19.4% Traveller
- **WELSH FIRST LANGUAGE:** 0



OUR STAFF

HT: Peter Jones

(commenced post 01.09.22)

AHT: Kate Chandler-Hall

(commenced post 01.09.14)

TEACHERS: 1.0, 1.0, 0.88, 0.6, 0.4

LSAs: 3 x 5 days, 1 x 4 days

1-2-1s: 2 x 5 days

Key Areas for Development

	Area	Target	Lead
1	Teaching and Learning	Improve teaching and learning so expectations are high particularly for the more able pupils and reduce the dependency on commercial schemes, work sheets and templates.	PJ
2	Teaching and Learning	Improve pedagogy to ensure that pupils are given opportunities to be independent and have a voice in future learning (indoors and outdoors).	KC-H
3	Curriculum for Wales	Ensure that progress is made on developing the vision and the new Curriculum for Wales including appropriate pedagogy for pupils across the school.	PJ
4	Foundation Phase	Continue to develop the FP practice and provision.	PJ
5	Assessment for Learning	Improve the pupil's involvement in AFL activities including responding to feedback and next steps.	PJ / KC-H

Member of Staff	Mr Peter Jones	Mrs Kate Chandler-Hall	Mr Richard Adams	Mrs Carli Badham	Mrs Lorraine Blewitt	Miss Gemma Tidd	Mrs Fiona Owen
Role	Headteacher	Assistant Headteacher Year 3/4 class teacher 29 pupils	Year 5/6 class teachers 32 pupils		Year 1/2 class teacher 30 pupils	Nursery / Reception class teacher 25 pupils	Year 1/2 class teacher – Friday PPA Cover Management Time Cover Interventions
Contract	1.0	1.0	0.4	0.6	0.88	1.0	1.0
Specific responsibilities	DSP Curriculum for Wales Teaching and Learning	ALNCO Deputy DSP Health & Well-being First Aid	Science & Technology First Aid	Mathematics & Numeracy	LLC First Aid	Expressive Arts Welsh Language	Humanities RVE

Member of Staff	Mrs Rebecca Badham	Mrs Lynsey Scourfield	Mrs Judith Harts	Mrs Caroline Davies	Mrs Caroline Tulley	Mrs Rhiannedd Owen	Mrs Heidi Limb	Mrs Theresa Williams
Role	LSA Year 3/4 ELSA	LSA 1:1 am Y6 PM Y2/3 Interventions	LSA Year 5/6 ELSA	LSA Nurs/Rec ELSA	LSA Year 1/2 ELSA	1:1 am Nursery 1:1 pm Y6	Lunch Time Supervisor	Admin Officer
Contract	5 days	5 days	4 days	5 days	5 days	5 days	LTS – 6.25 hours	37 hours
Additional Responsibilities / contract		LTS – 5 hours	LTS – 4 hours	LTS – 5 hours	LTS – 5 hours	LTS - 5 hours		Eco Schools



