



**MAYALS PRIMARY SCHOOL
DEVELOPMENT PLAN
2017-20**

This document is based on the Welsh Government regulations 155/2014

Current National Category	?	?
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Context of the School Development Plan.

This Plan was written after consultation and input from the staff, governors, parents and pupils. The consultation was carried out through INSET days, questionnaires and school council meetings. Due regard is given to the school’s comparative data and pupil outcomes when creating the plan.

The plan is formulated as part of the school’s self-evaluation procedures. The duration of this plan is from September 2017 to July 2020. All grant funding referred to in this plan is to be spent by March 31st 2018.

Progress against the plan is reported in each Headteacher’s Report to Governors and through the work of the various governor committees. The plan is reviewed and updated annually. Copies of the plan are given to the Governing Body and every member of school staff. A summary is available to other stakeholders on request.

The plan identifies in each focus the relevant links to the school’s vision, and the revised Common Inspection Framework (CIF) 2017. The plan reflects the Welsh Government’s (WG) commitment to the United Nations Convention on the Rights of the Child (UNCRC) and the seven core aims set out in the WG document ‘Pupils and Young People: Rights to Action in which WG reiterates its commitment to the UNCRC by setting out the seven core aims of:

- | | | |
|--------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 1. A Flying Start in Life | 2. A Comprehensive Range of Education, Training and Learning Opportunities | 3. The Best Possible Health, free from Abuse, Victimisation and Exploitation |
| 4. Access to Play, Leisure, Sporting and Cultural Activities | 5. Pupils Treated with Respect | 6. A Safe Home and Community |
| 7. Pupils not being disadvantaged by Poverty | | |

.....
Chair of Governors

.....
D. Beech
.....
Headteacher

.....
School Council

.....
Member of staff



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Grant Finance 2017-18		
Source of Funding	Purpose	Sum
Education Improvement Grant	Ensure each pupil profits from excellent teaching and learning, focusing on <ul style="list-style-type: none"> Improving Literacy Improving Numeracy Breaking the link between disadvantage and educational attainment 	£88,631 NB – All of the EIG for 2017-2018 is allocated to staffing the Foundation Phase.
Pupil Deprivation Grant	Breaking the link between disadvantage and educational attainment	£31,000
Other		

Key: **EIG spend**, **PDG spend**, **School spend**

School and Governing Body appraisal of the progress with 2016/2017 priorities

<ul style="list-style-type: none"> Did this activity respond to the area and meet the success criteria? What effect did the action plan have on the targeted group of learners? What effect did the action plan have on the staff? What effect did the action plan have on the wider school community? Lessons learned and the main action comments 	Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
Improve standards in English				
<p>Outcomes</p> <p>Since 2013, performance at the expected outcome has improved and for the last three years remained within the higher half of similar schools based on eligibility for free school meals. Of the two pupils not attaining, one is LAC and one is awaiting an EP assessment. Between 2013 and 2017 performance at above the expected outcome has consistently been in the higher 50% and for the last two years has been in the highest 25% when compared to similar schools.</p>				



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Since 2013, performance at the expected level at key stage 2 in English has fluctuated as can be expected of a school this size. In the last three years performance has been in the lower half of similar schools based on eligibility for free school meals. However, when you consider pupil numbers rather than percentages it is evident that in 2017, two pupils did not attain the expected level in mathematics (one of whom is statemented and the other a LAC pupil who has made considerable progress nonetheless). Between 2013 to 2017, performance at above the expected level in English declined from the higher 50% to the lower half of similar schools for the last three years.

Provision

All KS2 teachers used Pobble 365 well to motivate pupils (in particular boys) to write for an audience. Next year, we will continue to use the daily free resources but will 'publish' pupils' work using class dojo. School leaders have improved the quality and consistency of the book scrutinies. However, this could be further improved next year and combined with levelling agreement. School leaders appointed a member of support staff with ring-fenced duties, namely to provide intervention in English and mathematics. As a result, English intervention has improved significantly this year. All teachers plan using Building Blocks. All teachers' planning XX. However, teachers need to make better use of the assessment element of Building Blocks. This will be a performance management objective next year.

Next steps:

- Review text type coverage in light of Cornerstones and DCF SoWs.
- Improve book scrutinies, combine with standardization and build into ADDs programme.
- Improve use of Building Blocks assessment.
- Improve spelling.

