



Hendrefoilan Primary School

Accelerated Learning Programme (ALP) Grant

ALP Spend Plan 2020/2021																												
School	Hendrefoilan	Headteacher	Aimee Field																									
Total Funding	£6132.00																											
ALP allocation	<p>The allocation has been based on a model which allocates funding on the following basis – 50% relates to pupil numbers and the other 50% on the basis of numbers of pupils eligible for free school meals (or transitionally protected), the number of WM pupils that do not speak Welsh at home, and the number of BAME, Gypsy Roma or Traveller pupils.</p>		<p>How has the money been spent? £6132.00 has employed three part time teaching assistants to provide additional support to children from Reception to Y6 who have fallen behind as a result of the COVID lockdown.</p> <p>Timetable</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Miss Black</th> <th>Mrs Davies</th> <th>Mrs McCredie</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>Y1</td> <td>Rec – Y6</td> <td>Rec – Y4</td> </tr> <tr> <td>Tuesday</td> <td>Y3</td> <td></td> <td>Rec – Y4</td> </tr> <tr> <td>Wednesday</td> <td>Y4</td> <td></td> <td></td> </tr> <tr> <td>Thursday</td> <td>Y5</td> <td></td> <td>Rec – Y4+</td> </tr> <tr> <td>Friday</td> <td>Y6</td> <td></td> <td></td> </tr> </tbody> </table>		Day	Miss Black	Mrs Davies	Mrs McCredie	Monday	Y1	Rec – Y6	Rec – Y4	Tuesday	Y3		Rec – Y4	Wednesday	Y4			Thursday	Y5		Rec – Y4+	Friday	Y6		
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			<p>Costs</p> <p>20/21 1 x Teaching Assistant for an hour a day (5 hours a week) = £2512.92 1 x Teaching Assistant for a day a week (5.5 hrs a week) = £2765 1 x Teaching Assistant for 3 mornings a week (10.5 hrs a week) = £854.08 (the school is funding the salary shortfall).</p>																									
Year Group	How will the additional teaching assistant be deployed to provide accelerated learning support?	Number of pupils targeted (likely to be subject to change as the year progresses)	Intended Outcome	Total																								
			Progress will be monitored and evaluated as part of the																									

			termly Pupil Progress Reviews (Performance Management Target 1)	
Reception	<p>In the first half term we will be assessing pupil progress and working towards completing the Reception Baseline for National data collection. Pupils will access the continuous provision and classteacher and in the first half term, Mrs Dolbear/Mrs Howard will be working on phonics with a target group of pupils who are struggling to identify letter sounds.</p> <p>Monday, Tuesday, Thursday, 9.10 – 11 am – Speechlink Mrs McCreadie.</p> <p>Monday -9 – 9.30 am - Mrs F. Davies - recognition and formation of sounds and numbers, rote counting and HFW.</p>	All pupils are being targeted this term.	As above	29
Year 1	<p>All learners have been assessed at the beginning of September in their recognition and formation of sounds and numbers, rote counting and HFW.</p> <p>Monday, Tuesday, Thursday, 9-9:30 am – Mrs McCreadie - Targeted readers/key words etc... Number bonds and tables (Mrs McCreadie).</p> <p>Monday - 12 – 12.30 pm – Miss Black - Literacy activities (Nessie, Learning Village, PAT). 12.30 – 1 pm – Maths activities (TT Rock Stars, Numeracy Catch Up).</p> <p>Monday 9.30 – 10 am – Mrs F. Davies -recognition and formation of sounds and numbers, rote counting and HFW.</p>	7	As above	7
Year 2	Monday 10 -10.45 am – Mrs F. Davies -recognition and formation of sounds and numbers, rote counting and HFW.	3	As above	3
Year 3	Monday, Tuesday, Thursday 8.40 – 9.10 am – Mrs McCreadie – Literacy activities (Nessie, Learning Village, PAT. Maths activities (TT Rock Stars, Numeracy Catch Up).	3	As above	3

	<p>Tuesday - 12 – 12.30 pm – Miss Black Literacy activities (Nessie, Learning Village, PAT) . 12.30 – 1 pm – Maths activities (TT Rock Stars, Numeracy Catch Up).</p> <p>Monday 10.45 -11.15 am – Mrs F Davies -recognition and formation of sounds and numbers, rote counting and HFW.</p>			
Year 4	<p>Monday, Tuesday, Thursday 11-11.30 am - Mrs McCreadie- Targeted readers/key words etc... Number bonds and tables.</p> <p>Wednesday - 12 – 12.30 pm – Miss Black - Literacy activities (Nessie, Learning Village, PAT). 12.30 – 1 pm – Maths activities (TT Rock Stars, Numeracy Catch Up).</p> <p>Monday 11.15 -11.45 am – Mrs F. Davies -recognition and formation of sounds and numbers, rote counting and HFW.</p>	5	As above	5
Year 5	<p>Thursday -12 – 12.30 pm – Miss Black - Literacy activities (Nessie, Learning Village, PAT). 12.30 – 1 pm – Maths activities (TT Rock Stars, Numeracy Catch Up).</p> <p>Monday 1 – 2 – Mrs F. Davies -recognition and retention of HFW, number bonds and multiplication tables.</p>	5	As above	5
Year 6	<p>Monday, Tuesday, Thursday 11.30 – 12 noon - Mrs McCreadie- Targeted readers/key words etc... Number bonds and tables.</p> <p>Friday - 12 – 12.30 pm – Miss Black - Literacy activities (Nessie, Learning Village, PAT). 12.30 – 1 pm – Maths activities (TT Rock Stars, Numeracy Catch Up).</p> <p>Monday 2 – 3pm – Mrs. F Davies -recognition and retention of HFW, number bonds and multiplication tables.</p>	4	As above	4
Total				56

