



COEDFFRANC PRIMARY SCHOOL

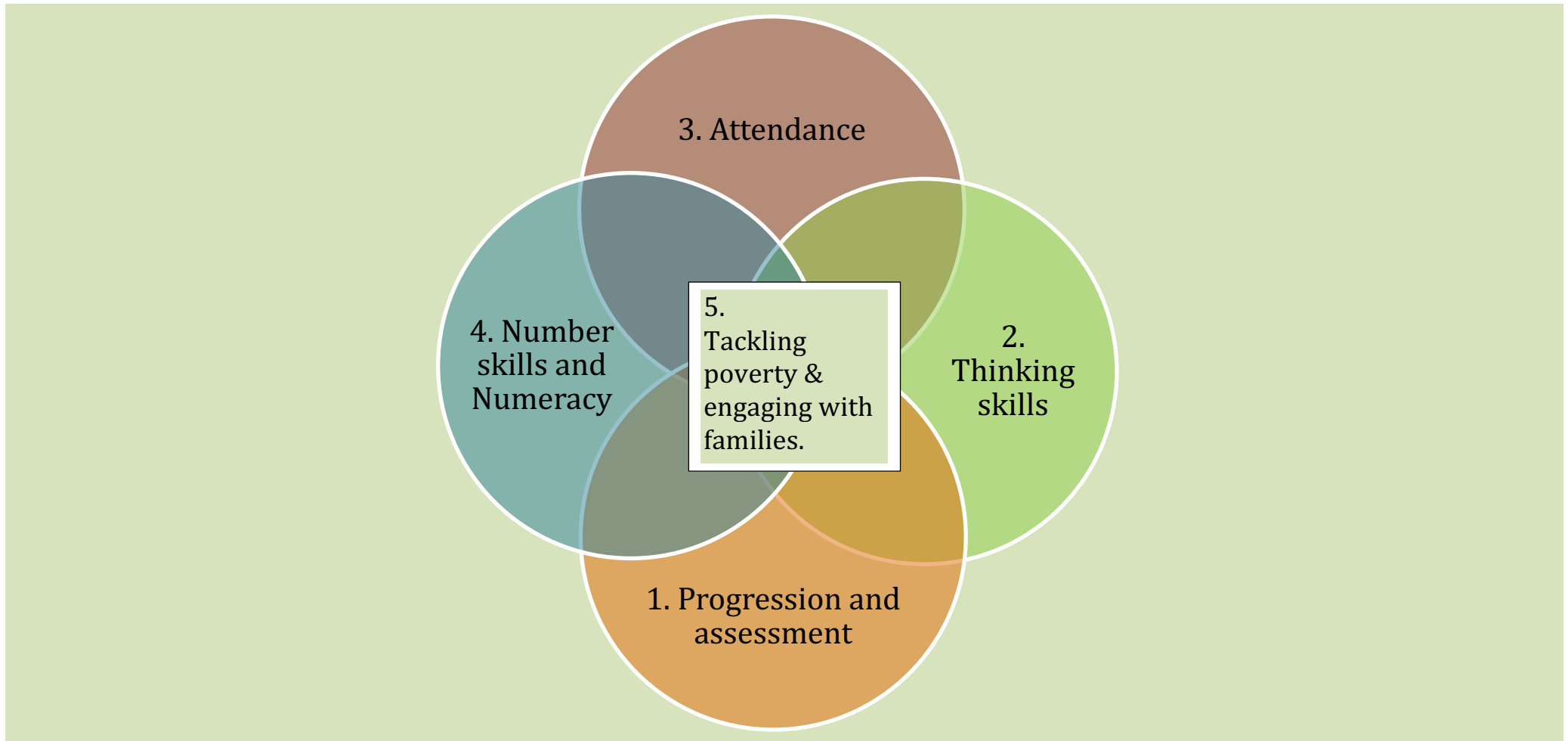
School Development Plan 2023 - 2024

'Giving our children the roots to grow and the wings to fly for life'

Our Vision

“In Coedffranc Primary school we want to achieve excellence in all areas of our provision. We aim to be a school where all pupils strive to flourish personally, emotionally and academically – always progressing towards the 4 purposes. We aim to be a school where all of our team are highly skilled, highly motivated and passionate about all pupils’ progress. We strive for our local community to view us proudly as a place of safety, support and progress for their children. A trusted place at the heart of the community where families feel their aspirations for their children are in safe, secure and skilled hands.”

Connected Priorities at Coedffranc Primary 2023/24



Target 1: Progression and Assessment (Year 1 of target)

Target overview:

To ensure pupils make effective progress in line with the expectations of Curriculum for Wales by developing a shared understanding of progression and improve the use of assessment strategies to support pupil progress more effectively.

Target 1	SLT Lead: Mrs. C. Roderick and Mr. L. Lloyd	Governor Partner:
	External partners: Local Authority ESO, Dwr Y Felin Comprehensive, Cluster Primary Schools, CAMAU partners	
Links	Target 2: Higher Order Thinking skills, Target 4: Numeracy and Target 5: Engaging families	

Why is this a priority?	Success Criteria – What will success look like?
<p>Progression A shared understanding of progression is a key driver in what makes Curriculum for Wales different. The need for this to be understood by the learning community is essential. This will underpin all other improvement priorities.</p> <p>The progression code outlines that progression is increasing the depth, breadth and sophistication of pupils’ knowledge and understanding, skills and capacities, and attributes and dispositions. (Progression Code 2.2)</p> <p>The code outlines 5 overarching principles of progression:</p> <ul style="list-style-type: none"> • increasing effectiveness • breadth and depth of knowledge • deepening understanding • refinement and application of skills • transferring learning into new contexts <p>The school needs to continue to evolve teaching in line with the above expectations and principles. In particular, we need to support teachers to</p>	<p><u>Progression</u> The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression and be able to articulate this.</p> <p>Many teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and discipline skills, knowledge and understanding.</p> <p>Many pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and discipline skills, knowledge and understanding.</p> <p><u>Formative Assessment Provision</u> Most teachers have clear learning intentions for their lessons matched to pupils’ individual learning needs and that enable pupils to progress.</p>

reflect on 'what is different' between our new curriculum and old curriculum, ensuring that the principles of progression from the Code are evident in our planned learning experiences.