Improve standards in mathematics

Outcomes

Since 2013, performance at the expected outcome has improved and for three years remained within the higher half of similar schools based on eligibility for free school meals. However, in 2017 performance is in the lowest quarter. Of the four pupils not attaining, one has a statement, one is LAC and is being referred for statementing,



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and one is awaiting an EP assessment. Between 2013 and 2017 performance at above the expected outcome in mathematics improved from the lowest quarter to the highest quarter in each of the last four years.

Since 2013, performance at the expected level at key stage 2 in mathematics has fluctuated as can be expected of a school this size. In the last three years performance has been in the lower half of similar schools based on eligibility for free school meal. However, when you consider pupil numbers rather than percentages it is evident that in 2017, two pupils did not attain the expected level in mathematics (one of whom is statemented and the other a LAC pupil who has made considerable progress nonetheless). In 2016, again two pupils did not attain the expected level. Both pupils joined the school in key stage 2 and both were being referred for statutory assessments. Since 2013 performance at above the expected level has been in the lower half of schools for each of the last five years.

Provision

School leaders introduced a new, more challenging scheme of work for mathematics. School leaders ensured the new scheme was sufficiently resourced. Lesson observations show that all teachers plan appropriately challenging tasks. However, in the Foundation Phase, some of the suggested activities in the scheme are too challenging. Teachers have used the learning objectives and supplemented activities with Numicon and Abacus resources as appropriate. School leaders explored the use of a 'level 6 pack' with cluster colleagues. Strong direction from comprehensive school colleagues suggests that level 6 attainment can only be achieved if a different syllabus has been followed from year 5 onward. School leaders appointed a member of support staff with ring-fenced duties, namely to provide intervention in English and mathematics. As a result, mathematics intervention has improved this year. However, provision needs to improve in terms of consistency. Book looks have identified the need to introduce more numeracy rich tasks. Teachers to develop tasks in line with curriculum overview on the last INSET day.

Next steps:

Consistency in provision of intervention.
To develop numeracy rich tasks.

Improve standards in science



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<p>Outcomes Since 2013, performance at the expected level at key stage 2 in science has fluctuated as can be expected in a school of this size. There was an improvement to the lower half (from the lowest 25%) of similar schools in 2017 (2016 cohort) as a result of improved provision. However, when you consider pupil numbers rather than percentages it is evident that in 2017, one pupil did not attain the expected level in science (statemented). Since 2015 performance at above the expected level has improved to the higher half of similar schools in 2017.</p> <p>Provision School leaders introduced the Love 2 Investigate scheme of work to complement the Cornerstones scheme. As a result, the level of scientific understanding of knowledge and concepts has improved. The scheme is engaging for both teachers and pupils. School leaders instructed the key stage 2 trust trio to focus on science. As a result, useful strategies have been shared and there is a better corporate understanding of the expected levels. The number of pupils attaining level 6 at the end of key stage 2 has risen this year.</p> <p>Next steps: To develop further links with the community to enhance the teaching of science (parents, university etc.).</p>				
Improve the delivery, range and quality of teaching				
<p>School leaders consulted meaningfully with all teachers and as a result new curriculum arrangements were brought in for mathematics, science, IT and all foundation subjects (through Cornerstones). All teachers mapped text types to the new curriculum successfully and have now gone through a full academic year. A review will take place on the last INSET day. In addition, all teachers now plan using Building Blocks. However, a minority of teachers are not planning in line with agreed expectations and nearly all teachers need to develop the assessment tool.</p> <p>In the Foundation Phase, school leaders have invested in outdoor resources and these are being used well in enhanced and continuous provision activities.</p> <p>School leaders have identified the support given by the athrown fro service is unsatisfactory. This is a priority</p>				



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for the coming year.

School leaders have audited equipment and identified needs with regard to provision of the digital competence framework. Despite budget pressures, 15 new chromebooks, 7 new thinkcentres and new digital competence scheme of work have been purchased. School leaders monitor the provision effectively through Hwb. As a result, provision is good and pupils' digital competence is developing well.

Next steps:

- To upskill teachers in the use of Building Blocks and provide continued support.
- To improve Welsh provision.
- To integrate and timetable new ICT equipment effectively.
- To link DCF to Cornerstones overview.

Improve leadership

School leaders are reviewing and refining the self-evaluation timetable. A new, more-focussed school calendar is being implemented. School leaders are developing well the use of Hwb and Office 365 as a means to improve efficiency. Leaders record effectively notes of staff and senior team meetings. All governor documents are stored on Hwb. However, not all staff use the tools available to them on Hwb effectively. This is a development need next year. All teachers and a minority of support staff use the PPR processes to track pupils' progress well. School leaders are working with other leaders to further improve this next year. Leaders are reducing the number of policies requiring updating, creating and reviewing in line with Governors' Wales statutory guidance. As a result, a 'Curriculum' policy will be created and evolve as each area of learning and experience is audited and planned for.