Review of School Development Plan 2021-22

Priority	Impact	Evidence
To continue to raise standards in reading, writing and Maths across the school post COVID.	<p>Meetings have been held with parents to discuss pupil progress and to discuss how they can support their children at home.</p> <p>A parents meeting has been held giving information about reading/ phonics for reception parents.</p> <p>Spelling strategy booklets have been sent out to reception parents.</p> <p>The school has invested in the Lexia programme to improve reading in the school.</p> <p>Governors and volunteers are listening to readers in school.</p> <p>There is a continued emphasis on reading in school and the importance of reading at home. Classes have set up their own reading challenges and initiatives to encourage reading.</p> <p>There is continued emphasis on problem solving activities across the school.</p> <p>Regular staff meetings are held to discuss reading, writing and maths and to undertake book scrutiny activities.</p> <p>Staff meetings are also being held to discuss pupil progress. INCERTS has been updated and analysed, highlighting pupil progress.</p> <p>Literacy and numeracy coordinators are attending all meetings and reporting back to staff on all developments.</p> <p>Teachers are visiting other schools to complete shared book looks, anecdotal feedback is stating that our books are of a good standard.</p> <p>The school is taking part in the Cluster 'Talk for Writing' project to improve pupils reading and writing.</p>	<p>Pupil progress meetings with the Head.</p> <p>Lexia records</p> <p>Book looks</p> <p>INCERTS</p> <p>LA review feedback</p>
To continue to raise standards in Welsh across the school.	<p>The role of Criw Cymraeg is being developed further. They are meeting regularly, leading assemblies and awarding prizes for good examples of spoken Welsh.</p> <p>'Seren y Wythnos' is highlighted in the weekly Good Work assembly.</p> <p>Greater opportunities are being given for pupils to attend a Welsh residential and develop incidental Welsh.</p> <p>The year 6 teacher is attending all Welsh Second Language moderation activities to ensure consistency of approach across the cluster of schools.</p> <p>Year 6 pupils are involved in transition workshops.</p> <p>The Pembrokeshire scheme is being followed and is proving effective in delivering Welsh in Year 6.</p> <p>The Year 2 teacher has attended Welsh Second Language training and is introducing a Welsh reading scheme.</p> <p>After achieving the bronze award, the Welsh coordinator is continuing to develop the Welsh Charter within the school to increase the profile of Welsh Second Language.</p> <p>The school will continue to work closely with the Welsh Second Language County Advisory Teacher.</p> <p>Bilingual displays in classrooms encouraging pupils to use Welsh more regularly are developing.</p> <p>Y Pod Antur Cymraeg resources are being used in key stage 2 to supplement the Pembrokeshire scheme.</p> <p>Mrs. Brenda Jones, school governor is working with Dosbarth Cadno. Standards in Welsh have improved as has the pupil's attitude to Welsh Second Language.</p> <p>The bronze award of the Welsh Charter has been achieved. The school is now working towards the silver award.</p>	<p>Good work assemblies</p> <p>Book look</p> <p>Learning walks</p>

<p>To continue to improve the quality of teaching and assessment.</p>	<p>Pupil books are regularly being scrutinised by Senior Management Team, Governors and teachers. Timetable produced for assessment and moderation which is being followed carefully. Termly challenge advisor visits. Pupil tracking sheets have been updated. Pupils continue to contribute to planning in many classes. Teachers are continuing to use feedback from pupils to help plan their delivery. INCERTS is being updated and analysed more regularly to help inform future planning. Two members of staff worked with ERW leader of learning teacher. There is a focus on differentiated tasks to challenge and support all pupils. Meaningful challenges are being set for MAT pupils especially in mathematics and literacy activities e.g. investigative work in mathematics. Key stage staff meetings are held to discuss and track pupils. Book scrutiny has taken place. Pupils are being given time to read and respond to AFL sheets. A strong focus remains on verbal feedback and conversations between pupil and teacher.</p>	<p>Individual tracking records</p> <p>LA review</p> <p>INCERTS</p> <p>Pupil progress meetings</p>
<p>To continue to prepare for the New Curriculum.</p>	<p>INSET – whole class workshops Staff visits to Pembroke Dock Community School and teacher/teacher support Lucy Crehan Workshops attended by AOLE leads. Cluster INSET arrange for Autumn 2022</p>	<p>INSET dates Teacher notes Arranged by LEA Work produced</p>
<p>To continue to make Safeguarding a priority.</p>	<p>Safeguarding remains the first item on all staff meeting agendas. The continuation of covid procedure drop off and collection has alleviated the car park. All measures relating to the security of the school site have been acted upon regarding fencing. Security doors maintained regularly. Visitors books replaced and new visitor badges obtained. Check in system is monitored and is effectively highlighting areas of concern. The Curriculum and Standards Committee has met regularly to review and ratify policies. Safeguarding self evaluation was updated in January 2022. Safeguarding board created in staff room and is regularly updated. Strategies and plans in place to ensure staff updated about new and emerging safeguarding topics. Staff Safeguarding passports/portfolios in place showing courses completed and renewal dates. All DBS certificates up to date and monitored. Policies updated on a cycle. Pembrokeshire policies adopted by governing body. A whole school consistent reward system in place. A new behaviour system introduced. Cause for concern and action files are shown in staff meetings each half term. Child Care Assessment Team contacted as and when needed. First Aid training up to date. TAPPAS meetings are attended regularly. Child protection and all child in need meetings attended by at least two members of staff. Pupils referred to TAF if requested or needed. Parent Partnership information shared on school website. ALN transformation information shared on school website.</p>	<p>Minutes of meetings</p> <p>Fencing in place</p> <p>Policies</p> <p>Online audit</p> <p>Passports/portfolios</p> <p>Reduction in behaviour incidents at break time.</p> <p>Very few complaints from parents about behaviour.</p> <p>LA review feedback</p> <p>Concerns recorded</p> <p>Certificates</p> <p>TAPPAS minutes</p> <p>School website</p>