Assessing for the future

The purpose of assessment is to support the progression of each individual learner. The principles for assessment are:

- To identify learner's strengths
- To identify how pupils learn best
- To identify next steps for learners

In order to enhance pupil progress the school needs to ensure that it has strong formative assessment systems in place. Recent monitoring highlights that pupils need to develop their ability to evaluate and reflect on their own learning. Estyn have highlighted that teachers are not always clear about their expectations of pupils' progress in lessons and over time. This limits their capacity to use ongoing assessment to plan for next steps in learning. It also means that pupils are sometimes unsure about the purpose of their work and the steps they need to take to make progress in different aspects of their learning. Teachers need to share learning intentions, develop co-constructed success criteria and provide feedback against these to pupils in a timely and efficient manner. Opportunities for self and peer assessment need to be purposefully developed.

Most teachers support pupils to understand WHY they are learning what they are learning.

Most teachers provide pupils with effective feedback to enable pupils to progress with their learning.

Most teachers provide pupils with the opportunity to action the feedback provided and to improve their work.

Most teachers provide effective opportunities to reflect upon and self-assess their work.

Learning

Most pupils are clear on what they are learning to make progress in within a lesson or over a series of lessons.

Many pupils are clear on WHY they are learning what they are learning.

Many pupils respond effectively to feedback to improve their work and to move their learning on, identifying what they are doing well and what they need to improve.

Many pupils edit and improve their work on a regular basis.

Many pupils self-assess their work well, identifying strengths and how to improve it.

Year 2 and 3 High Level Targets

Year 2	<p>Most teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p>All staff will have a shared understanding of the principles of progression across the range of AoLE's.</p> <p>Most pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p>Most pupils will be clear on what they are learning and why showing a positive response to feedback which helps them improve their learning. Most pupils will be able to see what they are doing well and what they need to do to improve and edit their work accordingly.</p>
Year 3	<p>Curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding will be embedded.</p>

Nearly all pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.
 Nearly all pupils will be clear on what they are learning and why showing a positive response to feedback which helps them improve their learning. Nearly all pupils will be able to see what they are doing well and what they need to do to improve and edit their work accordingly.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p>Vision Whole staff meeting to discuss the school's vision and the link to the SDP. Discuss why it is a priority and share the vision for pupil progression and how pedagogy needs to evolve to enhance pupil progress in line with the principles of progression and towards the four purposes.</p> <p>The cluster Headteacher group will establish a definition for progression which is shared with all cluster groups.</p> <p>Also share the vision for formative assessment:</p> <ul style="list-style-type: none"> • Pupils clear on what they are learning to do • Pupils clear on WHY they are learning it • Pupils acting on effective feedback to move their learning on • Pupils clear on what they are doing well and what they need to improve • Pupils having effective opportunities to reflect upon and assess their own work • Pupils supporting their peers to progress 	<p>Deputy Headteacher and Mr. Lloyd</p> <p>Headteacher</p> <p>Deputy Headteacher and Mr. Lloyd</p>	<p>September 23</p> <p>September 23</p> <p>September 23</p>		<p>ADDS Session</p> <p>Cluster HT meeting</p> <p>ADDS Session</p>
<p>Shared Understanding of Progression Continue to develop a shared understanding of progression within school and with the cluster through:</p> <ul style="list-style-type: none"> • Time in staff meetings - dedicated professional learning discussions • Shared Inset – cluster and across schools in October 2023 • Presentation/Discussion in Governor meetings • Parent meetings through Community Focussed Schools project 	<p>Deputy Headteacher and Mr. Lloyd</p>	<p>September 23</p> <p>October 23</p> <p>Spring 24</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Adds Meetings</p> <p>Inset Day</p> <p>Time for prep 1 x day = £220</p>

<ul style="list-style-type: none"> National events – National Network conversations, Camau National Networks, Talk pedagogy etc. Evaluations carried out in the school 				Release Time 1 x day per term = £660
<p>Professional Learning / Evolving Teaching School to reflect on the Estyn evaluation to evaluate how well teaching currently supports pupils to progress. This evidence base will be supported through learning walks, work scrutiny and listening to learners.</p> <p>All teachers to receive professional learning from the school improvement team focused on engaging teaching strategies to enable pupils to progress with their knowledge and understanding, while also progressing with their integral skills e.g 'Runs', 'Hit and Miss' etc. School leaders to decide on approaches/strategies to focus upon to embed throughout the school.</p> <p>School to consider placement of teachers on the local authority Teaching & Learning workshops (5 days) to evolve their teaching in line with the principles of progression. Workshop attendees to receive follow up support in school from the local authority Teaching & Learning team as part of the programme.</p> <p>Workshop attendee(s) to feedback strategies/practice to other teaching staff members. School leaders to decide on approaches/strategies to focus upon to embed throughout the school.</p> <p>Continue to strengthen and embed the teaching of HOTS in order to support pupils to progress with their integral skills (as linked in Target 2).</p> <p>School to work with parents to develop their understanding of what progress is and how pupils best make progress in these areas.</p>	<p>Deputy Headteacher and Mr. Lloyd and GB</p> <p>Deputy Headteacher, Mr. Lloyd and teachers</p> <p>ESO and Headteacher</p> <p>Identified teachers</p> <p>Deputy Headteacher and Mr. Lloyd</p> <p>Headteacher and Tammi Williams</p>	<p>October 23</p> <p>October 23</p> <p>October 23</p> <p>Ongoing</p> <p>October 23</p> <p>Spring 24</p>	<p></p> <p>Review in October 2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Continuation depending on funding</p>	<p></p> <p></p> <p>2 teachers released for 5 days = £2,200</p> <p>Internal release time</p> <p>Adds sessions and PPA</p> <p>Release time for Tammi to be built into timetable</p>