The work of the school council improved this year as the result of the deputy headteacher assuming responsibility for its work. However, a recent visit to St. Cadoc Primary School has inspired leaders to further develop pupil voice. Leaders plan to introduce a range of pupil voice groups that will involve all pupil in key stage 2. Work on this is already underway.



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<p>Next steps: To upskill staff in the use of HWB. To create a 'Curriculum policy'. To develop pupil voice groups in line with Successful Futures.</p>				
<p>Improve attainment of disadvantaged learners</p>				
<p>Leaders facilitated excellent training for key staff on the subject of Attachment. Leaders have presented to other schools on developing attachment awareness and are participating in a 2-day workshop designing and developing resources for all schools to use. Leaders have planned and hosted worthwhile workshops for parents on topics such as drug awareness, anxiety and self-esteem. Intervention for pupils has improved this year. Leaders have improved playtime through the provision of an indoor club, den-making, and zoning of the school grounds.</p> <p>The school provides a workshop to develop the practical skills of pupils (bike fixing etc.). This has engaged many pupils very successfully. Leaders have also facilitated opportunities for six families to work with Team Around the Family and one family to work with Western Bay Adoption services.</p> <p>In the Foundation Phase, three pupils were eFSM. Two attained the FPI. One attained O6 in PSD and MDT. All attained O5 in LCE. In key stage 2, three pupils were eFSM. Two attained CSI, one did not (did not attain expected level in English).</p> <p>Using the PDG funding, school leaders continued the role of well-being leader. This member of staff identified forty-two pupils to track. Twenty-four made 6+ months' reading progress (twelve making more than 12 months' progress). Eleven made 10+ months' improvement in their standardised score in NRT and NNT(R). Twenty-eight improved attendance. Teachers' feedback was largely positive, noting how the pupils were more settled, more confident and academic improvement for many pupils. Not all pupils could be included in the analysis as for instance, they joined us this year, they are already adults readers etc.</p> <p>Next step:</p>				



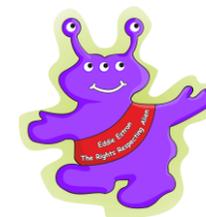
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Develop assessment and tracking mechanism for wellbeing.					
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Progress since the Last Inspection

Date of Last Inspection: March 2014	Current Performance: Good	Capacity to Improve: Good	Subsequent Monitoring: None / LA / Estyn / GS / MA	
RECOMMENDATION				
Recommendation	Very good progress	Strong progress	Satisfactory progress	Limited progress
	Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Definition	Does not require any further attention to any aspect. Very good effect on the quality of provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.
1. Improve pupils' standards in their use of numeracy skills across the curriculum.	For a full review of progress against the recommendation, please see monitoring report provided to ESTYN in April 2015.			
2. Improve attendance.	For a full review of progress against the recommendation, please see monitoring report provided to ESTYN in August 2016.			
3. Provide more opportunities for	For a full review of progress against the recommendation,			



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pupils in key stage 2 to take more responsibility for their own learning.	please see monitoring report provided to ESTYN in April 2015.			
4. Ensure that planned activities offer enough of a challenge for the most able pupils.		For a full review of progress against the recommendation, please see monitoring report provided to ESTYN in April 2015.		



