Latest Spend Plan Summary as of 10/11/2020

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| Grant Finance 2019-2020 |
| **Source of Funding****(Hyperlinks to Plans)** | **Purpose** | **Sum** |
| **Education Improvement Grant** | Ensure each pupil profits from excellent teaching and learning, focusing on* Improving Literacy
* Improving Numeracy
* Breaking the link between disadvantage and educational attainment
 | £51106 |
| **Pupil Deprivation Grant** | Breaking the link between disadvantage and educational attainment | £9793 |
| **Professional Learning Grant** | To develop staff knowledge and understanding enabling effective practice and preparation towards implementation of the 2022 Curriculum for Wales. | £1500 |
| **Accelerated Learning Project (Post Lockdown)** | To provide additional and targeted support to improve attainment in reading across the school | £4650 |

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| **Regional and Consortia School Improvement Grant (RCSIG)**To ensure each pupil profits from excellent teaching and learning |
| **Links** |
| **EIG****£51106** | **NIA - ESTYN** | **UNCRC** | **NAT. / LOCAL PRIORITIES** | **GOVERNORS** | **STAFF** |
| 1,2,3,4,5. | Everyone who works with children should always do what is best for each child. | Standards | Jill John | All AoLE Leads |
| Ensure each pupil profits from excellent teaching and learning, focusing on:* Improving Literacy
* Improving Numeracy
* Breaking the link between disadvantage and educational attainment
 |
| Very good progress |
| Strong progress |
| Satisfactory progress |
| Limited progress |

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| **EIG Actions****(Linked to National Priorities and School Priorities)** | Link | Who? | When? | Intended outcomes | Type of monitoring &/or reporting mechanism | Who? | When? | Costs | RAYG rating of progress |
| Aut | Spr | Su |
| Identify potential pupils who are currently performing on the cusp of expected level and expected +1 in any aspect of LLC | Literacy | LE, RC, LM | September 2020 | Robust timetable of intervention to support learning and learners. | Report to GB curriculum committee | LE RC | Termly | None |  |  |  |  |  |  |
| Develop and implement intervention strategies and support for identified groups and individuals. | Literacy | LE,RC,LM | September 2020 | Improved progress in literacy skills (at least expected progress) | Report to curriculum GB committee. | LE | Termly | 150 hours£28458 |  |  |  |  |  |  |
| Identify potential pupils who are currently performing on the cusp of expected level and expected level +1 in any aspect of MDT. | Numeracy | RC,TD | September 2020 | Robust timetable of intervention to support learning and learners. | Report to curriculum GB committee | JJ RC | Termly | None |  |  |  |  |  |  |
| Develop intervention strategies and support for identified groups and individuals | Numeracy | RC,TD | September 2020 | Improved progress in numeracy skills (at least expected progress) | Report to curriculum GB committee | JJ RC | Termly | 135 hours£26097.8 |  |  |  |  |  |  |
| Identify potential pupils who are at risk in terms of progress in standards and / or wellbeing. | Attainment gap | LM,TD,RC | September 2020 | Robust and flexible timetable of intervention to support learning and learners | Report to curriculum GB committee | JJRC | Termly | None |  |  |  |  |  |  |
| Develop intervention strategies and timetable for support for identified groups and individuals | Attainment gap | LM,TD,RC | September 2020 | Learners needs are met through appropriate intervention impacting positively upon attainment and wellbeing. | Report to curriculum GB committee. | JJ RC | Termly | 40 hours£3794 |  |  |  |  |  |  |

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| Total Costs: £58,350Total EIG Grant: £51,106 |
| Evaluation |
| Summer 2021 |

**School PDG Statement 2020 - 21**

The pupil deprivation grant (PDG) is allocated to schools with pupils who come from low income families and are currently known to be eligible for free school meals (e-FSM) and pupils have been looked after continuously for more than six months (LAC).

Schools are expected to make the best use of this funding to implement sustainable strategies that will quickly bring about changes for learners eligible for free school meals or who are LAC. As a school we have agreed the following three steps:

1 To identify the target group of pupils, its characteristics and needs.

2 To plan interventions which make the most effective use of resources.

3 To monitor and evaluate the impact of resources.

In 2020/21 Glais Primary School was provided with a PDG allocation of £9793. At Glais Primary School we have a comprehensive plan, agreed and monitored by Swansea Local authority and ERW, to promote progress and remove barriers to learning for pupils eligble for this funding:

We have used the funding available towards;

* Implementation of intervention for targeted pupils and families. (Standards and well – being)
* The offset of educational vist cost and the offset of residential costs for eFSM .

The intended impact of the above actions is to:

* Improve attendance and well being of targeted pupils through a well being champion.
* Improve support for targeted pupils and families through a well being champion.
* Improve attainment for targeted pupils through the deployment of additional support.
* Provide improved access to enriched learning activities for targeted families.