<p>All teachers to receive effective professional learning from the Clarity book (Sharratt) focused on formative assessment and its relationship with a shared understanding of progression. For example: What is AfL? Learning intentions and success criteria Effective feedback Self and peer assessment</p> <p>Performance management action research areas will focus on the development of AfL, learning intentions and success criteria over the course of the year whilst also targeting effective feedback.</p>	<p>Deputy Headteacher and Mr. Lloyd</p> <p>Headteacher and Deputy Headteacher</p>	<p>November 23</p> <p>October 23</p>	<p>Review October 24</p>	<p>Adds sessions</p> <p>Release time outlined below</p>
<p>Curriculum Development Leaders and teachers to continually review and develop the school's curriculum planning – How well does the curriculum support pupils to progress with: Values and attitudes Cross-curricular skills Integral skills Discipline Skills, Knowledge and Understanding Thinking Skills</p> <p>Continue to access professional learning from the LA to strengthen the school's curriculum to plan for effective opportunities for pupils to progress with the above.</p> <p>School leaders to review the school's current systems for assessment. What is useful and purposeful? What is having a strong impact on pupil progress?</p> <p>Leaders and teachers to evolve their assessment processes in line with the expectations for CfW. (see 'Why this is a priority?' section)</p> <p>Leaders and teachers to implement agreed approaches to AfL throughout the school in regards to:</p> <ul style="list-style-type: none"> • Learning Intentions 	<p>Headteacher, Deputy Headteacher, Mr. Lloyd and Mrs Harris</p> <p>Headteacher, Mr. Lloyd and Mrs. Harris</p> <p>Deputy Headteacher, Mr. Lloyd, Mrs. Harris</p> <p>Deputy Headteacher,</p>	<p>October 23 in planned SE programme</p> <p>November 23</p> <p>November 23</p> <p>January 24</p> <p>October 23</p>	<p>Ongoing according to SE programme</p> <p>December 23</p> <p>March 24</p> <p>Ongoing</p>	<p>1 day per term per SMT member leading = £1,100</p> <p>Adds sessions</p> <p>Adds sessions and potential system costs (£1,500)</p> <p>Adds sessions</p> <p>Adds sessions and monitoring</p>

<ul style="list-style-type: none"> • Success Criteria • Feedback • Self and peer assessment 	Mr. Lloyd, Mrs. Harris			time through learning walks
<p>Performance Management</p> <p>Teachers to be provided with performance management target linked to enhancing pupil progress through evolving teaching and/or strengthening pupil progress through effective AfL strategies. Teachers will be provided with professional learning to meet their individual needs and to support them to achieve their targets.</p>	Teachers	September 23	September 24	1 day per term release X 2 staff members = £1320
<p>Monitoring</p> <p>Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards this target (see Success Criteria identified within this plan for the focus of monitoring activities).</p> <p>Revise action plan based on areas identified for improvement.</p>	Headteacher, Deputy Headteacher, Mr. Lloyd, Mrs. Harris and Governors	October 23	Ongoing	Costs for Learning Walks outlined above.
Total Cost				£6,780

Target 2: To develop pupils’ higher order thinking skills (Year 3 of target)

Target overview

- In order to effectively develop the 4 Purposes, the school will be focusing on the development of Higher Order Thinking Skills throughout the school. A key part of this work will be the continued development of teachers’ and pupils’ knowledge of Bloom’s Taxonomy. This autumn term the focus will continue to be on embedding and consolidating the explicit teaching of the analyse and evaluate skills and implement the explicit teaching of create through a planned vocabulary and strategic approach. We are also looking to develop pupils HOTS and level of active pupil engagement by developing the use of collaborative approaches through the use of Kagan Structures in the classroom.

Target 2	SLT Leads: Mr. L. Lloyd & Mrs. C Harris	Governing Body Partners: Mrs. K. Lewis & Mrs. R. Melin
	Team Members: All teachers throughout the school	External partners: LA teacher development team

Links	Target 1: Progression and Assessment and Target 4: Developing Number Skills and Numeracy
--------------	---

Why is this a priority?	Success Criteria – What will success look like?
--------------------------------	--

<p>In line with the school’s vision for the new curriculum, we need to continue to strengthen pupils’ higher order thinking skills in order to support their development of the four purposes. In particular, pupils’ ability to analyse, evaluate and create (higher order thinking).</p> <p>Last year, teachers received professional learning focused on Higher Order thinking Skills and implemented explicit teaching of analysis and evaluate skills, provided opportunities for pupils to practise these skills and to begin to apply them independently. As a result, monitoring highlighted that nearly all teachers plan effective lessons that promote the development of thinking</p>	<p>Nearly all teachers will be routinely modelling higher order thinking and providing opportunities for pupils to practise these skills and apply them independently, leading to a culture within classrooms that is dynamic, creative and engaging.</p> <p>Most pupils will be able to use their higher order thinking skills effectively and as a result most pupils will be making good progress towards the realisation of the four purposes.</p>
---	--

<p>skills. There is also evidence of the strong use of a range of teaching strategies which are intended to develop collaboration and thinking. However, there are some examples of pupils understanding the routine but not understanding their role in actively collaborating. They also need to continue to embed the explicit teaching of analysis and evaluate skills and to implement the explicit teaching of create.</p> <p>Some teaching strategies have not provided effective opportunities for pupils to develop their integral skills. Teachers need to ensure they identify regular and effective opportunities for pupils to progress with their integral skills - solve problems; overcome challenges; investigate and develop their higher order thinking skills through explicitly modelling these skills and providing regular opportunities for pupils to practice these skills.</p> <p>Furthermore, we need to ensure teachers implement a range of engaging teaching strategies to support pupils to gain new knowledge and understanding.</p>	<p>Most pupils will be able to use higher order thinking skills with increasing levels of control, complexity and independence to support their learning.</p> <p>Most teachers will be confident in using a range of thinking skill techniques to develop pupils' ability to create, evaluate and analyse.</p> <p>Most teachers will follow the agreed questioning and planned vocabulary development to ensure that most pupils can use the appropriate vocabulary for their year groups.</p>
--	--

