

Penpych Community Primary School



School Improvement Plan

Teifion Lewis

2021-2022

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|------------------------------|---|
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| Website | www.penpych-primary.co.uk |
| DES LA Number | 6742369 |
| Acting-Headteacher | Mr T Lewis |
| Chair of Governors | Mr Daniel Duggan |
| Director of Education | Mrs Gaynor Davies |

| Staffing Levels | Teaching | LSAs /HLTA/L4 | SEN SNSAs | Clerk | Caretaker/ Cleaner | Midday Supervisors | Canteen Staff | Total |
|-----------------|----------|---------------|-----------|-------|--------------------|--------------------|---------------|-------|
| | 7 | 10 | 3 | 1 | 1 | 0 | 3 | 25 |

| Number on Roll | YN | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|--------------------|----|----|----|----|----|----|----|----|------------|
| 2021 - 2022 | 10 | 40 | 22 | 22 | 23 | 24 | 19 | 26 | 196 |

| Statemented Pupils | | YN | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|--------------------|---------------|----|----|----|----|----|----|----|----|-------|
| | No. of Pupils | | 1 | 1 | 1 | | | | | 3 |
| | % | | | | | | | | | |

| SEN (SA&SA+) Register | | YN | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|-----------------------|---------------|----|----|----|----|----|-------|----|--------|-------|
| | No. of Pupils | | | | | | 1 | | 3 | 4 |
| | % | | | | | | 4.16% | | 11.53% | 2.15% |

| | YN | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|--|----|----|----|----|----|----|----|----|-------|
|--|----|----|----|----|----|----|----|----|-------|

| | | | | | | | | | | |
|--------------------------|---------------|-----|-------|-------|-----|-------|-------|-----|-----|-------|
| Free School Meals | No. of Pupils | 7 | 7 | 7 | 11 | 8 | 9 | 7 | 12 | 68 |
| | | 70% | 17.5% | 31.8% | 50% | 34.1% | 37.55 | 36% | 46% | 36.5% |

2. Staffing Structure – Teaching Staff

| Name | Position | Responsibilities | Planned CPD training | Teaching position |
|-----------------------------------|------------|--|---|-------------------|
| 1. Teifion Lewis | Acting HT | Management of the school | NPQH/ WRAP, TLP, 4Mathematics | - |
| 2. Elizabeth Heath | Acting DHT | ALNCO | ALNCO related eg New bill / WRAP, TLP, 4Mathematics | Yr Rec |
| 3. Owain Gwillim | SMT | Leader of learning KS2/ARR Coordinator | ARR + Transition / WRAP, TLP, 4Mathematics | Yr 5/6 |
| 4. Lloyd Williams | SMT | CFW/PE+ Maths coordinator | Links with TCS Curriculum for Wales(TLP)/ WRAP, TLP, 4Mathematics | Yr 3/4 |
| 5. Neil Evans | SMT | Digital Leader/FP Lead | Microsoft training /e safety etc/ WRAP, TLP, 4Mathematics | Yr 2 |
| 6. Lowri Mitchinson | Teacher | Welsh | Helpwr Heddiw/ WRAP, TLP, 4Mathematics | Yr 4/5 |
| 7. Alison Morgan /Sandra Connolly | Teacher | LLC | WRAP, TLP, 4Mathematics | Yr 1 |
| 8. David Zaplatynski | Acting DHT | CFW/TLP lead | WRAP, Team Teach, 4 Maths. | Yr Rec |

Staffing Structure – Support Staff

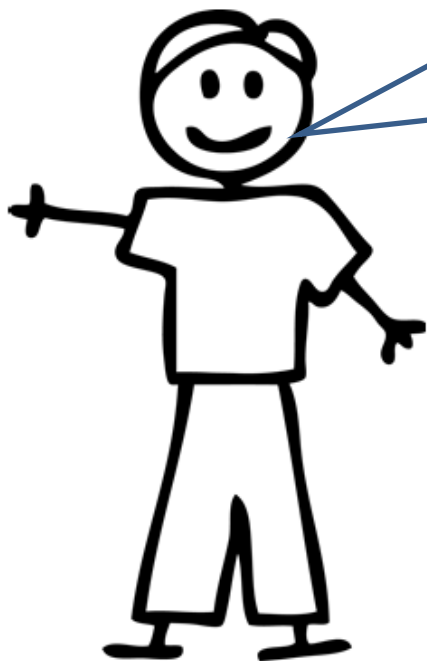
| Name | Position | Responsibilities | Planned CPD training | Leading Intervention for | Class support for: |
|---------------|-------------|-----------------------------|---|--------------------------|--------------------|
| 1. Tina B | HLTA | Nursery leader | FP initiatives/ Storma/ In House Initiatives /Welsh/ WRAP, TLP, 4Mathematics | N | N |
| 4. Danielle E | TA/SNSA | Nursery | FP initiatives/ Storma/ In House Initiatives /Welsh/ WRAP, TLP, 4Mathematics | R | FP |
| 5. Rhian M | TA | Support Yr 2 | FP initiatives/ Storma/ In House Initiatives /Welsh/ WRAP, TLP, 4Mathematics | | FP |
| 6. Kim S | TA | FEO/ TA | KS2 initiatives/ Storma/ In House Initiatives /Welsh/ WRAP, TLP, 4Mathematics | 3,4,5,6 – basic skills | KS2 |
| 7. Sian D | PT- TA | Support Rec | FP initiatives/ First aid/team teach/safeguarding/ WRAP, TLP, 4Mathematics/ WRAP, TLP, 4Mathematics | 3days a week | FP |
| 8. Louise P | TA /ELSA L4 | ELSA/Interventions / PPA | Wellbeing/ Storma/ In House Initiatives /Welsh/ WRAP, TLP, 4Mathematics | Circle time wellbeing | KS2 |
| 9. Tracey B | TA | KS2 | FP initiatives/ Storma/ In House Initiatives /Welsh/ WRAP, TLP, 4Mathematics | | KS2 |
| 10. Charlie S | TA | Support Yr 1 | KS2 initiatives/ Storma/ In House Initiatives /Welsh/ WRAP, TLP, 4Mathematics | 4,5,6,and 1:1 | FP |
| 11. Imane Z | TA | Support – Nursery/reception | FP initiatives/ Storma/ In House Initiatives /Welsh/ WRAP, TLP, 4Mathematics | | N |

