

## **EFFECTIVE USE OF FUNDING – Evaluation by Local Authority Challenge Adviser**

### **EIG Yes**

#### **EIG 2019-2020 £4073**

EIG expenditure is outlined fully in the SDP and used effectively by the school. It provides quality professional development opportunities for all staff, including, teaching, and non-teaching assistants. For example, the development and construction of Creative Connection activities across the school which has had a positive impact on creative and literacy standards. It provides cover for staff to research new strategies and good practice within Wales and internationally. For example, new curriculum developments in regard to developing Creative Connections has resulted in securing excellence through independent learning. It provides cover for the head teacher to be released from teaching duties, to attend all head teacher meetings at cluster, and county levels allowing the school to be updated and share its good practice with others. As a result, every pupil benefits from very good teaching and learning, with a relentless focus on improving literacy, numeracy and ICT which is realised in the high standards achieved by nearly all pupils.

### **PDG Yes**

#### **PDG 2019-2020 £1,150**

The grant provides additional hours of a learning support assistant to work with the very few identified pupils within a wider group of learners to improve their own learning and support home school liaison. The additional teaching assistant hours also supports eFSM pupils on interventions, in class and small group support, who need appropriate one-to-one support to access a modified personalised bespoke curriculum. As a result of the support put in place by the grant all eFSM pupils have made good progress commensurate with their starting points, as measured by teacher assessments, and age related outcomes. Nearly all pupils in receipt of eFSM perform well, when compared with non eFSM pupils.

### **PLG Yes**

**The 2018- 2019 PLG** grant provided quality professional development opportunities for all staff, including, teaching, and non-teaching assistants. For example, the head teacher has provided teaching assistants and supply teachers with opportunities to contribute to assessments and tracking progress which has improved and secure consistency within the foundation phase class during a long-term absence. The funding has been used to enable practitioners to engage in research activities and critical enquiry related to the new curriculum. The school has made good use of collaboration with neighbouring schools to share best practice and pupil outcomes.

**PLG 2019-2020 £1,257.** Funding has been allocated appropriately and will be used effectively to support professional learning collaboration across the cluster of schools. Teachers from the cluster are due to meet to finalise arrangements to share initiatives, resources and examples of good practice later this year. The head teacher is liaising with a neighbouring school, Radnor Valley, to look at common strategies and to explore the 12 pillars of pedagogy in readiness for the implementation of the new curriculum. Examples of good practice to be shared across the two include: strategies for developing independence in ks2, strategies/ideas for developing STEM, strategies for developing pupil voice in leading their own learning and sharing any useful resource/ research links.