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p>Vision</p> <p>Whole staff meetings to discuss this SDP target. Review the work completed so far in this Target and focus on specific areas of what needs to be developed next.</p> <p>Remind staff of why it is a priority and re-share the vision for pupils' higher order thinking skills and how pedagogy needs to evolve in order to develop the four purposes at Coedffranc Primary school.</p>	<p>Headteacher, Mr. Lloyd/Mrs. Harris</p>	<p>September 23</p>	<p>Reviewed regularly throughout the year</p>	<p>ADDS Session</p>

Professional Learning / Evolving Teaching				
<p>Teachers to continue to share practice developing pupils' analysis and evaluate skills including increasing the range of strategies they use to support pupils' ability to analyse. (see '<i>How to develop thinking skills and AfL in the classroom?</i>' for range of strategies)</p>	Headteacher, Mr. Lloyd/Mrs. Harris	September 23	Ongoing throughout the year	ADDS sessions
<p>All teachers to receive recap training and professional learning from the SMT focused on effective strategies for developing pupils' ability to evaluate. For example, Most Likely, Diamond Ranking; JUDGE etc. (see '<i>How to develop thinking skills and AfL in the classroom?</i>' for a wider range of strategies). A vocabulary and strategy list will be defined for use by teachers.</p>	Headteacher Mr. Lloyd/Mrs. Harris	October 23		ADDS sessions
<p>All teachers to receive professional learning from the school improvement team focused on effective strategies for developing pupils' ability to create. For example, Mind Mapping; ABC Graffiti; Placemat Activities etc. (see '<i>How to develop thinking skills and AfL in the classroom?</i>' for a wider range of strategies) A vocabulary and strategy list will be defined for use by teachers.</p>	Mrs. Anne Stoker LA Mrs. Debbie Thomas LA	January 24		ADDS sessions
<p>All teaching staff to receive Professional learning in the use of Kagan Structures in the classroom to promote collaborative learning and active pupil engagement.</p>	Headteacher & Kagan Professional development UK	Spring Term 24	Ongoing	INSET day 5: £1200 TBC
<p>All teachers to receive professional learning from the school improvement team focused on ensuring they provide effective opportunities for</p>	Mrs. Anne Stoker LA Mrs. Debbie Thomas LA	Spring 24		ADDS sessions

<p>pupils to progress with their integral skills including solving problems; overcoming challenges; investigating and developing their higher order thinking skills.</p> <p>Senior leaders to provide opportunities for staff to collaborate and share examples of learning experiences to support the development of pupils' higher order thinking skills both internally and with other partner schools (to be established following discussion with ESO) to ensure progression.</p> <p>All teachers to continue to model effective questioning and feedback, to support the development of pupils' higher order thinking skills. (see '<i>How to develop thinking skills and AfL in the classroom?</i>' – particularly around teacher behaviours)</p> <p>All teachers to engage in professional learning on teaching strategies to enable pupils to progress with their knowledge and understanding e.g 'Runs', 'Boats', 'Scavenger Hunts' etc. (Teacher Toolkit).</p>	<p>Headteacher, Mr. Lloyd/Mrs. Harris</p> <p>Headteacher, Mr. Lloyd/Mrs. Harris</p> <p>Mrs. Anne Stoker LA Mrs. Debbie Thomas LA</p>	<p>On-going throughout the next 3 terms</p> <p>October 23</p> <p>Spring 24</p>		<p>ADDS sessions</p> <p>Supply cost for SLT members for 1 day release £440</p> <p>ADDS sessions</p>
<p>Curriculum Development</p> <p>Leaders to evolve their curriculum design to ensure all mandatory elements and purposeful opportunities for pupils to make progress with their integral skills using training from the LA.</p> <p>Teachers to ensure they identify regular and effective opportunities for pupils to progress with their integral skills - solve problems; overcome challenges; investigate and develop their higher order thinking skills.</p>	<p>Headteacher, Mr. Lloyd/Mrs. Harris</p> <p>Headteacher, Mr. Lloyd/Mrs. Harris</p>	<p>October 23</p>	<p>July 24</p>	<p>Inset Day and PPA sessions</p> <p>ADDS & PPA sessions</p>

<p>Teachers to ensure they explicitly use and model the identified language and tools associated with analysing, evaluating and creating with their respective classes.</p> <p>Teachers to continue to embed the 3-part structure to their teaching of HOTS – explicit teaching; opportunities to practice the skill and opportunities for independent application.</p>	<p>Headteacher, Mr. Lloyd/Mrs. Harris</p> <p>Headteacher, Mr. Lloyd/Mrs. Harris</p>			<p>ADDS & PPA sessions and Learning Walks</p> <p>ADDS & PPA sessions</p>
<p>Performance Management</p> <p>Lead teachers to develop performance management target linked to developing pupils' higher order thinking skills and collaborative learning and training to meet their individual needs.</p>	<p>Headteacher, Mr. Lloyd/Mrs. Harris</p>	<p>September 23</p>	<p>July 24</p>	<p>1 day per term release X 2 staff members = £1320</p>
<p>Monitoring</p> <p>Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving the SDP target. Revise action plan based on areas identified for improvement.</p>	<p>Headteacher, Deputy Headteacher Mr. Lloyd/Mrs. Harris ESO & Governor</p>	<p>Half termly throughout the year</p>	<p>Half termly throughout the year</p>	<p>1 day per half term release x 2 members = £2640</p>
Total Cost				£5,600.00