| | | | | | |
|-------------------------|---------------|--------------------------|--|-----------------|---------------|
| 12. Angharad C | PT- TA | Support Reception | KS2/FP initiatives/ Storma/ In House Initiatives /Welsh WRAP, TLP, 4Mathematics | 3 days | R |
| 13. Tom RH | SNSA | Support Yr1 /1:1 | FP initiatives/ Storma/ In House Initiatives /Welsh/ WRAP, TLP, 4Mathematics | | R |
| 14. Kim Sullivan | TA | P/T FEO | Safeguarding/ WRAP, TLP, 4Mathematics | 16.25hrs | Office |
| 15. Lisa Samad | TA | TA/1:1 | WRAP, TLP, 4Mathematics | 16.25hrs | FP |

3. Vision and Context:

The Vision for what the school is aspiring to achieve, set in the context in which it works.

'At Pen Pych we will provide a holistic educational experience for both child and adult alike, where the fundamentals of Education, Care and Community can work together for the benefit of all.'

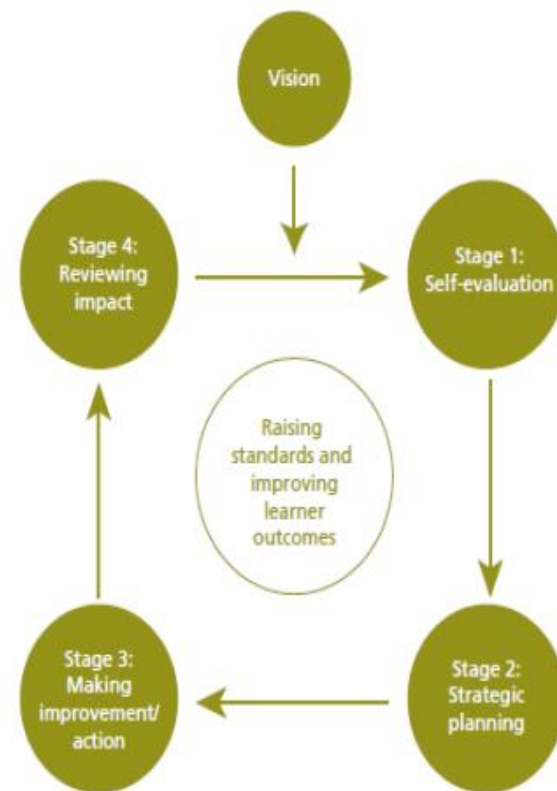


The Penpych General Aims say that 'it follows the child's time in school and should incorporate within it opportunities to display whatever abilities and talents they possess'.

"United in Work and Play"

In the words of the children:-

"In Pen Pych Primary School we are united in work and play. Learning. loving, smiling together in a special way"
(School Council 2015)



1. 3 Year Strategic Overview 2019-2022

(Priorities are subject to change if necessary to respond to changing need)

| 2019-20 – Aims & Aspirations: | 2020-21 – Aims & Aspirations: | 2021-22- Aim & Aspirations |
|--|--|---|
| <p>Priority 1 – Ensure that teachers’ planning addresses all areas of the mathematics curriculum in sufficient depth and provides opportunities for pupils to apply their numeracy skills across the curriculum</p> <p>Priority 2 – Improve pupils’ Welsh skills in key stage 2</p> <p>Priority 3 – Clarify the roles and responsibilities of leaders at all levels to maximise their impact on the school’s priorities for improvement</p> <p>Priority 4 – To maintain the good standards in wellbeing and develop the THRIVE project to ensure all children reach their full potential.</p> <p>Closing the Poverty Gap. *CoVid Pandemic School closed Mar – Jul 2020</p> | <p>Revised due to *CoVid Pandemic school / class closures</p> <p>Priority 1 – Deliver basic skills in Literacy and Numeracy</p> <p>Priority 2 – Learning – Blended Learning approaches + New Curriculum Wales</p> <p>Priority 3 – ALN Bill preparations - Sustain + Support Wellbeing for all stakeholders - WRAP approaches + resilience</p> <p>*CoVid Pandemic school / class closures</p> | <p>Priority 1-To ensure that effective provision to support the well-being of pupils and staff enables progress and achievement in the C-19 recovery context</p> <p>Priority 2(a)- To begin the design process which ensures that the new curriculum (CFW) is thoroughly prepared for, relevant and meets the needs of every pupil in our school .</p> <p>Priority 2(b)-To Ensure that nearly all pupils make at least expected progress in Literacy/Mathematics or LLC/MD in relation to their baseline in Autumn 2021</p> <p>Priority 3-To establish and implement an effective process for meeting the needs of pupils with ALN in line with the requirements of national reform</p> <p>Priority 4-To ensure that leaders at all levels, including the interim SLT, are enabled to carry out their roles effectively</p> |