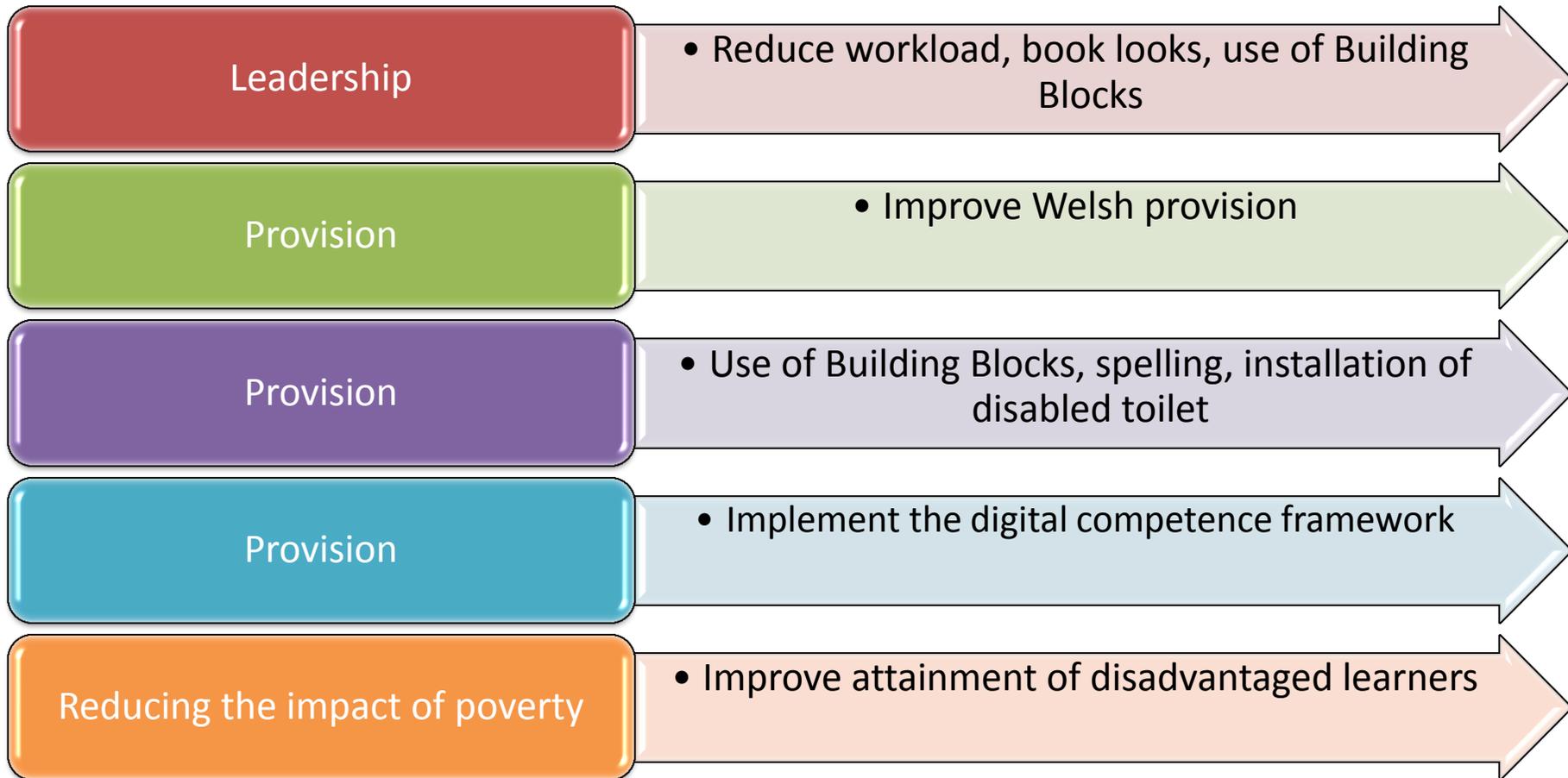
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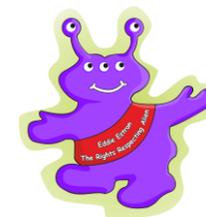
Main Priorities 2017-20

Standards are underpinned by the development of Literacy and Numeracy Skills





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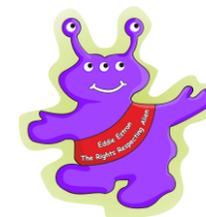
ERW Target Setting

		Boys/ Girls		2018 Current year 2						2019 Current year 1							
				Boys		Girls		Pupils		Boys		Girls		Pupils			
Cohort	Full	14		15		29				18		12		30			
	Welsh medium					0		All pupils						0		All pupils	
		O5+	O6+	O5+	O6+	O5+	O6+	Target O5+	Target O6+	O5+	O6+	O5+	O6+	O5+	O6+	Target O5+	Target O6+
achieving expected	LCE	11	5	13	5	24	10	82.8%	34.5%	16	4	11	4	27	8	90%	27%
	LCW					0	0	0.0%	0.0%					0	0	-	-
	MDT	13	5	13	3	26	8	89.7%	27.6%	17	5	11	3	28	8	93%	27%
	PSD	14	8	15	8	29	16	100.0%	55.2%	18	7	12	7	30	14	100%	47%
	FPI	14		11		25		86.2%		8		11		19		63%	