School Development Plan 2022-2025

Key Areas for Development – 3 Year Overview

Ongoing areas:	
Area 1	Continue to monitor and develop Safeguarding procedures throughout the school.
Area 2	Continue to develop ALN throughout the school to fulfil statutory requirements of the new code of practice.

	Target 1	Target 2	Target 3	Target 4	Target 5
Year 1 2022-23	Teaching and Learning: Improve teaching and learning so expectations are high particularly for the more able pupils and reduce the dependency on commercial schemes, work sheets and templates.	Teaching and Learning: Improve pedagogy to ensure that pupils are given opportunities to be independent and have a voice in future learning (indoors and outdoors).	Curriculum for Wales: Ensure that progress is made on developing the vision and the new Curriculum for Wales including appropriate pedagogy for pupils across the school.	Foundation Phase: Continue to develop the FP practice and provision.	Assessment for Learning: Improve the pupil's involvement in AFL activities including responding to feedback and next steps.
Year 2 2023-24	Digital Competence: Develop the Digital Competency Skills of staff and pupils throughout the school to ensure coverage and progression of skills.	Curriculum for Wales: Continue to develop Curriculum for Wales throughout the school, ensuring appropriate pedagogy for pupils (independent learning, Foundation Phase, more able pupils).	Teaching and Learning: Continue to develop writing throughout the school and increase opportunities for pupils to apply these skills across the curriculum.	Teaching and Learning: Continue to develop opportunities to apply Numeracy across the curriculum, to ensure continuity and progression of skills.	
Year 3 2024-25	Digital Competence: Develop the Digital Competency Skills of staff and pupils throughout the school to ensure coverage and progression of skills.	Curriculum for Wales: Continue to develop Curriculum for Wales throughout the school, ensuring appropriate pedagogy for pupils (independent learning, Foundation Phase, more able pupils)	Teaching and Learning: Continue to develop writing throughout the school and increase opportunities for pupils to apply these skills across the curriculum.	Teaching and Learning: Continue to develop opportunities to apply Numeracy across the curriculum, to ensure continuity and progression of skills.	

Target 1: Teaching and Learning	Improve teaching and learning so expectations are high particularly for the more able pupils and reduce the dependency on commercial schemes, worksheets and templates.					
Actions	Lead	Resources	Timescale	Term 1	Term 2	Term 3
Examine current practice and identity / make explicit the areas that need to be improved (LA review).	LD PJ		April 2022			
Implement new whole school assessment tool for CfW to track pupil progression.	PJ		Sept			
Complete 'Groups of Learners' profile for each class to identify More Able pupils.	All staff	PPA	October			
Complete provision map for each class and the whole school overview.	PJ All staff	PPA	October			
Research up-to-date pedagogical approaches to teaching and learning – Twelve Pedagogical Principles.	All staff	Staff meeting	On going			
Investigate published schemes to support teaching e.g. White Rose Maths, Mathletics, GL assessment.	SLT					
Develop approaches for targeting More Able pupils throughout the school e.g. be-spoke lessons, programmes of work, differentiation etc.	All staff		On going			
Carry out half-termly book scrutiny to monitor the impact of new approaches.		Non-contact	Half-termly			
Carry out termly Pupil Progress Meetings to monitor progress of learners – with a focus on More Able pupils.	SLT		Term 1 Term 2 Term 3			
Evaluation / Impact: Autumn: LA Review in April 2022 identified 5 areas for the School Development Plan. Groups of learners identified and teachers using these to inform planning / groupings. Provision Maps completed for each year group which enable teachers and SLT to track groups of learners e.g. eFSM, EAL etc. CB attended Jigsaw – Whiterose Maths 2-day training event. Staff Meeting held to discuss the scheme alongside our existing ABACUS scheme.						