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| **Pupil Development Grant**To improve the Educational outcomes and wellbeing of eFSM pupils Establish a PDG plan clearly identifying eligible pupils and demonstrate/evaluate the actions/activities to support them. |
| **Links** |
| **Pupil Development Grant****£9793** | **NIA – ESTYN** | **UNCRC** | **NAT. / LOCAL PRIORITIES** | **GOVERNORS** | **STAFF** |
| 1,2,3,4,5 | Everyone who works with children should always do what is best for each child. | Reducing the attainment gap. | JJ | All AoLE Leads |
| **Recommendations :*** **Appoint a senior leader within the school to champion pupils who are eligible for FSM with responsibility for the strategic implementation of PDG**
* **Optimise the progress of MAT pupils eligiblefor FSM through more targeted and effective use of the PDG for this group of pupils.**
* **Establish a PDG plan clearly identifying eligible pupils and demonstrate/evaluate the actions/activities to support them.**
* **Undertake regular tracking of the academic progress of this group of pupils.**
* **Include the provision and evaluation of the activities/resources used to support the learning of LAC-FSM pupils where appropriate.**
* **Undertake an annual review of intervention strategies to be evidenced and undertaken by the leadership team. Interventions that are selected to be implemented should be based on sound research and evidence.**
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| Very good progress |
| Strong progress |
| Satisfactory progress |
| Limited progress |

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| **PDG Actions (Linked to Recommendations from Cabinet Report)** | RecLink | Who? | When? | Intended outcomes | Type of monitoring &/or reporting mechanism | Who? | When? | Costs | RAYG rating of progress |
| Aut | Spr | Su |
| Annually appoint a senior leader within the school to champion pupils who are eligible for FSM. |  | LM | Autumn | Appointment of person responsible for the strategic implementation of PDG | HT report GB SDP update to GB | TD | Termly | None |  |  |  |  |  |  |
| Identify FSM learners and identify the support needed to enable maximum potential |  | TD | Autumn | A clear register of pupils to enable effective tracking and impact of support. | HT report | TD | Termly | None |  |  |  |  |  |  |
| Develop interventions that meet the needs of identified pupils e.g. DELI TIME to support numeracy and additional reading time. |  | LE TD | Termly | Optimise the progress of MAT pupils eligible for FSM | HT report to GB. | TD | Termly | £6528.66 |  |  |  |  |  |  |
| Half termly tracking of FSM pupils in LLCTD and MDT. |  | TD | Termly | Optimise the progress of pupils eligible for FSM | HT report to GB. | TD | Termly | None |  |  |  |  |  |  |
| Undertake a termly review of the impact of interventions for FSM through current monitoring processes. |  | TD,RC,LM | Termly | Sound evaluation of the impact of interventions through data and information. | Termly SDP review. | TD | Termly |  |  |  |  |  |  |  |
| Deploy a well being lead to support with issues of attendance and family support |  | TD |  | Improve attendance and well being of targeted pupils. Improve support for targeted families through this. |  |  |  | £3264.34 |  |  |  |  |  |  |
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| Total Costs: £9793Total Pupil Development Grant: £9793 |
| Evaluation |
| Summer 2021 |

**Professional Learning Grant 2020-21**

The funding can be used flexibly to allow schools to work together in ways that suit their own circumstances. Examples of how the funding can be used include (but are not limited to):-

* Releasing and covering staff to be involved in collaborative professional learning and collaborative planning - at a school level, across clusters and other networks.
* Incentivising and rewarding staff to investigate the implications of the new curriculum for their own teaching and assessment practice - at individual level, by funded release for critical inquiry.
* Creating roles and post dedicated to the mission, and especially to supporting colleagues, departments and whole schools through critical inquiry, change management and schools as learning organisations (SLO) activities.
* Development of the role of school or cluster level professional learning coach - this is one of the key findings of the research activity by the universities in looking at the national approach to professional learning, and an area in which we would encourage investment.

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| **Professional Learning (CPD)**To continue to develop the school’s curriculum, underpinned by the “Four Purpose”s  |
| **Links** |
| **Professional Learning Grant** | **NIA – ESTYN** | **UNCRC** | **NAT. / LOCAL PRIORITIES** | **GOVERNORS** | **STAFF** |
| 1,3 | To receive the best from adults who work with children. | All AoLEsLeadershipALN | JJ | All AoLE |
| Very good progress |
| Strong progress |
| Satisfactory progress |
| Limited progress |

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| **Professional Learning & Description** | SDPLink | Who?(named) | When? | Intended outcomesWho? How many? How well? | Type of monitoring &/or reporting mechanism | Who?(named) | When?(actual dates) | Costs | RAYG rating of progress |
| Aut | Spr | Su |
| Developing leadership at all levels.Leadership programme with BPS.Middle leaders development with BPS and DPS.Self evaluation training – G Coombes.Building Blocks training – plan, monitor and assessment.Reading Eggs implementation and training.Mathletics training and implementation. | Teaching.Standards. | All staff | Autumn 2020 | All staff. | TD |  | Ongoing. |  |  |  |  |  |  |  |
| Total Costs:Total Professional Learning Grant: £1500 |
| Evaluation |
| Summer 2021 |
| **Accelerated Learning Project (ALP)**To support pupil progress in light of school closure |
| **Links** |
| **Accelerated Learning Project** | **NIA – ESTYN** | **UNCRC** | **NAT. / LOCAL PRIORITIES** | **GOVERNORS** | **STAFF** |
| 1,2,3,4,5 | To receive the best from adults who work with children. | Closing the attainment gap | SP | All AoLE groups. |
| Very good progress |
| Strong progress |
| Satisfactory progress |
| Limited progress |

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| **ALP Aim** | SDPLink | Who?(named) | When? | Intended outcomesWho? How many? How well? | Type of monitoring &/or reporting mechanism | Who?(named) | When?(actual dates) | Costs | RAYG rating of progress |
| Aut | Spr | Su |
| To administer a reading programme to assist in the catch up of reading ages, as a result of lockdown 1, to raise standards in phonics, comprehension, speed and fluency.To increase targeted support by extra TA in FP. | Standards | RC | September 2020 | Increase capacity to improve reading standards at home as well as in school, to assist in blended learning. | Report to GB | RC/TD | July 2021 | 15004650 |  |  |  |  |  |  |
| Total Costs: £6150Total Professional Learning Grant: £ 4650 |
| Evaluation |
| Summer 2021 |