		Boys/ Girls		2017 Current year 6						2018 Current year 5							
				Boys		Girls		Pupils		Boys		Girls		Pupils			
Cohort	Full	18		13		31				17		13		30			
	Welsh medium	0		0		0		All pupils		0				0		All pupils	
		L4+	L5+	L4+	L5+	L4+	L5+	Target L4+	Target L5+	L4+	L5+	L4+	L5+	L4+	L5+	Target L4+	Target L5+
Number achieving expected level	English	14	7	11	7	25	14	81%	45%	15	3	10	3	25	6	83%	20%
	Welsh																
	Maths	14	7	11	5	25	12	81%	39%	15	3	8	2	23	5	77%	17%
	Science	14	7	11	6	25	13	81%	42%	13	3	11	3	24	6	80%	20%
	CSI	14		11		25		81%		13		11		24		80%	



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Focus 1: Improve leadership											
Cross reference / links:											
SER	Vision		CIF/ESTYN	UNCRC	Nat. / local priorities			Governors			
3.1, 3.2.1	Reflecting to improve		5.1, 5.2, 5.3	28 – right to an education	ERW - Teacher workload			Self-evaluation committee			
Actions	Who? (named)	When? (actual dates)	Intended outcomes / milestones	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAG rating of progress			
								Aut.	Spr.	Su.	
Reduce the workload of all staff											
Devise and implement improved structured annual calendar that is closely adhered to.	DB	Sept 17	Making better use of time. SMARTER working.	Termly updates to GB through HT report	DB	Sept 17	£0				
Include ADDs sessions for teachers to prepare and reflect on practice.	All teaching staff.	See annual Calendar	Reduce teacher workload and efficiency.	ADDs minutes		Autumn 2017	£0				
Link book looks to standardisation agreements and build into calendar.	DB JP	Oct 17	Reduce teacher workload and efficiency. SMARTER working. Improved understanding of strengths and areas to develop.	Termly updates to Standards group and through HT report.	DB, JP & SLT	As per calendar	Possible supply costs though anticipating support staff cover.				
Reduce the amount of marking. Revisit ARR policy.	DB & all staff	Sept 17	Reduce teacher workload and improve	Monitoring through SLT and phase book looks.	DB, JP & SLT	Autumn 2017 initially	£0				



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			provision.									
Whole-school agreement on work-related emails and messages during weekends and school holidays.	DB & all staff	Sept 17	Reduce teacher workload and improve work/life balance.	Staff feedback at termly SDP reviews.	All staff		£0					
Access high quality professional development for the newly appointed deputy headteacher.	DB & JP	27th September 29th November 24th January 7th March 4th July	Improved professional understanding, knowledge and competence of DHT	Termly Updates in SLT & ADDs sessions when relevant. Link any relevant development needs to DHT's performance management.	DB JP & SG (governor linked to PM)	Autumn 2017 initially	Possible supply costs. TBC					
Access high quality professional development for the headteacher through ERW development programme for senior heads. This programme accesses coaching and mentoring for the HT.	DB	Sept 17 initially	Improved professional understanding, knowledge and competence of HT	Termly Updates in SLT & ADDs sessions	DB	Autumn 2017 initially	£0					
Work with staff to revise the school's teaching for learning policy and incorporate curriculum arrangements thus replacing 13 policies of individual subjects.	DB & JP initially then all staff	Oct 17 – July 18	Improved readiness for implementation of new curriculum whilst ensuring adherence to existing orders.	Termly updates in Curriculum group and through HT report.	DB & JP	Autumn 2017 initially then termly	£160 x 3 = £480 to release key members of staff to create draft policy					
Ensure the revised pupil voice groups have sufficient time, funds and resources to carry out their remit effectively.	DB, staff associated with each group and	Sept 17	Improved contribution of pupils to life of school and	Termly updates through the HT report.	DB	Autumn initially then half termly	£800 – this is a nominal amount for					



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	governors		decision making				each pupil voice group					
Develop school's tracking of pupil wellbeing.	DB, JG, ZM	Oct 17	Manageable baseline and tracking of pupils' wellbeing in terms of body language, the way they talk, conversational skills and assertiveness	PPR meetings will inform the Headteacher. Headteacher will report on progress in HT report.	All staff	October PPR meetings	£0					
Plan and deliver opportunities for staff to improve their use of Hwb as a means of improving efficiency.	DB, JP, AJ	Dec 17	Improved use of hwb for recording minutes of meetings and 'group communications' e.g. contributions to a whole school policy.	DHT will monitor minutes and use of Hwb and report to HT.	JP	Jan 18	£0					
Resources			Costs		CPD required				Costs			
<ul style="list-style-type: none"> Wellbeing tracker linked to PPR £800 nominal amount for pupil voice groups 			TBC		<ul style="list-style-type: none"> Training for new Deputy Head teacher. ERW course for aspiring Head teachers. Development programme for senior heads. 				£160 per day supply cost x8 £1280 TBC			
How can the wider community of the school enrich the priority?												
The wider community can contribute to improving leadership through work with other leaders within the authority to streamline processes. The Deputy will make further links with school leaders and LA officials through relevant CPD.												