Accelerating Learning Programme

The expectation of the funding is to help schools meet the demands of the **Recruit, Recover, Raise Standards: Accelerating Learning Programme** as announced by the Minister for Education on the 9 July 2020.

During the crisis, it has become clear that many learners have not progressed as much as they might in terms of their progress in learning, some learners having been impacted more seriously than others have. This funding enables investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure.

The primary purpose of the funding is therefore to enable investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure.

All pupils are eligible for additional help when they return to school in September, although the scope of the help needed will vary significantly depending on individual circumstances.

Given that resources are limited, we will prioritise in the following way when planning the allocation of resources:

Priority Cohorts for Support:

The funding is to be targeted at specific cohorts identified as most at risk as follows:

- 1. Pupils preparing for examinations in the forthcoming academic year (that is those learners in years 11, 12 and 13)*
- 2. Vulnerable and disadvantaged children, as defined by a range of approaches*
- 3. Year 7, because of the disruption to the transition from primary to secondary schools*

These specific cohorts are an indication of how heads will think about the deployment of support. The expectation of the funding is that is that, although the funding formula is based on specific learner cohorts, learners who are identified as in need of support are given the opportunity to engage with support where possible. It is therefore not reserved exclusively for the use of the three priority groups listed at points 1-3 and should be used to enable access to support where needed for children who have been impacted by a wide range of aspects of the pandemic

As there will be individuals not in the 3 listed priority groups who also need support, it is an important principle that Head Teachers have autonomy in deciding any further groups or individuals that they support as part of their individual school plans.

Areas of Support to be Provided:

Curriculum reform remains our central priority for education in Wales. As such the foci for support under this Programme are:

- Literacy, numeracy and digital competence within a broad and balanced curriculum – for the examination 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*
- Development of independent learning skills, to enable and motivate learners in all groups to make accelerated progress by working more effectively alone and out of school*

- *Support and engagement through coaching – this in recognition that the most disengaged learners will need coaching and emotional support as well as support for examination preparation and skills*

What the Funding Should be Used to Provide:

This grant dedicates financial resources to the creation of new capacity in the education system.

- *Schools may appoint Qualified Teachers including NQTs, Teaching Assistants and other supporting roles to the school (for example roles designed to provide coaching support), in line with the school's understanding of its learners needs*
- *The new capacity may be full time or part time, or an increase in hours for an existing contract where those skills are necessary*
- *The new colleagues might work across more than one school where clusters of schools are working in a collaborative partnership*
- *Head teachers may appoint new teachers to the school in order to release existing teachers who know their pupils best to work with them to accelerate their progress (backfilling their usual positions on a temporary basis)*
- *The skill-sets of new colleagues will need to reflect the needs of groups and learners*
- *The delivery model within which new colleagues work will be specific to the needs of the school and its learners*

*The funding is **not eligible to be used** for the purchase of equipment, including ICT devices, or any form of consumables and is **only to be used** to deploy additional human resources in support of the programme.*

There is an expectation that schools will maximise the efficacy of the funding by pooling their resources appropriately across clusters, structured networks and/or collaborative partnerships to maximise the impact and level of funding.

Monitoring Requirements

The provision of such a large amount of additional funding dictates we all ensure that the resources are deployed well and have the required impact. However, we all wish to minimise bureaucracy.

In keeping with these principles you are required to:

- *Ensure that schools set out what they intend to do with the resources in a simple and clear plan.*
- *This plan should indicate the number of pupils included and an outline of the curriculum and staffing solutions proposed.*
- *Where schools are working in collaborative partnerships or cluster arrangements a single plan will be acceptable*

This plan should be agreed by the school's Challenge Advisor in the case of schools currently designated as requiring red and amber levels of support from their regional educational consortia.

- *In all cases the plans should be signed off by the school's Governing Body and details of the school's approach should be made available to parents and the wider community.*

The principals underpinning the distribution and use of this funding are:

- *it is delegated in its entirety to schools and school budgets;*
- *the method used to determine funding at school level is in line with the WG distribution methodology*