Advice sought from Alison Botarelli (School Improvement Partner) who shared LNF for mixed-year classes. Agreed to use LNF by year group rather than progression step as felt this was too general for now.
 Teachers will use LNF as the basis for their Literacy and Numeracy planning (Welsh Government guidelines) and use a wide range of resources to deliver teaching and learning (not following one particular scheme).
 The National Tests are assessments of these statements at each year group.
 Book Scrutiny completed in October show less reliance on work sheets and published schemes. More evidence of practical maths activities and games taking place.

Spring:

Investigated Taith 360 but SLT felt that it does not satisfy the needs of our school or the requirements / approach of CfW.
 Pupil Progress meetings were very successful. Enabled staff to analyse class data and assessments and use this information to plan for specific groups / individuals (see PPM notes).
 All staff reported that it had been a very useful exercise to identify what we are already doing and where there were gaps in provision.
 More in depth work required on developing provision for MAT learners.

Summer:

Lesson observations demonstrate a range of pedagogical approaches being used to meet pupils' needs. Group activities, practical, independent and outdoor learning were significant strengths of lessons observed.
 A range of resources / schemes are being used to support teaching and learning – this is a positive step away from following a set scheme.
 More in depth work required on developing provision for MAT learners.
 Pupil Progress meetings need to be carried out for Summer Term and all assessment trackers updated for end of term.

Target 2: Teaching and Learning		Improve pedagogy to ensure that pupils are given opportunities to be independent and have a voice in future learning (indoors and outdoors).				
Actions	Lead	Resources	Timescale	Term 1	Term 2	Term 3
Explore Cf W documentation and the key messages of the new curriculum.	PJ	INSET	Term 1			
Develop Pupil Voice in Medium Term planning (include pupil names alongside their suggestions).	KC-H		On going			
Set up a new Stepaside Senedd to develop pupil voice across the school – Eco Council / School Council / Digital Leaders / Criw Cymraeg .	PJ / KC-H		Term 1			

Ongoing programme of professional development for staff using the 'Twelve Pedagogical Principles'.	PJ	Staff meeting	On going			
Appoint leaders for each AoLE and make sure everyone understands their role and expectations.	KC-H		Term 1			
AoLE leads to develop their role and understanding of their AoLE throughout the school.	KC-H	Non contact	On going			
Explore best practice pedagogy. Trial new approaches. Evaluate.	All staff		Term 1			

Evaluation / Impact:

Autumn:

INSET days in September focussed on Curriculum for Wales.

Day 1 - Looked in depth at the overarching concepts and drivers of the curriculum.

Day 2 – Explored teaching and learning in CfW. Discussed approaches and ways of developing existing practice. Teachers experimenting with various approaches to whole class lessons, focussed group work and independent work.

School Senedd set up to include 4 committees – School Council, Eco Council, Digital Leaders and Criw Cymraeg. The Senedd meet as a whole each term and the committees meet on a weekly / fortnightly basis. Pupils having a greater voice in the planning of different aspects of school life.

Cluster INSET 5.11.22 in Greenhill – AoLE's worked together in groups across PS1-3 to map out progression in each AoLE. Very useful day which will be continued in smaller network groups throughout the year.

GT – made a positive start with leading the school towards the Siarter Iaith Silver Award. Weekly Welsh assembly, 'patrywym yr wythnos', 'Cwl Cymraeg' all up and running. CC lead the Welsh assembly by introducing the weekly sentence pattern, modelling to the pupils and awarding certificates.

Spring:

Stepaside Senedd had the opportunity to present to the Full Governing Body on progress during Autumn term – Jan 2023.

AoLE leads attending all relevant training and cluster working e.g. RSE, RVE, Science, DCF, Mathematics and Numeracy and Welsh in an English Setting.

Pupil voice developing throughout all areas of school life.

More in-depth work needed on Pedagogical Principles.

Summer:

Stepaside Senedd continue to plan activities for the whole school and inform on aspects of curriculum development.