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Local businesses/community organisations will be identified to link to the work of the pupil voice groups. For instance, Clyne Activity Centre are providing a venue for Bushcraft enrichment activities.

Key: **EIG spend**, **PDG spend**, **School spend**



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Focus 2: Improve Welsh											
Cross reference / links:											
SER	Vision		CIF/ESTYN	UNCRC	Nat. / local priorities		Governors				
1.1.1, 1.1.5, 2.1.3	High expectations		1.3, 2.2, 3	28 – right to an education	Successful Futures		Curriculum group				
Actions	Who? (named)	When? (actual dates)	Intended outcomes / milestones	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAG rating of progress			
								Aut.	Spr.	Su.	
Review current scheme of work for Welsh and revise to reflect Cornerstones topics.	RA, JP, KR	Sept 17	To map against the curriculum overview. Teachers to follow the overview.	Termly Oct 17 ADDs SLT Autumn Performance management.	DB, JP & SLT	Sept 17	Possible supply costs Subject leader £160 per day				
Implement improved scheme of work.	DB, JP, SLT & subject leader	ADDs Autumn Term 17	Improved attainment of all learners in line with new curriculum. Improved +1 attainment.	Termly Oct17 Autumn Performance management.	DB, JP & SLT	Sept 17 initially	Possible supply costs Subject leader £160 per day				
Link work of trust trios to Welsh.	DB & all staff	Sept 17	Improved professional dialogue and practice as outlined in 'excellence in teaching framework'.	Trust Trio updates to HT through ADDs sessions. Trust Trio feedback sheets.	Trust trio leaders	As per calendar Termly	6 x £160 supply costs.				



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Improve the contribution of athrowes fro.	DB, JP & SLT	Sept 17	Improve quality and delivery of Welsh. Improved +1 attainment.	Termly	DB, JP & SLT								
Upskill support staff & teachers.	Ann Thomas	Oct 4 th (ADDs) & Oct 23 rd	Upskill Support staff (and teachers) with everyday Welsh phrases and resources to be used in class. Improved support from TAs during ddrilio and lessons.	Link to performance management of teachers and support staff. Reviewed as part of performance management process.	DB, CC	Mid-year review (March) and final review (Sept)							
Access year group specific training for Year 4, 5, 6 teachers.	JGJ, KR, JP	Y4 – 19 th Oct Y5&6 20 th Oct	Improved use of challenging sentence patterns (provision) in KS2	Trust trios will focus on Welsh lessons this year. Book scrutinies. Learning walks.	All staff RA	December, spring & summer terms	£480 (3x supply days)						
Introduce and implement Siarter Iaith throughout the school.	RA	Sept 17	Better promotion of Welsh throughout the school.	Learning walks.	RA	December							
Ddrilio monitoring.	Nerys Jones & Ann Thomas	Sept 29 th	Evaluation of current ddrilio practice in school. Identify actions to improve ddrilio provision.	Criw Cymraeg tick list.	Criw Cymraeg & RA	October initially and then half termly							
Ensure ddrilio is a daily event in all classes and increase the ddrilio strategies.	RA and all teachers	Oct 17 initially	Timetable of ddrilio tasks will improve ddrilio practice throughout the school.	Criw Cymraeg tick list.	Criw Cymraeg & RA. Trust trios.	October							



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Resources	Costs	CPD required	Costs
<ul style="list-style-type: none"> • Outlined by 'athrawes fro'. HWB network. • Resources highlighted throughout year to teach new scheme. • Siarter Iaith. 	<p>TBC</p>	<ul style="list-style-type: none"> • On going training for relevant staff. 	<p>£160 per day supply cost x8 £1280 TBC</p>

How can the wider community of the school enrich the priority?

The wider community can contribute to improving Welsh through the joining of networks on HWB. Teachers will have the opportunity to share teaching resources with professionals across Wales. Further links with LA Welsh team through relevant CPD opportunities. More instances where the wider community can help in this area will be identified throughout the academic year.