SIP Targets Overview 2021/22

Funding/Spend Key

| | | | | | | | | |
|------------|------------|------------------------|--------------|-------------------------|----------------------------------|------------------------|--------------------------------|--|
| EIG | PDG | RRRS (ALPS) | EYPDG | Charitable Grant | Professional Learning | School Fund | Collaboration Grant | |
|------------|------------|------------------------|--------------|-------------------------|----------------------------------|------------------------|--------------------------------|--|

SIP 1: To ensure that effective provision to support the well-being of pupils and staff enables progress and achievement in the the C-19 recovery context

Priority Lead:

- Neil Evans

Success Criteria

- The School makes a strong recovery and the pupils, staff and community re-establish an overall sense of well-being with renewed resilience
- The well-being of pupils underpins their achievement and attainment successfully
- The school is a calm, purposeful and safe place to teach and to learn within
- Vulnerable learners make good progress
- Pupil achievement indicates that interventions have had a positive impact on their progress and that progress is at least good for targeted learners accessing intervention programmes
- The attendance of all pupils is at least as expected

| Actions | Personnel | Timescale | Resource/ Costs / Source of Finance | Monitoring and Evaluating Impact |
|---|--------------|---------------|--|--|
| Check in with learners and observations over first 4 full weeks to establish how pupils are feeling and what steps are needed for progression | ALL STAFF | Autumn term | No cost | Pupil voice activities identify emotional barriers to learning. Tracking pupil PSE well-being is effective and there is evidence that individual needs are being addressed supportively and effectively. |
| All pupils to have daily opportunity to 'check-in', talk about their feelings and the impact on their emotional well-being (at a stage appropriate level) E.g. Circle time and individual check ins | ALL STAFF | Ongoing | No cost | Daily check ins/out |
| Inform parents and governors of attendance targets | HT | Termly | No cost | Minutes of meeting |
| Re-establish expectations for attendance and remind parents of policy and protocol to inform absence, This includes procedures for reporting on C-19 symptoms, testing and self-isolation. | HT/SLT/CLERK | Ongoing | | Track attendance through SIMS. Attendance and Wellbeing Service to monitor. Parents informed of protocol to follow. |
| Robustly challenge absence – e.g. medical evidence for appointments + FPN Monitoring for 10+ unauthorised absence | HT/CLERK | Weekly | Clerk to undertake attendance monitoring duties and SIMS input | Parent informed and aware |
| Work with AWS to remove barriers to attendance and address persistent absenteeism in line with school and LA policy | HT/CLERK | ½ termly | HT/ Clerk to work with AWS | Parents aware Phone calls home Report to AWS |
| Re-establish rewards, focus and momentum of good attendance E.g. Attendance raffles. Use of attendance mascot. | All Staff | Weekly mascot | Children involvement | Mascot and Prizes Photographic evidence |

| | | | | |
|---|-----|----------------|--|--|
| | | Termly raffles | | shared with parents |
| Work with multi agencies to identify vulnerable pupils and families at risk. | FEO | | Monitor persistent absentees | Action plan |
| Ensure specialist agencies can support targeted vulnerable learners at given opportunities – E.g. EP and A+I, CAMHS, Neuro and Play therapist support | | Ongoing | Parental awareness and engagement Records show support for pupils and families | Advice and input from external agencies has a qualitative and quantitative impact on the well-being and learning of identified pupils |
| Vulnerable + ALN pupils continue to have access to external support. | | Ongoing | Records show support for pupils and families | Listening to learners. Pupils demonstrate good self-esteem and mental well-being |
| Home school learning provided for pupils isolating | | Ongoing | Digital evidence | Individual work can be accessed and appropriate feedback given |
| Use of Dojo, Website and social media to inform parents and check on pupils. | | Ongoing | Digital evidence of posts | Well-being of families is positively impacted by relevant posts and messages. Parental voice and feedback is positive. MER- Staff voice and parent voice |
| Re-establish and embed THRIVE/ELSA and other intervention programmes to support emotional well-being of targeted pupils | | Ongoing | Teacher Assessment and Observation | Individual pupil progress is demonstrated through activities and pupil voice MER: pupil tracking/teacher assessments |
| Opportunities for both staff and pupils to talk- THRIVE/ELSA, Mindfulness etc. | | Ongoing | | The well-being of participants is positively |

| | | | | |
|--|-----------|-------------|--|--|
| | | | | impacted by the sessions MER – Staff voice Staff and pupil voice indicate strengthened resilience MER – stakeholder voice |
| Meetings with staff to check on wellbeing- signpost if necessary to appropriate agency. | | Ongoing | | |
| Re-establish behaviour and learning expectations so that children feel safe, calm, and able to learn effectively | | Autumn Term | Pupil voice to establish class and school rules. | All pupils feel safe Nearly all pupils display good behaviour and attitudes to learning |
| Continue to apply Restorative approach to every day school life. New members of staff to participate in WRAP training. | All staff | Ongoing | £2000 | |

