**PDG Plan 2018-2019**

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| Haverfordwest VC School PDG Allocation 2018-2019 | £20,700 |
| Mount Airey CPI School PDG Allocation 2018-2019 | **£23,000** |
| Mount Airey CPI School EYPDG Allocation 2018-2019 | **£9,100** |
| Total allocation | **£52, 800** |
| Identified Targted Cohorts 2018-2019  eFSM pupils targeted Outcome O/C 6 in PSDWB&CD  eFSM boys targeted Outcome 5 in PSDWB&CD  eFSM pupils targeted Outcome O/C 6 in MD  eFSM pupils targeted Outcome O/C 6 in LLC  eFSM pupils targeted Level 5 in Science  EFSM and non eFSM girls targeted Level 4 in Science  eFSM pupils targeted Level 5 in Maths  eFSM pupils targeted Level 5 in English  eFSM pupils and non eFSM pupils with poor attendance  eFSM and non eFSM pupils with BESD (Behaviour, Emotional and Social Difficulties) | |

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| 1. **To provide opportunities for all pupils to make choices about how and what they learn in line with the purposes and principles of the Curriculum for Wales.** | | | | | |
| **Link Coordinators – Debbie Davies and Gordon Gibbens** | | | **Link Governor – Barry Rees** | | |
| **Targets** | | | **Success criteria** | | |
| * To ensure that regular and meaningful opportunities are provided consistently and effectively for all pupils to make choices about how and what they learn in line with the purposes and principles of the new curriculum for Wales. * To enable all pupils to develop successfully as independent learners during both adult focussed and child initiated activities. | | | * Planning evidences regular and explicit opportunities are provided for all pupils to make choices about how and what they learn in line with the purposes and principles of the Curriculum for Wales. * Scrutiny of work demonstrates that 100% of pupils make good or better progress in their learning. * Lesson observations, scrutiny of work and listening to learners demonstrates that all pupils are making good or better progress as independent learners during both adult facilitated and child initiated activities. | | |
| **Strategically planned tasks to deliver targets** | **Responsibility** | **Timescale** | **Resources** | **Monitoring** | **Success criteria** |
| 1.4 Recorded conversations from consultations with targeted pupils (including those identified as eFSM and other pupils at risk of under achievement) consistently inform us in identifying contexts for the development of skills. | All staff | Half termly | **SMT**  10 AJ and COB  10 GG and COB  20 days x 150  £3000  1 day per term  (½ day per ½ term)  24 days total  24 x 150  = £3600  £3960- **PDG VC and MA**  **£2640 - EYPDG MA** | Half termly Pupil Progress  Meetings  15/10/18  17/10/18  22/10/18  24/10/18  26/11/18  28/11/18  3/12/18  5/12/18  11/2/19  13/2/19  18/2/19  20/2/19  1/4/19  3/4/19  8/4/19  10/4/19  17/6/19  19/6/19  24/6/19  26/6/19 | Evidence from Pupil Progress Meetings demonstrates that the outcomes of consultation with pupils are used consistently and effectively in 100% of settings to identify, enlivening, inspirational, innovative, authentic and real life contexts which are fun for the development of skills. This results in an improvement in standards to good or better for nearly all pupils.  (The KWL model consistently and effectively informs this process at an oral and written level in 100% of settings.) |

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| **3. To develop an enriched and skills driven curriculum including STEM projects from Nursery to Year 6** | | | | | |
| **(i) Curriculum for Wales** | | | | | |
| **Link Coordinator – Angharad Jones and Gordon Gibbens** | | | **Link Governor – Caroline Wheeler** | | |
| **Targets** | | | **Success criteria** | | |
| * To develop an enriched and skills driven curriculum taking cognisance of the four purposes and the twelve pedagogical principles of the Curriculum for Wales. * To ensure that planning and provision consistently includes enlivening, inspirational, innovative, authentic, real life problem solving tasks across the curriculum which are fun to deepen both critical and creative thinking which involves using literacy, numeracy, ICT and scientific skills. * To ensure that planning and provision allows for a blend of pedagogical approaches which includes direct teaching and inquiry based learning to promote problem solving skills. | | | * An enriched skills driven curriculum has been developed taking cognisance of the four purposes and the twelve pedagogical principles of the Curriculum for Wales. * Book scrutiny and listening to learners demonstrates that planning and provision in 100% of setting consistently includes authentic real life problem solving tasks which are cross curricular in nature. * Improved standards evident in nearly all pupils critical and creative thinking skills including literacy, numeracy, ICT and scientific skills. * Learning drop ins, Book Scrutiny and listening to learners demonstrates that nearly all pupils in 100% of settings are accessing a blend of pedagogical approaches including direct teaching and inquiry based learning. | | |
| **Strategically planned tasks to deliver targets** | **Responsibility** | **Timescale** | **Resources** | **Monitoring** | **Success criteria** |
| 3.4 To use the outcomes of consultation to develop medium term (half termly) plans in line with the requirements of the curriculum for Wales. | All staff in consultation with AJ and GG | Half termly  Nov 18 – July 19 | Planning groups term 1 and 2 only.  Nursery/LRC/Reception – 3 teacher (+AJ)  Y1 Y2 – 2 teachers  Year 3 – 4 – 1 teacher (+ GG)  Year 5 – 6 – 2 teachers  16 x £150  = £2400  **£1440 PDG HVC and MA**  **£960 - EYPDG MA**  Curriculum resources = £8000  **£4800 - PDG HVC and MA**  **£3200- EYPDG** | AJ and GG will work in consultation with all staff.  Curriculum planning teams will work together for 1 ½ days each half term in the afternoon to create the medium term plan for the next half term.  Dates TBC | Medium term plans are created using the outcomes of consultations consistently and effectively in all settings.  Planning consistently and effectively reflects both the purposes and principles of the curriculum for Wales in nearly all settings.  Enlivening inspirational, innovative, authentic, real life contexts for learning which are fun are provided for all pupils.  Planning includes a significant emphasis on the provision of real life problem solving tasks to promote creative, sustained thinking and both literal and numerical reasoning skills.  All pupils access learning experiences which provide depth and breadth for pupils in the acquisition of skills. |