CfW is on-going development area that is integral to all meetings and staff training.

More development needed on the role of AOLE leads.

Target 3: Curriculum for Wales	Ensure that progress is made on developing the vision and the new Curriculum for Wales including appropriate pedagogy for pupils across the school.					
Actions	Lead	Resources	Timescale	Term 1	Term 2	Term 3
INSET DAY – explore the vision for Stepside with the whole staff and create an updated / new school vision.	PJ	INSET	Sept			
Carry out ‘A Bag for Life’ activity – what skills, attitudes and experiences do we want a Y6 pupil to develop by the time they leave Stepside?	PJ	INSET	Sept			
Carry out PAST / PRESENT / FUTURE activity with the whole staff. Identify what works, what we want to keep and what no longer serves us.	PJ	INSET	Sept			
School Council to investigate a new school logo and motto in readiness for the Curriculum for Wales.	KC-H		May 2021			
Devise and implement new planning in line with the CfW – long, medium and short term planning formats.	PJ		On going			
Monitor planning tools on a termly basis.	SLT	Non contact	On going			
Participate in Cluster work on the CfW.	All Staff		On going			
All staff to develop skills in new digital technologies.	All staff					

Evaluation / Impact:

Autumn:

Productive INSET days examining Curriculum for Wales and our vision for Stepside.
 Completed useful activities to evaluate existing provision and shape the future of the school e.g. A Bag for Life, Past, Present and Future. Need to re-visit curriculum aims and 12 values with the Senedd.
 New school logo (designed by Layla Y5) used throughout the school and on school uniform. The Puffin has been used to develop Four Core Purpose Characters (Monddi Graphic Designers). The Puffin will be incorporated into Pufflings Day Care logo (due to open in February / March). This is a much needed facility for the school which parents have missed over the last 12 months.
 Planning formats are being used (medium and short-term planning) and reviewed as needed in staff meetings.

Spring:

INSET days scheduled for after the Easter holidays to explore and consolidate long term plans and mapping of curriculum areas. AoLE leads continuing to work in Cluster groups on RSE, RVE and AoLE areas. Developing consistency and progression across the cluster of schools and Greenhill.

Need to incorporate ideas from Curriculum Questionnaire from all stakeholders.

Summer:

All CfW work is on-going and part of whole school development. It is central to all staff meetings and training.

INSET day 5 and 6 used for long-term curriculum planning. Mapping out progression of AOLE's across the school. This has been completed for Science and RSE.

Target 4: Foundation Phase		Address the shortcomings in the Foundation Phase pedagogy.				
Actions	Lead	Resources	Timescale	Term 1	Term 2	Term 3
Carry out LA audit of current Foundation Phase practice.	PJ KC-H		April 2021 Term 1			
Provide training on best practice in Foundation Phase.	PJ ?	Term 1	Sept			
Complete appropriate training on the POD for FP teachers and LSA's.	Staff		On going			
Visit schools with highlighted good practice in their FP provision to learn how they structure learning opportunities and the outdoor environment.	FP Staff	Non-contact	On going			
Set up key areas in FP classrooms and Outdoor areas.	FP Staff		On going			
Set up 'Missions' - independent challenges for pupils to complete throughout the week.	FP Staff		On going			
Explore best practice pedagogy - Teacher / LSA focus groups and independent groups accessing continuous and enhanced provision.	Staff		On going			