Monitoring of Progress

Autumn Term

Daily check ins with pupils gave pupil voice a high priority focussing on pupil well-being. School council interaction with pupils was affected by Covid guidance. The school's FEO has continued to monitor and work with parents/carers and relevant agencies in a Covid affected environment. During several meetings with staff, the school's approach to home schooling and blended learning was refreshed although its use fortunately has not yet been necessary on a large scale basis. Dojo and the school website continues to be a valuable and effective communication tool. Due to staffing constraints and Covid guidance, THRIVE/ELSA interventions have occurred but not on the scale that is envisaged in a post Covid environment. Staff wellbeing has been a focus in regular meetings. The profile of behaviour expectations has been raised in school with regular assemblies and a whole school approach to class rules and expectations. Behaviour in school is good with two school INSET focused on Restorative approaches and Team Teach scheduled for the second half of the Spring Term.

Spring Term Progress

FEO has continued to closely monitor attendance and communicate any concerns with relevant parents/carers and agencies. FEO is working towards establishing in whole school approaches to raise the importance of good attendance in a post Covid environment. The school has prepared and sent out a parent/carer questionnaire to ensure parents/carers have the opportunity to share any concerns or celebrate successes.

Summer Term Progress

Pupil voice activities identify emotional barriers to learning as part of daily practice. Tracking pupil following staff training from PERMA in autumn term. PSE well-being is effective and there is evidence that individual needs are being addressed supportively and effectively. Attendance assemblies every Monday to raise profile by awarding class certificates to 100% attendance children. Pupil behaviour is good with no fixed term exclusions.

SIP 2: To begin the design process which ensures that the new curriculum (CFW) is thoroughly prepared for, relevant and meets the needs of every pupil in our school.

| Priority Lead: <ul style="list-style-type: none"> Mr Lloyd Williams | Success Criteria <ul style="list-style-type: none"> Staff are familiar with and understand the structure and guiding principles of the new curriculum. The school community has identified its own unique nature and what matters most to us. The school has adapted planning to reflect the four purposes, six AOLEs and the progression steps of the new curriculum. The school has established a new LT structure around which it will redesign its curriculum. Pupils will gain a better understanding of what each AoLE looks like within our school and will have a voice in how these are developed. | | | |
|--|---|----------------------------|--|--|
| Actions | Personnel | Timescale | Resource/ Costs / Source of Finance | Monitoring and Evaluating Impact |
| To continue to develop the four purposes from Successful Futures consistently across the school. | SLT All staff | Ongoing | Four Purposes termly overview | Four Purposes to be visible in planning and on classroom/teaching area displays. |
| Staff to fully incorporate Digital Competency Framework throughout the curriculum. | Science and Technology Team SLT | Ongoing | DCF Staff training | Staff long term and weekly planning. |
| Staff to discuss the four purposes with pupils and explore how they can be developed through learning experiences as part of a topic based approach. | All staff | Ongoing | Four purposes display in halls and classrooms | Lessons observations Reference to four core purposes of learning. |
| Math coordinator to attend workshops and feedback to staff about the FOUR Math Scheme of work, embedding it into the new math curriculum. | Math coordinator SLT All staff | Autumn training Ongoing | FOUR Math funding | Staff and SLT meeting FOUR Math training |
| To improve teachers and SLT staff's knowledge of the New Curriculum for Wales by attending 4 training days. | SLT | 5 th October | New Curriculum for Wales Document | SLT and staff meetings |

| | | | | |
|--|---------------------------------|--------------------------|---|---|
| All staff to attend FOUR Math training on an INSET day. | All staff | 15 th October | Resources gathered on the day. | Notes gathered on the day. FOUR Math Scheme of Work |
| Class teachers to plan and deliver challenging learning experiences, e.g. Most Talented learners to take part in cluster / PLC projects. | Class teachers & SLT to monitor | Ongoing | MAT plans SIMS/INCERTs data | 'Talented Learners' to be identified across the school and be placed on the MAT register |
| Continue to develop the whole school use of Class Dojo within both the classroom and home. | SLT Class teachers | Ongoing | Class dojo | Class dojos are being used across the school within classes to reward work and behaviour. Some classes are successfully using the class story mode to share pupils learning and achievements. Continue to encourage all parents are engaging with class dojo. |
| School Council to raise the profile of safeguarding with pupils throughout the school. | Health & Wellbeing team. | School council meetings | NSPCC and websites | NSPCC visits School council to discuss in meetings and feedback to teachers |
| SLT and subject coordinators to use the 12 pedagogical principles to identify; good practice and areas for improvement during lesson observations. | SLT Subject coordinators | Autumn 21/Summer 22 | 12 pedagogical principles Excellence in Teaching Framework | Staff have had opportunities during staff meetings to engage with the pedagogical principles such as concrete, pictorial and abstract |