Target 3: To improve pupil attendance (Year 1 of target)

Target overview:

To improve the attendance of pupils, especially girls, pupils eligible for free school meals, those with English as an Additional Language and those with Additional Learning Needs

Priority 3	SLT Lead: T. Richards (Acting Headteacher)	Governing Body Partners:
	External partners: Macron Sports Hub, Education Welfare Officer, Early Intervention Panel, Children’s Services	

Links	Attendance links to and impacts on all target areas.
--------------	---

Why is this a priority?	Success Criteria – What will success look like?
<p>We have 43 children (in Years One to Six) who are currently classed as persistent non-attenders during the 2022-23 academic year (attendance rate of below 80%). Our average attendance for this academic year was 86.7%. Before covid, average attendance was 93.8%. This means that there is a 7.1% drop in the average attendance rate.</p> <p>The school continues to have an attendance rate lower than the NPT average. The attendance rate of our current Year 5 pupils in particular is significantly below the NPT average.</p> <p>Both the boys and girls’ attendance rates are below the NPT average. Of concern is the statistic that our eFSM pupils and our EAL pupils are, on average, missing nearly a day a week and are also below the NPT averages.</p>	<p>The school will strengthen the process for tackling attendance, in particular excessive holidays.</p> <p>Overall attendance will improve to 91%. Attendance of eFSM pupils will increase to 86%. Attendance of pupils with EAL will increase to 86%. The percentage of persistent absentees will fall.</p> <p>Many vulnerable learners will make improved progress. Many vulnerable learners will demonstrate more positive attitudes to school and learning.</p> <p>The school will have a pupils focused reward system in place to reward full-week attendance at school.</p>

Illness, holidays and unauthorised absences account for 11.16% of the absences from school. Many of the unauthorised absences have the pattern of holidays that have not been requested.	
--	--

Year 2 and Year 3 High Level Targets

	<p>Overall attendance will improve to 93%</p> <p>Attendance of eFSM pupils will increase to 89%</p> <p>Attendance of pupils with EAL will increase to 89%</p> <p>The percentage of persistent absentees will fall</p> <p>Most vulnerable learners will make improved progress</p> <p>Most vulnerable learners will demonstrate more positive attitudes to school and learning</p>
	<p>Overall attendance will improve to 95%</p> <p>Attendance of eFSM pupils will increase to 92%</p> <p>Attendance of pupils with EAL will increase to 92%</p> <p>The percentage of persistent absentees will fall</p> <p>Nearly all vulnerable learners will make improved progress</p> <p>Nearly all vulnerable learners will demonstrate more positive attitudes to school and learning</p>

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Communication with all stakeholders				
Initial meeting with EWO - clarify the All Wales Attendance Framework which outlines the statutory guidelines for processes to follow e.g. Letter 1, letter 2, Parental partnership meetings, referral to education welfare service and coding.	Headteacher, N. Bamsey and EWO	September 2023		Budget for printing, envelopes and postage (£500)
Effectively communicate the importance of attendance and the school's systems and processes to pupils, staff, governors and parents.	Headteacher and N. Bamsey	September 2023	Termly	Adds sessions

<p>Ensure coherent communication of the school's systems and clear roles and responsibilities e.g. Headteacher, Office Staff, EWO, Family Engagement Officer, class teachers</p>	<p>Headteacher</p>	<p>September 2023</p>		
<p>Ensure clear lines of communication and importance of attendance to parents via newsletter, website, Class Dojo messages, parents' evenings, Meet the Teacher and curriculum events.</p>	<p>Headteacher and N. Bamsey</p>	<p>September 2023</p>	<p>Ongoing</p>	<p>Clerk's time</p>
<p>Continue to implement the Local Authority "Traffic Light" system. Termly RAG letters to be sent home to inform parents of pupil attendance and how this is positively or negatively impacting on pupil progress and wellbeing.</p>	<p>N. Bamsey and Class teachers</p>	<p>Before end of each term</p>	<p>Termly</p>	<p>Cost of paper, envelopes and printing (150)</p>
<p>Develop the role of the school council and empower them to implement attendance reward schemes to improve attendance and communicating key information to their peers and parents.</p>	<p>Headteacher and R. Gabriel</p>	<p>September 2023</p>	<p>Ongoing</p>	<p>Release time provided during school day</p>
<p>Share this SDP target with Governors. Meet with Governor with responsibility for attendance on a regular basis and provide them with the monthly data from Carl Glover. Governor to feedback attendance data to FGB meetings on a termly basis. Attendance Governor to also attend meeting with EWO on a termly basis.</p>	<p>Headteacher and Attendance Lead Governor</p>	<p>October 2023</p>	<p>Termly</p>	
<p>Ensure all teachers are aware of their responsibility to raise attendance in their class and use the EBSA training provided.</p>	<p>Class teachers</p>	<p>September 2023</p>	<p>Ongoing</p>	<p>Adds session</p>
<p>Provide teachers with a regular breakdown of attendance for each pupil in their class. Teachers</p>	<p>Class teachers</p>	<p>September 2023</p>	<p>Ongoing</p>	<p>In class activities</p>

<p>Engage with relevant outside agencies to improve attendance of vulnerable pupils through Persistent Absenteeism Officers with the LA (PAO), social workers, and health visitors.</p> <p>Ensure pupils causing concern are an agenda item in Adds sessions and during transition meetings between schools.</p>	<p>Headteacher, T. Williams, N. Bamsey, EWO and partner agencies</p> <p>Headteacher and staff</p>	<p>September 2023</p> <p>September 2023</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>None</p> <p>None</p>
<p>Encouraging strong attendance and reward systems</p> <p>School Council to implement weekly token-based system that rewards each full week of attendance in school. Termly prizes along with over 95% prize draw at end of academic year.</p> <p>Weekly class points prize sponsored by Macron to continue with a high profile through the week and in celebration assembly.</p> <p>Partnership for school uniform reward to continue. Information to be given during meet the teacher event and raised again in newsletters through the year.</p> <p>Attendance to be mentioned in the meet the teacher events. Consider the inclusion of EWO at parent's evenings.</p> <p>Continue the use of 'Late Gates' to support punctuality. EWO in partnership with school staff to greet latecomers.</p>	<p>Headteacher and Mrs. Gabriel with School Council</p> <p>L. Lloyd, C. Harris, N. Bamsey and Macron Sports Hub</p> <p>Headteacher and teachers</p> <p>Headteacher and teachers</p> <p>Office staff and EWO</p>	<p>September 2023</p> <p>September 2023</p> <p>September 2023</p> <p>September 2023</p> <p>September 2023</p>	<p>Termly prize</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>£1,500 prize fund for School Council</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>