Agree on approach for recording work using digital portfolios e.g. Seesaw – eliminate the need to duplicate photographic evidence in books.	PJ	Seesaw	Term 1			
Visit from Cath Delve (Foundation Phase advisor) – review of FP learning and identify areas for development. 14.12.22	PJ / CD	14.12.22 £750	Term 1			
<p>Evaluation / Impact:</p> <p>Autumn:</p> <p>LA Review highlighted areas for development in April 2022. Good practise in FP has been discussed in both INSET days and subsequent staff meetings. LB has attended course on Enhanced and Continuous Provision by Cath Delve in Cardiff. LB visited school in July to observe good practice. Classrooms have been re-arranged to reflect the required areas and resources needed for continuous and enhanced provision. Cath Delve visited school on Wednesday 14th December 2022 to support the development of our FP. All classes using Seesaw to create digital portfolios of pupil work (still awaiting on delivery of iPads from PCC since June).</p> <p>Spring:</p> <p>Outdoor area between classrooms has been fenced off to create a safe free-flow area for Y1/2 and Y3/4. New resources to support outdoor learning have been purchased using grant funding. Maintenance have agreed to fence off garden area to extend Y1/2 and Y3/4 outdoor learning area (Summer holidays). Some good use of Bubble, Bubble, Independent, Let it go. More independent learning taking place. More practical activities.</p> <p>Summer:</p> <p>Outdoor areas being used more regularly. Outdoor Learning Week (Wales) – 24.04.23 Visit from Director – Stephen Richards-Downes – positive feedback about the school. Particular mention was made that pupils of all ages were accessing the outdoor learning environment. All actions from Cath Delve's visit have been put in place.</p>						

Target 5: Assessment for Learning	Improve assessment for learning across the school.					
Actions	Lead	Resources	Timescale	Term 1	Term 2	Term 3
Evaluate existing practice and strategies currently being used.	PJ	LA Review	April 2022			
Provide training on Assessment for Learning and suitable strategies.	PJ	INSET	Sept			

Investigate best practise and schools within the cluster to share expertise.	KC-H	Visit schools	Term 1			
Teachers to try out new approaches on a fortnightly cycle and feedback in staff meetings.	Staff	Staff Meeting	On going			
Create a bank of strategies for Stepside that are appropriate for each Progression Step.	KC-H	Non-contact	Term 1			
Evaluate the marking policy and its implementation. Review the policy and agree new expectations in line with CfW and best practice.	SLT Staff	Staff Meeting	Term 1			
Carry out book scrutiny on a half-termly basis to monitor impact of AfL strategies and Marking Policy.	SLT	Non-contact	On-going			
<p>Evaluation / Impact:</p> <p>Autumn:</p> <p>INSET Day 2 – discussed Assessment for Learning and Marking Policy. New codes for marking and differentiation agreed and to be used. Success Criteria format agreed upon and to be used. KS2 to use purple pen for responding to targets / FP to use blue coloured pencil. All staff attended Cluster INSET input on AfL with ‘@Teacher Toolkit’.</p> <p>Spring:</p> <p>HT attended 2-day assessment IN learning course with Collective Learning. Twilight arranged for March to look further into AfL strategies and whole school policy on AfL – HT to lead. Book Scrutiny demonstrated that new approaches were being used across the school, but more consistency was needed.</p> <p>Summer:</p> <p>TWILIGHT – 24.04.23 – led by Headteacher. Presented on Assessment IN Learning – Gareth Coombes materials. Agreed strategies to trial in our setting (see meeting minutes for details). Follow-up in staff meeting and book sampling.</p>						

RCSIG Spending Plan 2022-23



School Development Priorities	Action / Rationale	Time scale	Cost	Impact
Target 3: Curriculum for Wales	Seesaw APP Home – School communication. Digital portfolios of pupils work to demonstrate progress.	Sept 2022	£1117	Seesaw has significantly improved communication with parents. Teachers and the office are able to send messages. Classes keep parents updated with photos of learning.,
Target 1: Teaching and Learning	Whiterose Maths High-quality resources to support the delivery of Mathematics and Numeracy.	Sept 2022	£150	Initial trials found it hard to deliver the programme as a whole. Staff use it when appropriate to differentiate.
Target 1: Teaching and Learning	Salford Reading Test Administer reading test to track pupil progress and identify and target under-performing pupils.	Oct 2022	£120	Test carried out October and May. Analysis completed to target individual readers.
Target 1: Teaching and Learning	Verbal Reasoning Test Non-verbal Reasoning Test Purchase and administer VR and NVR tests to identify and track pupils and target interventions.	Oct 2022	£86	Tests completed. Support teachers' assessment.
Target 2: Teaching and Learning Target 4: Foundation Phase	Cath Delve Carry out evaluation of Foundation Phase provision and provide training / support on areas for development.	Dec 2022	£750	Evaluation and training completed. Next steps have already been carried out.
Target 1: Teaching and Learning	Lexia Online reading support programme.	Sept 2022	£920	Lexia being used effectively in Y3/4 and with targeted pupils in Y5/6.
Target 3: Curriculum for Wales	Each member of teaching staff to receive 1/2 day non-contact time related to their individual Professional Growth target.	On-going	£600 6 x 0.5	On-going