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| **4. To develop and implement a consistent and effective approach in our formative assessment practices including both self and peer assessment.** | | | | | |
| **Link Coordinator – Angharad Jones and Jo McConaghy** | | | **Link Governor – Caroline Wheeler and Barry Rees** | | |
| **Targets** | | | **Success criteria** | | |
| * To develop and implement a consistent and effective approach in marking and feedback which is systematic, rigorous and developmentally appropriate. * To deliver and implement a consistent and effective approach in self and peer assessment. * To ensure that the outcome of formative assessment are used consistently to adapt planning to address gaps in pupils skills and to secure good or better progress for nearly all pupils. | | | * A systematic rigorous and developmentally appropriate approach to marking and feedback is developed and implemented consistently and effectively in all settings. * A consistent and effective approach is developed and implemented successfully in self and peer assessment in 100% of settings. * Evidence from Book Scrutiny, Listening to Learners and Learning drop ins demonstrates that standards in marking and feedback are good or better in nearly all settings and are enabling nearly all pupils to achieve good or better progress in their learning. * Evidence from Book Scrutiny and pupil progress meetings demonstrates that the outcomes of formative assessments are used consistently to adapt planning to address successfully gaps and secure good or better pupil progress for nearly all pupils. | | |
| **Strategically planned tasks to deliver targets** | **Responsibility** | **Timescale** | **Resources** | **Monitoring** | **Success criteria** |
| 4.1 To review and revise the Marking, Feedback and AFL policy. | AJ and JM | By 16/1/19 | Directed time  4x £150  **£600 - PDG HVC and MA** | AJ and JM will monitor standards in the implementation of the Marking, Feedback and AFL policy through learning drop ins and listening to learners.  14/2/19  18/2/19  4/4/19  8/4/19  6/6/19  13/6/19 | The Marking, Feedback and AFL policy reflects the requirements to encourage learners to take responsibility for their own learning.  It includes the following :  -Encouraging learners to take responsibility for their own learning.  -The incremental development of meta-cognitive skills.  -The promotion of consistent and effectively use AFL feedback practices. |

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| **Digital Learning Curriculum based projects -To raise standards in the provision of digital learning experiences For eFSM pupils** | | | | | |
| **Link Coordinator – Tom Cannon & Sally Berry** | | | **Link Governor –** | | |
| **Strategically planned tasks to deliver targets** | **Responsibility** | **Timescale** | **Resources** | **Monitoring** | **Success criteria** |
| To improve standards in the use and application of oracy, writing and numeracy skills across the curriculum through the efficient, effective and progressive use of digi competencies.  Consultation with pupils will result in the identification of contexts for the development of oracy, writing and numeracy skills. | Tom Cannon and Sally Berry | November 2018 – July 2019 | ICT Resources:  - £9405 PDG MA &VC  £2300 EYPDG | Standards in all 3 areas will be monitored on a half termly basis through listening to learners, scrutiny footage and work. | Listening to learners and scrutiny of footage and work demonstrates an improvement to good or better in pupils oracy, numeracy and writing skills across the curriculum through the efficient, effective and progressive use of digital competencies.  All identified pupils attain their targets in the areas identified above. |

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| **Employment of Home School Liaison Officer**- To increase school engagement with families of eFSM and LAC pupils | | | | | |
| **Link Coordinator – Cora O’Brien and Angharad Jones** | | | **Link Governor –** | | |
| **Strategically planned tasks to deliver targets** | **Responsibility** | **Timescale** | **Resources** | **Monitoring** | **Success criteria** |
| The HSLO will work to focus support on eFSM and LAC pupils and their families who require additional support.  Working in consultation with the Headteacher, Assistant Headteacher, ALNCO, ELSA and other external agencies, the HSLO will identify and support pupils who are considered disadvantaged when compared to their peers and are at risk of under-achieving.  The HSLO will work with pupils, schools and families to improve standards in attendance, engagement and achievement. | Jayne Thomas | Sept - July | HSLO Salary  £22,000 PDG MA and VC |  | Improved attendance of targeted pupils. Reduction in TAF and social services referrals.  Improved communication and engagement of targeted families.  Positive responses in parental engagement surveys. |

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| **Curriculum Enrichment for eFSM pupils – after school club provision** | | | | | |
| **Link Coordinator –** | | | **Link Governor –** | | |
| **Strategically planned tasks to deliver targets** | **Responsibility** | **Timescale** | **Resources** | **Monitoring** | **Success criteria** |
| To improve standards in pupils’ attitudes to learning by providing after school curriculum enrichment activities including music, drama and sport. | Linda Byers | September 2018 – February 2019 | 23 weeks - @  Musical bumps @£30 per session = £690  Pyjama Drama @ £35 per session = £805  £1495 PDG MA and VC | Linda Byers will monitor standards through learning drop ins and listening to learners in September 2018 and February 2019. | Nearly all standards in pupils attitudes to learning improve to good or better and are evident during curriculum based activities also. |