<p>Sharing good practice</p> <p>Identify schools similar in context where clearly defined roles and responsibilities result in improving attendance from contextual and attendance data.</p> <p>Identify strategies that have contributed to the strong performance of the schools. Consider implementing new initiatives. Review and monitor impact.</p> <p>Develop use of PASS assessment to identify areas that pupils need to develop to give better attitudes towards school and self and to identify those with low responses towards attitudes towards attendance.</p>	<p>Headteacher and EWO</p> <p>Headteacher and identified school Heads/EWOs</p> <p>Headteacher</p>	<p>September 2023</p> <p>September 2023</p> <p>September 2023</p>	<p>Termly</p> <p>Termly</p> <p>Twice a year</p>	<p>None</p> <p>None</p> <p>£2.50 per pupil from Year 1 to Year 6 = £875</p>
<p>Monitoring</p> <p>In collaboration with the SMT and attendance link Governor, undertake regular data analysis to evaluate progress towards achieving this SDP target.</p> <ul style="list-style-type: none"> • Is attendance improving? • Is the percentage of persistent absentees falling? • Is the attendance of targeted pupils improving? • Is the attendance of particular groups of learners such as eFSM improving? <p>Ensure monitoring activities include a focus on the progress of pupils with poor attendance.</p>	<p>Headteacher, SMT and Attendance Governor</p> <p>Headteacher, SMT and Attendance Governor</p> <p>Headteacher, SMT and Attendance Governor</p>	<p>December 2023</p> <p>December 2023</p> <p>September 2023</p>	<p>Termly</p> <p>Termly</p> <p>Ongoing</p>	<p>SMT sessions</p> <p>SMT sessions</p> <p>None</p>
Total Cost:				£3,525

Target 4:

To develop pupils' number skills and increase opportunities to apply purposefully across the curriculum (Year 2 of target)

Target overview:

As a result of self-evaluation activities the school has identified the need to evolve the way in which number skills are taught, in order to improve the pupils' depth of conceptual understanding of number. This will involve the use of the White Rose Mathematics scheme and training in specific teaching approaches. Estyn have highlighted a need to increase opportunities to use numeracy across the curriculum.

Target 4	Staff Leads: Mrs. L. Harvey & Mrs. E. Robinson	Governor Partner: Mrs. Rachel Mellin
	Team Members: Class teachers throughout the school	External partners: Mrs. Debbie Thomas

Links	Target 2: Higher Order Thinking
--------------	--

Why is this a priority?	Success Criteria – What will success look like?
--------------------------------	--

<p>Monitoring highlights that many pupils display good standards with their basic number work. However, most pupils need to develop:</p> <ul style="list-style-type: none"> • depth of conceptual understanding within their number work • use of precise mathematical language when discussing their mathematical thinking • use of efficient strategies when undertaking calculations • fluency in applying their number skills <p>These areas identified for development are in line with the principles of progression, including the mathematical proficiencies, within the Mathematics and Numeracy AoLE.</p>	<p><u>Provision</u></p> <p>Many teachers will understand and implement the development of conceptual understanding through verbal, concrete, visual, digital and abstract approaches.</p> <p>Many teachers will plan for purposeful opportunities for pupils to apply their numeracy skills at a level of which they are capable across the curriculum.</p> <p><u>Learning</u></p> <p>Many pupils will be able to:</p> <ul style="list-style-type: none"> • represent concepts in multiple ways (concrete, visual, digital and abstract)
---	---

<p>Across the school, many pupils are beginning to develop their mathematical reasoning skills appropriately in mathematics lessons. However, in general, pupils do not apply their numeracy skills across the curriculum to the level of which they are capable.</p>	<ul style="list-style-type: none"> • use precise mathematical language to explain their thinking • make up examples (and non-examples) • identify efficient strategies for calculations • independently apply concepts to new problems in unfamiliar situations • apply their numeracy skills at a level of which they are capable across the curriculum
---	---

Year 2 and 3 High Level Targets

<p>Year 3</p>	<p>The school's approach to the teaching of number through conceptual understanding using verbal, concrete, visual, digital and abstract approaches will be embedded. Most pupils will be proficient with their number skills. Most teachers will plan for purposeful opportunities for pupils to apply their numeracy skills at a level of which they are capable across the curriculum. Most pupils will apply their numeracy skills at a level of which they are capable across the curriculum.</p>
---------------	---

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p>Vision</p> <p>Whole staff meeting to review progress made against this SDP target. Discuss why it is a priority and share the vision for pupils' mathematics and numeracy skills in line with the principles of progression and how pedagogy needs to evolve in order to develop pupils' mathematical proficiencies as outlined in Curriculum for Wales. Discuss current opportunities to apply numeracy skills across the curriculum.</p>	<p>Mrs. L. Harvey and Mrs. E. Robinson</p>	<p>October 23</p>	<p>October 23</p>	<p>N/A</p>
<p>Professional Learning / Evolving Teaching</p> <p>All teachers to receive professional learning from the school improvement team focused on developing an understanding of the mathematical proficiencies and applying across the curriculum.</p>	<p>Mrs. D Thomas</p>	<p>November 23</p>	<p>November 23</p>	<p>ADDs sessions</p>