Monitoring of Progress

Autumn Term

A recent learning walk has also shown that the school's Four Purpose characters are given a profile within many classes. The profile of the Four Purposes has continued to be high with the creation and managing of a whole school display. The placement and coverage of the DCF has been discussed and will gain increased clarity when the whole curriculum revamp takes place in earnest following the end of the TLP programme. There is some evidence of effective use of KwL grids to allow pupil voice in planning and developing the curriculum. The Four Maths training is continuing, staff meetings have shown that this is having a positive effect on the ethos of approaching numeracy in school. Class Dojo continues to be a valuable tool to share and communicate school life with all stakeholders. School council have led and planned anti bullying day and mental health week throughout the school and have discussed school council drop-ins with the Governing Body.

Spring Term Progress

Profile of the Four Purposes has continued to be raised-Seren yr Wythnos is now awarded each week and linked to the Four Purposes. TLP Training and subsequent staff meetings has established the importance of the Four Purposes as a starting point for curriculum planning. Effective use of KwL grids has been shared with staff and is to be utilised moving forward. Pair and share monitoring sessions of the Four Maths ethos has shown that this has had a positive impact on standards and moved staff away from an approach of "covering" maths in school. Next steps in the use of class Dojo are to use the portfolio function as a tool to log work and share good practice.

Summer Term Progress

Pupils aware of four core purposes to make them explicit in planning and lessons. Math coordinator has given feedback to staff about the FOUR Math Scheme of work, embedding it into the new math curriculum during inset Summer term. MAT children identified with planning experiences for these pupils are current working progress. NSPCC activities completed, continue to work with school council to raise awareness of safeguarding in the school. Continue to explore the 12 pedagogical principles and to identify; good practice and areas for improvement during lesson observations.

SIP 2b: To Ensure that nearly all pupils make at least expected progress in Literacy/Mathematics or LLC/MD in relation to their baseline in Autumn 2021

Priority Lead:

- Owain Gwillim

Success Criteria

- The school makes good progress in enabling nearly all learners to make at least the expected progress in Literacy/Mathematics or LLC/MD.
- Pupils progress is constantly reviewed and tracked effectively.
- Targets set are challenging yet realistic.
- Relevant interventions are identified and put in place.
- Pupil achievement indicates that interventions have had a positive impact on their progress and that progress is at least good for targeted learners accessing intervention programmes

| Actions | Personnel | Timescale | Resource/ Costs / Source of Finance | Monitoring and Evaluating Impact |
|--|--------------|--|--|--|
| All pupils undertake baseline assessment. Class teachers to collate and share the baseline results with ARR Co-ordinator. ARR Co-ordinator to analyse the results. | All teachers | Y1-Yr 6 September 2021 N/R FP baseline October Analysis of results - October | Arr cover cost to analyse all of the data (up to one day) Photocopies of assessments | Ensures the performance of individuals and groups are identified and tracked effectively. Targets are reviewed at least once per term to ensure that they are realistic but challenging. |
| Target setting for each class including aspirational targets | All teachers | Termly | No cost | Ensures the performance of individuals and groups are identified and tracked effectively. Targets are reviewed at least once per term to ensure that |

| | | | | |
|---|--|------------------|----------------------------|--|
| | | | | they are realistic but challenging. |
| Teaching staff to create and track vulnerable and MAT pupils | All teachers | Ongoing | no cost Tracking sheet | Ensures the performance of individuals and groups are identified and tracked effectively. |
| Work with multi agencies to identify vulnerable pupils. | Class teachers, TAs, FEO and ALNCo | Ongoing | Possible release time | Action plan |
| Ensure specialist agencies can support targeted vulnerable learners at given opportunities. | ALNCo | Ongoing | | Advice and input from external agencies has a qualitative and quantitative impact on the well-being and learning of identified pupils |
| Pupil Progress Review meetings to be held between ARR Co and class teachers. | ARR co-ordinator Class Teachers | Once a half term | Release time | Ensures the performance of individuals and groups are identified and tracked effectively. Targets are reviewed at least once per term to ensure that they are realistic but challenging. |
| Analysis of interventions to be carried out with Intervention HLTA. | ARR Co-ordinator Intervention HLTAs | Once a half term | ARR Co release time | Regular pupil progress meetings to identify, monitor and implement pupil progress |
| Teachers participate in standardisation and moderation meetings to discuss standards of pupils' work. | All teachers | Staff meetings | No cost | Ensures a consistent and agreed assessment of standards. |
| Create a writing genre overview which includes opportunities for cross-curricular/CfW | Phase Teams/ LLC team | Autumn Term | Release time/staff meeting | Provide current information on writing. Clear mapping of genres to ensure coverage and progression of writing skills. Standards from |