Target 2: Teaching and Learning Target 4: Foundation Phase	Improving the Outdoor Provision for all learners PS1-3.	On-going	£2,959	New fence has been erected between Y1/2 and Y3/4 classrooms. New resources have been purchased.
Target 1: Teaching and Learning	Purchase new Maths resources to support the delivery of high- quality teaching and learning using apparatus and concrete objects, in particular for disadvantaged learners (RADY and eFSM).	On-going	£965	Resources have been purchased and are being used to support learners in class.
Total Expenditure			£6,702	

Recruit, Recover, Raise Standards 2022-23

Recruit, Recover, Raise Standards	Action / Rationale	Time scale	Cost	Impact
Priority 1: Development of independent learning skills, motivation and enjoyment of learning, to enable and encourage learners in all groups to make accelerated progress and, where appropriate by working more effectively alone and out of school	<p><u>Activities to meet priority 1:</u> Use RRRS funded teacher to deliver well-being workshops as part of a whole school initiative, to benefit a range of learners e.g. RADY, eFSM, MAT and Traveller families.</p> <p>Targeted learners to develop independence, risk-taking, teamwork and social skills.</p> <p>Activities are designed to help learners to participate fully in school life and become more active members of the school e.g. attend clubs, try new activities, provide peer support to other pupils.</p>	On-going	£1,622.66	<p>Well-being activities such as, gardening, odd-jobs, well-being workshops have been provided throughout the year, although not as often as planned (due to staffing).</p> <p>A range of clubs are open to all pupils during lunchtimes and afterschool.</p>
Priority 2: Literacy including oracy, numeracy and digital competence developed and applied within a broad, balanced and engaging curriculum – for the qualifications years. This will include higher order reading and writing skills, high level mathematics where relevant, and digital competence at the appropriate level and as relevant to learners progressing with their qualifications	<p><u>Activities to meet priority 2:</u> Targeted intervention / support for highlighted children (RADY and eFSM) in Literacy.</p> <p>Targeted intervention / support for highlighted children (RADY and eFSM) in Numeracy.</p> <p>Targeted pupils to work in small groups with RRRS funded teacher to deliver intervention and support in order to accelerate progress and help pupils catch-up. Use teacher assessment and National Test data to highlight misconceptions and gaps in learning.</p>	On-going	£2,433.99	<p>Targeted intervention provided for highlighted children.</p> <p>Progress evidenced in National Tests May 22 – Jan 23.</p> <p>Past Paper questions used to provide coaching and support.</p> <p>Good communication with class teachers.</p>

Priority 3: Support and engagement through coaching – in recognition that learners may need coaching, emotional support and relationship building as well as support for examination preparation and skills for those undertaking qualifications.	Deliver social and emotional support by RRRS funded teacher. Activities to include; social stories, confidence building, team work, activities to promote well-being, listening skills, enterprise activities.	On-going	£811.33	
Regional Consortia Grant	Action / Rationale	Time scale	Cost	Impact
Total Expenditure	Release time for AoLE subject leads to develop their understanding of the AoLE:		£4867.98	AOLE leads have been released to work with the Greenhill cluster of schools to develop CfW. Ensure cluster continuity and progression.
	<ul style="list-style-type: none"> Complete research activities in the AoLE and undertake professional development. Prepare a short presentation of the key concepts of their AoLE to staff. 	On-going	6 x £200	
Priority 2	Develop route maps for the three progression steps of the AoLE in collaboration with the Tenby Cluster.	On-going		On-going cluster work throughout the year.
Priority 3	Liaise and collaborate with other AoLE subject leads in the Tenby Cluster.	On-going		On-going cluster work throughout the year. RSE and RVE groups meet regularly and have devised a shared cluster approach.
Total Expenditure			£1203.20	

Regional Consortia Grant 2022-23