<p>Teachers to review where they feel they need to receive additional professional learning from the school improvement team focused on how to develop pupils' conceptual understanding through verbal, concrete, visual, digital and abstract approaches.</p>	<p>Mrs. L. Harvey and Mrs. E. Robinson</p>	<p>On-going</p>	<p>On-going</p>	<p>ADDs sessions</p>
<p>Senior leaders to provide opportunities for staff to collaborate (internally and with other schools) sharing examples of learning experiences to support the development of pupils' conceptual understanding and to consider how progression will be ensured.</p>	<p>Leaders of Learning</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>ADDs sessions</p>
<p>Senior leaders to provide opportunities for staff to collaborate (internally and with other schools) sharing examples of learning experiences for pupils to apply their numeracy skills at an appropriate level across the curriculum.</p>	<p>Leaders of Learning, Mrs. L. Harvey and Mrs. E. Robinson</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>£1,100 for 5 days supply cover</p>
<p>Senior leaders to provide opportunities for staff to share effective practice through observations.</p>	<p>Leaders of Learning and Deputy Headteacher</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>In-house release time</p>
<p>Resources</p>				
<p>Leaders to review effectiveness of resources purchased already and then purchase manipulatives to support the development of pupils' conceptual understanding. For example, Dienes base ten, place value counters, Cuisenaire rods etc.</p>	<p>Mrs. L. Harvey & Mrs. E. Robinson</p>	<p>October 23</p>	<p>October 23</p>	<p>£1,000</p>
<p>School to renew online White Rose Maths resources to support classroom teaching.</p>	<p>Mrs. L. Harvey & Mrs. E. Robinson</p>	<p>September 23</p>		<p>£490.00</p>

<p>Curriculum Development</p> <p>Teachers to continue to implement the development of pupils' conceptual understanding through verbal, concrete, visual, digital and abstract approaches.</p> <p>Discussions in ADDS sharing good practice and solution-focussed approaches to implementation of purposeful numeracy activities into the planned curriculum.</p> <p>Teachers to continue to ensure they explicitly use and model the identified mathematical language associated with the concept they are teaching.</p> <p>Teachers to ensure they provide the time for pupils to construct their own mathematical problems and to share strategies to solve problems and identify the most efficient strategy.</p> <p>Teachers to ensure that they provide opportunities for pupils to apply their numeracy skills at an appropriate level across the curriculum using the LNF as a guide to standards expected.</p>	<p>Mrs. L. Harvey & Mrs. E. Robinson</p> <p>Mrs. L. Harvey & Mrs. E. Robinson</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>On-going throughout the year</p> <p>On-going throughout the year</p> <p>On-going throughout the year</p> <p>On-going throughout the year</p> <p>On-going throughout the year</p>	<p>On-going throughout the year</p> <p>On-going throughout the year</p> <p>On-going throughout the year</p> <p>On-going throughout the year</p> <p>On-going throughout the year</p>	<p>ADDS sessions</p> <p>ADDS sessions</p> <p>PPA Time</p> <p>PPA Time</p> <p>PPA Time</p>
<p>Performance Management</p> <p>2 lead teachers to be provided with performance target linked to developing opportunities for pupils to apply their numeracy skills across the curriculum at a suitable level and be provided with professional learning to meet their individual needs.</p>	<p>Mrs. L. Harvey & Mrs. E. Robinson</p>	<p>1 day per term November 23</p>	<p>Summer 24</p>	<p>1 day per term release X 2 staff members = £1,320</p>

<p>Monitoring</p> <p>Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving this SDP target. Revise action plan based on areas identified for improvement.</p>	<p>Headteacher, Deputy Headteacher, Mrs. L. Harvey & Mrs. E. Robinson</p>	<p>November 23</p>	<p>Summer 24</p>	<p>1 day per term release X 2 staff members = £1,320</p>
			<p>Total Cost</p>	<p>£5,230.00</p>

Target 5:

To ensure all eFSM pupils' wellbeing/learning are supported by an effective home/school partnership and to develop all parents understanding of progression in the new curriculum (Year 1 of target)

Target overview

- The school will forge ever closer links with parents/carers by implementing its Whole school Parent/Carer Partnership Plan. Trained TA's will be given weekly protected time to contact families to discuss pupils' learning progress and wellbeing. Parents/carers will, through a blended approach, develop their understanding of progression in key areas identified.

5

SLT Lead: Mr. T. Richards

Governor Partner: Cllr. Nathan Goldup-John

Team members:
Deputy Headteacher, Tammi Williams

External partners:
ESO and Community Focused Schools partnership schools

Links

Target 1: Progression and Assessment, **Target 3:** Attendance

Why is this a priority?

This is a school priority because the school has identified the need to continue to develop and work more collaboratively with families to ensure we are maximizing all the education and wellbeing opportunities we can and that parents need to have a shared understanding of how their children will make progress in the new curriculum.

In a recent self-evaluation survey over half of our parents expressed the view that ***'they would like to make a greater contribution to their children's education'*** and ***'would welcome the opportunity of greater active involvement'***.

Success Criteria – What will success look like?