Key: **EIG spend**, **PDG spend**, **School spend**



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Focus 3: Improve Provision													
Cross reference / links:													
SER	Vision		CIF/ESTYN		UNCRC		Nat. / local priorities		Governors				
1.2.3, 2.1.1, 2.4.2	High expectations Happy safe school community. All different all equal.		IA3, 4		Article 12, Article 23, Article 24		Successful futures UNCRC		Health and Safety Group Curriculum Group Standards Group				
Actions		Who? (named)	When? (actual dates)	Intended outcomes / milestones	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAG rating of progress				
									Aut.	Spr.	Su.		
Improve consistency of teachers' use of Building Blocks for both planning and assessment.		JP & Building Blocks trainers	INSET Sept 17 <i>BB training sessions</i> 25/09/2017 02/10/2017	Reduce teacher workload and improve efficiency. SMARTER working. Improved consideration of 4 purposes in teachers' planning.	Termly ADDs updates SLT	JP	Sept 17 initially	Possible supply costs £160 per day					
Improve spelling provision (this is to be confirmed after the PPR spelling age analysis).		JGJ		Improved attainment of all learners in line with new curriculum.	Termly PPR	DB							
Implement new pupil voice groups fully.		All staff	Sept 17	Improved pupil contribution to school life and decision making.	Weekly meetings to be minuted. Pupil voice groups to report to governors.	DB & all Staff	Sept 17 initially						
Install a disabled toilet and		LA	Autumn	Improved	Half termly updates to	DB	Half	£35,000*					



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changing facility.		17	accessibility for all pupils.	H&S committee.		termly H&S mtgs.							
Improve provision at lunch times (den-making, zoning areas).	Lunchtime supervisors	Sept 17 initially	To provide more opportunities for pupils to participate in the arts and in sport and recreation.	TA meetings	DB/JP	Sept 17 initially	TBC						
Implement revised teaching for learning and curriculum policy (4 yr action).	All staff	Jan 18	Provision of improved curriculum in readiness for 2022.	Teachers' planning. Performance management (in coming years).	DB/JP all teachers	Sept 18	TBC						
Provide more opportunities for pupils to apply maths skills across the curriculum and in different contexts.	All teachers	Dec 17	Better application of maths skills.	Teachers' newsletters to parents should better highlight when maths skills will be applied.	DB/JP	Jan 18							
Improve levels of independence and challenge in FP and KS2.	All staff	Dec 17	Increased 'self-challenge' by pupils.	Trust trios. Pupils' books.	SLT	½ Termly SLT book looks							
Resources			Costs		CPD required				Costs				
<ul style="list-style-type: none"> Possible spelling scheme Equipment for lunch times. 			TBC		<ul style="list-style-type: none"> See BB training above. 				Possible supply £160 per day TBC				
How can the wider community of the school enrich the priority?													
Wider community's contribution to CPD at various schools across Swansea. Pupil voice groups to make links with the community throughout the year. Governors to work with pupil voice groups. Members from the community to help improve provision at lunch times (volunteers). LA to contribute to the cost													



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and installation of disabled toilet facilities.

Key: **EIG spend**, **PDG spend**, **School spend**

*School leaders have secured 75% of this cost to be borne by the LA.



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Focus 4: Implement the DCF

Cross reference / links:

SER	Vision	CIF/ESTYN	UNCRC	Nat. / local priorities	Governors						
1, 3, 5	Developing skills for life	IA1, 3	28	Successful Futures	Curriculum Group Finance Group						
Actions	Who? (named)	When? (actual dates)	Intended outcomes / milestones	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAG rating of progress			
								Aut.	Spr.	Su.	
Implement new DCF scheme fully throughout the school year.	DB, JP & KR	Sept 17	Improved attainment of all learners in line with new curriculum	Work scrutiny	DB, JP & KR	Termly Oct '17 initially					
To purchase new digital technology in order to implement the DCF.	DB, JP & KR	Sept 17	To provide learners with access to good quality resources to develop ICT skills.	Evidence of work to be submitted termly to prepared hwb folders.	KR	Termly	£6,000				
To effectively timetable digital technology across the curriculum.	DB, JP & KR	Sept 17	Pupils to have suitable access to equipment at relevant curriculum times.	ADDs updates. As above.	KR & JP	Sept 17 initially.					
Access Cornerstones training on DCF implementation.	KR	Oct 17	Through dissemination, identify	As above.	KR & JP	Termly					