| | | | | |
|--|---------------------------|------------------------------------|---|---|
| | | | | writing assessments impact on other subjects. |
| Working walls to be used effectively and consistently to support the writing process. | All teaching staff | Ongoing | printing costs for example texts, increase photocopying allowance | SLT to provide training on effective use of learning walls. L2L Learning walks |
| Ensure balance of high quality oracy and higher order reading tasks, to impact upon writing. | Teachers | Ongoing | no cost | Feedback reports from coordinator termly regarding coverage through planning, cross referenced against work visible during work scrutiny. |
| Termly writing assessments (cold writes) to be chosen and levelled for termly standardisation and tracking of writing standards. | Teachers | Termly | No cost | Analysis of pupil progress in writing termly, as described. |
| Training on comparative marking to be shared and used. | All staff | Termly (one write per year group) | Cost of SoW | Improve the quality of teaching and learning through training, sharing good practice |
| Support Mathematics Co-o in their role whilst initiating a new scheme of work. | HT SLT Maths Co | Ongoing | Cost of training and new programme | Improve the quality of teaching and learning through training, sharing good practice. |
| All staff to attend relevant training in readiness of the start of Four Maths. | All staff | Ongoing | Cost of training and new programme | Improve the quality of teaching and learning through training, sharing good practice. Staff meeting minutes. |
| Carry out an audit of all maths resources ready for the roll out of Four Maths. | Maths Co-ordinator TAs | Before the school starts 4Maths | Buying necessary resources | Improve the quality of teaching and learning. |
| Revisit the use of Assessment for Learning strategies. | All staff ARR Co- | Autumn term | Management time - ARR | Staff to identify effective assessment opportunities |

| | | | | |
|--|---|-------------|--|---|
| | ordinator SLT Penpych Parliament | | | and use in their teaching. Staff share good practice with others. Pupil voice used to clarify pupils' understanding. |
| Review the effectiveness and progression of the school marking policy. | ARR Co-ordinator SLT All staff Penpych Parliament | Autumn Term | Management time -ARR | Staff to identify effective assessment opportunities and use in their teaching. Staff share good practice with others. Pupil voice used to clarify pupils' understanding. |
| Teachers provide weekly dedicated time for response to feedback and assessment against next step/personal targets. | All teachers | Ongoing | No cost | Work scrutiny and pupil voice to assess adherence, impact and value to pupils. |
| Robustly challenge absence- e.g. medical evidence for appointments and FPN monitoring. | HT/Clerk | Weekly | Clerk to undertake attendance monitoring duties and SIMS input | Parent informed and aware |

Monitoring of Progress

Autumn Term

All pupils have undertaken baseline assessment. Class teachers to collate and share the baseline results with ARR Co-ordinator. The results have shown that pupils average is below pre covid years but is inline with covid expectations.

During the autumn term teachers continue to track vulnerable and MAT pupils - need to identify more pupils who can potentially be MAT with sufficient support.

Pupil progress review meeting has taken place during the autumn term. Moving forward we need to identify pupils that we can set an appropriate challenge with regards to their outcome.

Feedback and review time within classes need to be prioritized as we move forward, with teachers including it within their planning.

A writing genre overview has been shared with all staff and has been trialed, with full implementation for the spring term.

Spring Term Progress

Comparative marking (cold writes) have been completed by Y1, 2, 3, 4 & 5 with Y6 taking place after half term.

PPRs have been scheduled for after half term to identify the progress taking place within KS2, with the expectations of progress being shown.

All year groups have completed Four Maths training and are starting to include new mathematical activities within their teachings. Staff are sharing examples of good practice in maths.

Working walls have been developed for mathematics to support pupils in their learning.

Summer Term Progress

Teaching staff continue to track vulnerable and MAT pupils and provide support/extension activities for those pupils. FEO continues to provide support and work with vulnerable pupils. EP visits are back to normal post covid. FEO signpost vulnerable families/children to relevant support e.g. resilient families. Several book looks have been carried out with feedback given to staff regarding correct level of challenge. Learning walk shows that improvements have been made to the environment. New books and reading records have had a positive impact to ensure balance of high quality oracy and higher order reading tasks, to impact upon writing. Marking policy was revisited from summer term learning walk and book look with improvement partner.

SIP 3: To establish and implement an effective process for meeting the needs of pupils with ALN in line with the requirements of national reform

Priority Lead:

- Miss Elizabeth Heath

Success Criteria

- Fully ALNET compliant.
- Pupils with ALN make good progress and ALN provision is at least good.
- Needs are fully identified and progress is reviewed through robust tracking and monitoring processes and system
- All staff are fully trained

| Actions | Personnel | Timescale | Resource/ Costs / Source of Finance | Monitoring and Evaluating Impact |
|--|---------------|-----------------------|--|---|
| Actions | Personnel | Timescale | Resource/ Costs / Source of Finance | Monitoring and Evaluating Impact |
| Newly appointed ARR coordinator/ Deputy ALNCo to work alongside ALNCo to conduct regular pupil progress meetings to identify, monitor and implement pupil progress and provision of ALP. | ALNCo | Half Termly | No additional cost | Regular pupil progress meetings to identify, monitor and implement pupil progress and provision of ALP. |
| All pupils from R – Y6 to access ‘seren room’ (social + emotional) provision. Target, refine and monitor Impact groups identified from Boxall/NBAR. | ELSA’s /ALNCo | Reviewed at half term | ELSA-Frequency and duration dependent. | Individual pupil progress is demonstrated through activities and pupil voice MER: pupil tracking/teacher assessments |
| Vulnerable pupils continue to have access to external support. | ALNCo | On going | SLA’s – no additional cost No cost | Advice and input from external agencies has a qualitative and quantitative impact on the well-being and learning of identified pupils |