- Purposeful systems are in place to share information with parents about progress made by pupils and progression in general
- School to hold relevant and 'dynamic' information about pupil wellbeing and attitudes to learning.
- A majority of parents to feel they take a greater active involvement in the children's education
- The majority of parents feel that they understand what progression is within identified areas of the curriculum

Year 2 and Year 3 High Level Targets

Year 2	<ul style="list-style-type: none"> • E-FSM attendance to continue to improve. • Systems to report progress and engage with parents on the nature of progression are established and effective in the majority of areas of the curriculum. • Many parents to feel they take a greater active involvement in the children's education.
Year 3	<ul style="list-style-type: none"> • E-FSM attendance to return to pre-Covid levels and continue to improve year on year • Most parents to feel they take a greater active involvement in the children's education • Systems to report progress and engage with parents on the nature of progression are established and effective in the many of areas of the curriculum.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p>Vision</p> <p>Whole staff meetings to discuss this SDP sub-target; why is it a priority? Develop a shared understanding and vision for progression within the Curriculum for Wales, the four purposes and how important effective parental/carer engagement is in supporting school to develop the core purposes with its pupils.</p>	Headteacher	Autumn Term 23	Ongoing	£0
<p>Awareness Raising</p> <p>Ensure all stakeholders are aware of the Parent/Carer Partnership Project and its aims. Through the use of parent/carer forums, parent/carer workshop sessions, video messages, school website, class dojo and newsletter school will engage with the whole community regarding this project.</p>	Headteacher	Autumn Term 23	Ongoing	£0

<p>Community Focussed Schools project to be highlighted with staff. Working party formed within the school to enable delivery. Enquiry question to be established and shared with staff and parents/carers.</p>	<p>Headteacher, T. Williams, Deputy Headteacher</p>	<p>Autumn Term 23</p>	<p>Ongoing</p>	<p>Family Engagement Officer costs and release time for Deputy Headteacher</p>
<p>Management Systems/Processes</p>				
<p>The project and enquiry lead sits on the SLT and will have a clear line of communication to school leaders.</p>	<p>Headteacher</p>	<p>Autumn Term 23</p>	<p>Ongoing</p>	<p>£0</p>
<p>The actions for the target and enquiry will be discussed and monitored in weekly SLT, safeguarding and ADDs meetings.</p>	<p>Headteacher and Deputy Headteacher</p>	<p>Autumn Term 23</p>	<p>Ongoing</p>	<p>£0</p>
<p>Partner Governor will be identified to work in partnership with SLT member to monitor progress and impact of this target and report back to Governing body.</p>	<p>SLT and Governing Body</p>	<p>Autumn Term 23</p>	<p>Ongoing</p>	<p>£0</p>
<p>SLT lead to design Pupil Progression Information Booklets for parents/carers and multimedia digital resources and ensure that they are distribute and work for parents/carers.</p>	<p>Headteacher and Deputy Headteacher</p>	<p>September 23</p>	<p>Ongoing</p>	<p>Reprographics costs £100</p>
<p>SLT lead to organise and share timetable for Parent Partner release time (PPT) – the equivalent of 1 half day per week.</p>	<p>Headteacher</p>	<p>Weekly</p>	<p>Ongoing</p>	<p>Costs of FLO</p>
<p>SLT lead to ensure PP’s feedback effectively to teachers on the day.</p>	<p>Headteacher and T. Williams</p>	<p>Weekly</p>	<p>Ongoing</p>	<p>Costs of FLO</p>

<p>Professional Learning / Evolving Teaching</p> <p>SLT lead to lead on professional enquiry through the Community Focussed Schools project. Research to be identified, examined and shared with information used to develop a shared understanding of pupil progression with parents.</p> <p>Senior leaders to provide opportunities for parents and carers to engage with information about pupil progress in our planned curriculum, both face-to-face and through digital virtual means.</p> <p>SLT lead to support Teachers in ensuring that Parent partnership outcomes impact on planning and progress in the classroom.</p> <ul style="list-style-type: none"> Effectively identify individual needs of pupil (support from ALNCo and LA Inclusion team) Plan for pupil progress in wellbeing and knowledge, skills and understanding using a range of strategies TAs to engage in LA training on ALN and curriculum (e.g. CfW, Effective questioning, use of scaffolding etc.) 	<p>Headteacher</p> <p>Headteacher, Deputy Headteacher and T. Williams</p> <p>Leaders of Learning, Deputy Headteacher and Headteacher</p>	<p>Autumn Term 23</p> <p>Autumn Term 23</p> <p>Autumn Term 23</p> <p>Autumn Term 23</p>	<p>Summer Term 24</p> <p>On going</p> <p>On going</p>	<p>Local Authority grant from WG</p>
<p>Curriculum Development</p> <p>All teachers use the information related to the shared understanding of progression to plan for opportunities for pupils to develop their discipline skills and knowledge, cross curricular and their integral skills at an appropriate level.</p> <p>Teachers to use the information from the INSET day to ensure that the learning experiences 'are different' and that planning reflects the 'new lense' that teaching needs to be seen through.</p>	<p>Class teachers</p> <p>Class teachers</p>	<p>Autumn Term 23</p> <p>October 23</p>	<p>Summer Term 24</p> <p>Ongoing</p>	<p>PPA Time</p> <p>Inset day costs (£1,000)</p>

<p>Monitoring</p> <p>Teacher and Parent/Carer questionnaires, pupil progress meetings, attendance data and parent feedback to evaluate:</p> <p>A. Are parents more confident and equipped to support their children throughout the school?</p> <p>B. Do parents and carers have a better understanding of progression in the new curriculum?</p> <p>C. Do staff have a better understanding of progression within the new curriculum and have their enquiry skills improved?</p> <p>Revise action plan based on areas identified for improvement.</p>	<p>Headteacher and Link Governor</p>	<p>Spring Term 2022</p>	<p>Summer Term 2023</p>	<p>No additional release time required for Headteacher/EWO/Clerk</p>
			<p>Total Cost</p>	<p>£1,100</p>

Costings for School Development Plan 2023/24

Target	Cost
Target 1: Progression and Assessment (Year 1 of target)	£6,780
Target 2: To develop pupils' higher order thinking skills (Year 3 of target)	£5,600
Target 3: To improve pupil attendance (Year 1 of target)	£3,525
Target 4: To develop pupils' number skills 4 and increase opportunities to apply purposefully across the curriculum (Year 2 of target)	£5,230
Target 5: To ensure all eFSM pupils' wellbeing/learning are supported by an effective home/school partnership and to develop all parents understanding of progression in the new curriculum (Year 1 of target)	£1,100
Total cost of plan	£22, 235