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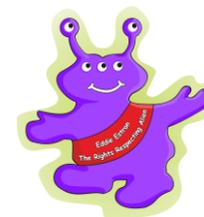


			opportunities to promote and implement elements of the DCF when planning and teaching. Improved pupils' ICT skills.												
Continue in-house development of support staff IT skills. Link to Performance Management when relevant.	Oct 17 initially	CC, AJ	Improved provision of IT by support staff.	As part of PM reviews.	CC, AJ	Feb 18									
Resources			Costs	CPD required				Costs							
<ul style="list-style-type: none"> Chrome Books & Ipads 			£6,000	<ul style="list-style-type: none"> Upskill support staff. Cornerstones training for key staff. 				£180 supply							
How can the wider community of the school enrich the priority?															
Making links with parents and governors to enhance DCF (Luca Borger etc.). Possible access of DVLA coding scheme.															

Key: **EIG spend**, **PDG spend**, **School spend**



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Allocation 17-18 = £31,000 TBC

Focus 5: Improve attainment of disadvantaged learners (PDG)

Cross reference / links:

SER	Vision		CIF/ESTYN	UNCRC	Nat. / local priorities		Governors					
1, 2, 3, 4, 5	High expectations for all		IA1, 2, 3, 4, 5	2, 26, 27, 28, 29	Reduce the impact of poverty		LTL, FP & KB					
Actions	Who? (named)	When? (actual dates)	Intended outcomes / milestones	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAG rating of progress				
								Aut.	Spr.	Su.		
Continue secondment of member of staff to role of wellbeing leader.	DB	Sept '17	Continue good provision for vulnerable pupils.	As part of PPRs	All teachers and CC	PPR meetings	£19,000					
Whole school attachment training.	Adoption UK	Sept '17	Improved awareness of attachment disorder	INSET minutes	All	Sept 4 th 2017	£450					
Continue and expand family engagement initiatives, e.g. reading and writing workshops.	WBL	Oct '17	Improved support for targeted pupils.	Through parental / pupil questionnaire and observation.	WBL	After each initiative	TBC					
Develop community partnerships, e.g. health visitor, nurse (paediatric first aid), citizen's advice etc.	WBL	Oct '17	Improved support for targeted families.	As above.								
Intervention and tutoring for targeted pupils.	SCN staff	Sept '17	Improved attainment of targeted pupils.	Through PPR timetabled in previous focus.	DB	As earlier	£6,000					



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Residential costs for eFSM pupils and those in disadvantaged homes.	RS	Mar '18	Enriched curriculum for pupils.				£570						
Education visit / child care cost offset.	RS	Sept '17 – Mar '18	Enriched curriculum for pupils.				£300						
Identify and support particularly disadvantaged pupils that might not be eFSM. To be identified in PPR mtgs.	WBL	Sept '17	Improved attainment and support for targeted pupils and families.	Weekly amendment sheets to be used to help monitor. PPR timetable.	WBL								
Enrichment activities (extra-curricular clubs) access.	WBL	Sept '17	Improved achievement and access to clubs for eFSM pupils.	Monitor take up of extra-curricular provision by eFSM pupils.	WBL	Oct 17	£100						
Revise child protection procedures and communicate with all staff. Possible purchase of 'My Concern'.	DB, WBL	Oct 17	Tightened processes for identifying causes for concern and improved recording mechanisms.	Revised policy and use of processes whether they be in-house or use of My Concern.	DB	Nov 17	£600						
Resources			Costs		CPD required			Costs					
<ul style="list-style-type: none"> • My Concern. • Wellbeing Leader secondment. • Intervention TA. • Whole school attachment training. • Offset trips and residentials. 			<p>£600</p> <p>£19000</p> <p>£6000</p> <p>£450</p> <p>£650</p>		<ul style="list-style-type: none"> • Attachment training – all staff 			£450					



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How can the wider community of the school enrich the priority?

Partners from community to help engage families, e.g. health visitor, community police officers etc.
Possible use of church hall as a venue. Costs to be confirmed.
Adoption UK to provide CPD.

Additional plans and predicted costs will be updated throughout the year.



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High level priorities and targets for years 2 and 3 of this plan

Priority	Intended Targets	Year 2 or 3
Continue preparation for new curriculum.	School well prepared for implementation of new curriculum for Wales.	2&3
Improve attainment of Welsh (impact of improved provision).	Improved Welsh attainment of pupils. Commensurate with attainment in English.	2
Continue to monitor implementation of DCF.	Embedded provision for IT and good pupils' skills (in ICT).	2
Develop wellbeing tracking and provision.	Refined tracking process and identification of pupil wellbeing. Improved provision after needs identified.	2