| | | | | |
|--|--------------------------|-------------------------|--|--|
| Ensure agencies can support learners at given opportunities – EP and A+I, CAMHS, Neuro and Play therapist support X pupils weekly | | | | |
| To ensure pupil numbers safeguarding + monitor ALN absence, staff to follow absence protocols | FEO's/ALNCo | Daily Weekly Monitoring | No cost | Quantitative impact on ALN absences. |
| Robustly challenge absence – e.g. medical evidence for appointments + FPN Monitoring for 10+ unauthorised absence | FEO's | Daily Weekly Monitoring | No Cost | Quantitative impact on ALN absences. |
| Target Group to focus on ALN pupils improved attendance | FEO's | Daily Weekly Monitoring | £350 (School Fund) | Quantitative impact on ALN absences. |
| Introduce Half Termly Reward Events for best performing Class, 100% Days / week to promote and sustain improved attendance- Target ALN | SLT/ FEO's | Half Termly | No Cost – Cluster CLA/PDG + Cluster Fund | Rewards Assembly- improvement in ALN attendance. |
| Continue to develop WRAP - Restorative Approaches (RA) Development Plan | RA Leader | On going INSET Spring 1 | No cost – as above | MER demonstrates that RA is utilised consistently and that there are firm examples of positive impact upon the quality of relationships and learning |
| Train identified staff in Boxall and ELSA | FEO, ELSA | Autumn Term | £400 ELSA £350 Boxall | Staff trained for online Boxall profile and ELSA |
| RA Peer Mediators established, identifiable + proactive | RA Leader | Autumn Term | £132 – license fee | RA Peer Mediators established, identifiable + proactive |
| Boxall Baseline for all identified pupils | ALNCo/ELSA | | £350 license fee (Budget) | |
| Helen Sanderson PCP/OPP/IDP training for all Staff | ALNCo | Autumn Term 02.09.21 | £595 | All staff upskilled and confident in knowledge |
| Person Centered Planning/ Development of OPP Immersion / Enrichment Week | ALNCo/SLT/ Class Teacher | Autumn Term | £500 | Extra-curricular opportunities re-developed |
| Gradually Increase extra-curricular opportunities after school – increase to 4 after school clubs – restrictions permitting- Ensure | All Staff- EH to monitor | By spring- restrictions | £500 (RCT Sport) | |

| | | | | |
|--|----------------------------------|-------------------------------------|---|---|
| ALN participation. | ALN | permitting- | Funding) | |
| Ensure ALN is threaded clearly through all other policies. | All AOLE Team Leaders/ ALNCo/SLT | Policies to be updated autumn 2021. | Supply cost-release ALNCo/ Team Leaders for mgt time. | ALN is threaded clearly through all other policies. |
| ALNCo and Staff to write IDPs for agreed learner group Written guidance from: WG/CSC/LA | All Staff/ ALNco | September onwards-staggered | Supply cost dependent on WG/CSC/LA training schedule | IDPs for agreed learner groups. |
| Increase new staff awareness of 'quality first teaching' and 'additional learning provision', improving teaching and learning for all. | | Autumn Term | Possible cost of programme | Teaching and provision meets the needs of all learners Planning and provision is inclusive and differentiation is effective in meeting ALN needs |
| Continue to review 'Provision mapping' to track, monitor and manage the Additional Learning Provision offered at School. | ALNCo | On going | Supply cost-release ALNCo | |
| ALNCo/ New Deputy ALNCo/ identified staff to attend relevant WG/CSC/LA CPD training exploring: | EH | On going | Supply cost dependent on WG/CSC/LA training schedule | ALNCo is upskilled and knowledgeable and leads effectively |

Monitoring of Progress

Autumn Term

F.E.O challenge absences every Friday. Termly Reward assembly for best performing Class, 100% attendance. Restorative Approaches training during October. Helen Sanderson training for all Staff in September.

Spring Term Progress

Increased extra-curricular opportunities after school club to continue after spring half term. ALNCo/ New Deputy ALNCo/ identified staff to attend relevant WG/CSC/LA CPD training exploring at the end of Spring term.

Summer Term Progress

ALNCO/ARR Lead carries out termly pupil progress meetings with staff, highlighting pupils/groups of learners in need of additional focus. Since the lifting of COVID restrictions, identified pupils have accessed the Seren room for targeted interventions. Staff members identified for the next academic year to allow this to continue to flourish. External agencies have begun to visit school in a post COVID environment. An additional member of staff is in receipt of ELSA training with ELSA supervision of existing practitioners ongoing. Boxall assessments completed as and when required. Enrichment week has taken place. All pupils have participated in PCP activities. OPP have been created for pupils that require them. ALNCO has attended IDP training in preparation for the continued roll out as required. Documentation of ALN approach eg ALN files for each class has been revisited. ALNCO has continued to attend a series of relevant training modules and disseminated to staff as appropriate.

SIP 4: To ensure that leaders at all levels, including the interim SLT, are enabled to carry out their roles effectively

Priority Lead:

- Mr Teifion Lewis

Success Criteria

- All stakeholders share vision of the HT with emphasis on raising pupils' standards.
- All SLT to have clear roles and responsibilities linked to school priorities, accountability for an area of SIP to raise pupil standards and or improve provision.
- Senior leaders to be equipped with the skills to face challenges in light of recovery due to Covid 19
- All Governors have a sound knowledge of the ALN Bill and the New Curriculum, developing a culture of support and accountability.
- All staff to use new professional standards to identify personal performance management targets for the year
- All new staff and learners to complete full induction and transition into Penpych Community Primary School.
- To support the Treorchy cluster in curriculum development work with TLP/4Mathematics/WRAP

| Actions | Personnel | Timescale | Resource/ Costs / Source of Finance | Monitoring and Evaluating Impact |
|--|-----------|-----------|--|---|
| AHT to continue to share his school vision with Governors, staff, children and parents via INSET, Assembly, website, parent forum, Governor meetings newsletter allowing vision into action. | AHT | Ongoing | | Lesson observation feedback forms Excellence in Teaching Framework data Questionnaires Self evaluation proces |
| AHT /ADHT to performance manage all staff (teaching and nonteaching) | AHT/ADht | Sep- July | | PM Meetings Lesson observation feedback forms Excellence in Teaching |

| | | | | |
|--|------------------------|-----------|--|--|
| AHT/ ADHT/ SLT with all teaching staff to evaluate SIP, contribute to SIP and manage budget throughout the year; | All staff | Ongoing | | SER |
| AHT, ADHT and SLT to meet termly to discuss progress of tracked pupils. | SLT | Termly | | APP Meetings Target setting/Assessment |
| Leaders working collaboratively to raise standards. | SLT | Ongoing | | Assessments. APP meetings |
| Supporting new teaching staff and pupils as leaders-All new staff and learners to complete full induction and transition into Penpych Community Primary School. | LM/ OG | September | | Lesson observation feedback forms Excellence in Teaching Framework data |
| Develop an awareness of the new professional standards for all staff.-All staff to use new professional standards to identify personal performance management targets for the year | All staff | Ongoing | | Lesson observation feedback forms Excellence in Teaching Framework data PM |
| SLT and curriculum development leaders to work with school to school support clusters and individual schools on implementing successful futures and curriculum. | SLT | Ongoing | | Monitored though ETF AND SCHOOL SYSTEMS. TLP network |
| To provide training opportunities for staff in 4Mathematics | All staff | Ongoing | | Monitored though ETF AND SCHOOL SYSTEMS. |
| All Governors to attend statutory courses provided by LA /Consortium | GB | Ongoing | | GB Meeting minutes |
| Governors meet termly with AHT , ADHT, pupils and TLRs in committees (teams) Collection of first -hand evidence of standards. (Pupils to join Governors and discuss learning.) | AHT +GB | Termly | | |
| School Council to attend Governor's meeting to discuss school priorities (teams) | School Council + GB | Spring | | GB Meeting minutes |
| GB to have copies of standards report termly to challenge against SIP and targets | GB | Termly | | GB Meeting minutes |

Monitoring of Progress

Autumn Term

Carried out PM of all staff and linked targets to the SIP targets resulting in accountability throughout the school.

Carried out learning walk(LW) focusing on the learning environment. As a result of LW arranged for KS2 staff to visit Neighbouring school to share good practice. Focussed on improving the Library area making it more appealing and engaging for learners.

Carried out L2L focusing on standards and progress in Welsh and arranged links for Welsh lead with other Welsh leads within the cluster.

Reported on progress and standards in Governors meeting.

TLP + 4 Mathematics training provided to all staff.

Spring Term Progress

TLP + 4 Mathematics training provided to all staff. Purchased new resources to support the delivery of Mathematics and engage the learners. Work continues on planning a curriculum for Penpych CPS.

Questionnaire distributed to parents for views and opinion on school. Resulting in purchasing new reading books for all ages and more after school activities arranged.

Mid term review of PM targets arranged.

Summer Term Progress

SIP continues to be a working document that is referred to in staff and SLT meetings and is formally evaluated on a termly/half termly basis. As part of the monitoring cycle e.g. lesson observations and book looks, groups of learners have been identified and discussions have taken place re the next steps in their learning. The ALNCO/ARR coordinator has held Pupil Progress meeting with discussions and targeted pupils identified. School attended the local cluster Successful Futures sharing day, sharing with the cluster the approach that we have taken as well as understanding the approach fellow schools have taken. This has resulted in the school pairing with a school who have taken a very similar approach to form a working partnership. Leaders have continued to work collaboratively to raise standards by eg INSET day focussing on Successful Futures, Big Maths/Four Maths and PERMA- Key stage meetings have reinforced this message and facilitated professional discussions/refinement of approaches taken. Performance Management targets are to be reviewed in the Autumn Term.