



COEDFFRANC PRIMARY SCHOOL

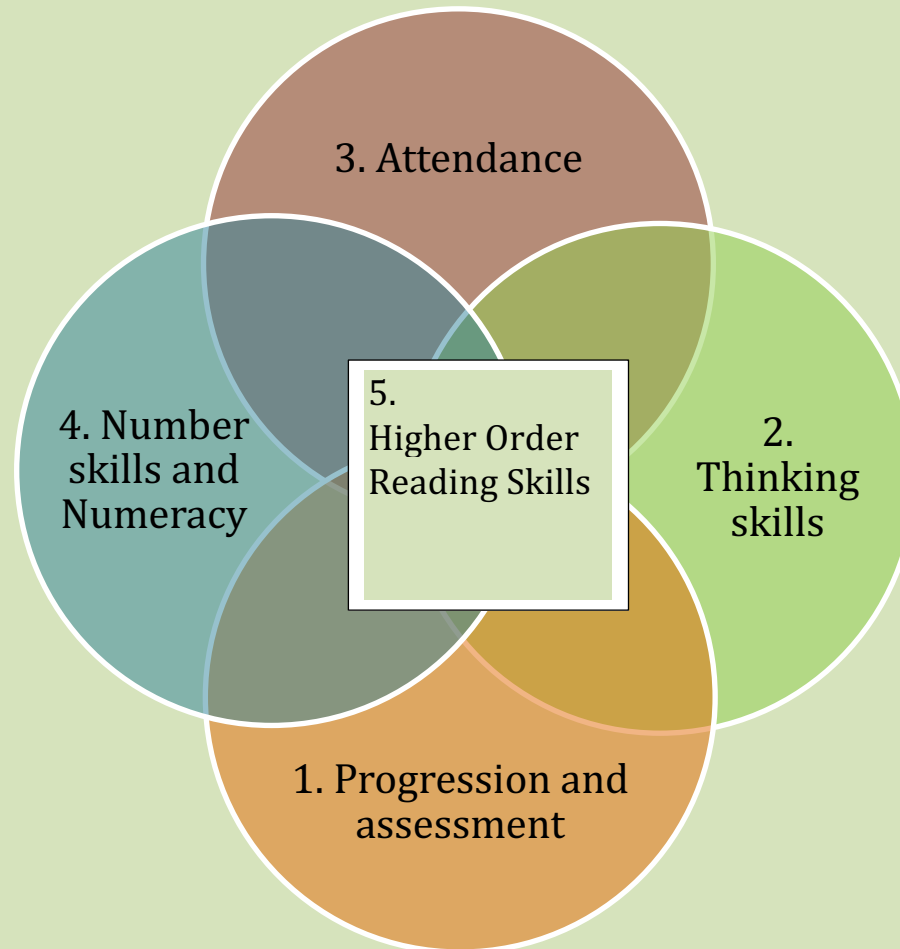
School Development Plan 2024 - 2025

'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 2024/25



Target 1: Progression and Assessment (Year 2 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. Richards	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: Higher Order Reading Skills	

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.

Shared understanding of Progression for all stakeholders

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**'.

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.

Parental Understanding of Progression

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 3 High Level Targets

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> <p>Nearly all pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p>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.</p>
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Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p>Vision</p> <p>Also share the vision for formative assessment with parents/carers, pupils and reinforce with staff from new policy:</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 	Headteacher	September 24		INSET Session
<p>Ensure that new policy for feedback is understood and implemented consistently by staff through book looks, learning walks and listening to learners.</p>	Deputy Headteacher	Termly		Time to carry out activities x 2 days = £440
<p>Shared Understanding of Progression</p> <p>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 centred around Maths and Numeracy and Languages, Literacy and Communication • Presentation/Discussion in Governor meetings • Parent meetings through Community Focussed Schools project • Evaluations carried out in the school 	Deputy Headteacher and Headteacher	Numeracy Autumn Term 24 LLC INSET October 24	Ongoing Ongoing	Adds Meetings Inset Day

<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> <p>Parental Engagement Officer to link with LLC and Maths leads to develop presentations for parents on progression within these key areas.</p> <p>Continue with the Community Focused Schools project. Working party formed within the school to enable delivery. Enquiry to continue with information shared with parents on progression within the integral skills.</p>		<p>February 25 LLC May 25 Maths</p> <p>October 24</p>		<p>Time for prep 2 x day = £440</p>
<p>Professional Learning / Evolving Teaching All teachers to continue 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. 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 for Literacy and Numeracy.</p>	<p>Deputy Headteacher and Mr. Lloyd and GB</p> <p>ESO and Headteacher</p> <p>Deputy Headteacher and Mr. Lloyd</p>	<p>Ongoing</p> <p>October 24</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>2 teachers released for 5 days = £2,200</p> <p>Adds sessions and PPA</p> <p>Release time for Tammi to be built into timetable</p>

<p>Curriculum Development</p> <p>Leaders and teachers to continually review and develop the school's curriculum planning – How well does the curriculum support pupils to progress with: Integral skills 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 • Success Criteria • Feedback • Self and peer assessment 	<p>Headteacher, Deputy Headteacher, Mr. Lloyd and Mrs. Harris</p> <p>SMT</p> <p>SMT</p> <p>Headteacher, Deputy Headteacher, Mr. Lloyd, Mrs. Harris</p>	<p>October 24 in planned SE programme</p> <p>September 24</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Ongoing according to SE programme</p> <p>July 2025</p> <p>March 24</p>	<p>1 day x £220</p> <p>Adds sessions and potential system costs (£1,500)</p> <p>Adds sessions with teachers</p> <p>Adds sessions and monitoring time through learning walks and book looks</p>
<p>Performance Management</p> <p>Teachers may 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> <p>The project and enquiry lead sits on the SLT and will have a clear line of communication to school leaders.</p>	<p>Teachers</p>	<p>September 24</p>	<p>September 25</p>	<p>1 day per term release X 2 staff members = £1320</p>

<p>The actions for the target and enquiry will be discussed and monitored in weekly SLT, safeguarding and ADDs meetings.</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 lead to design Pupil Progression Information Sways for parents/carers and multimedia digital resources and ensure that they are distribute and work for parents/carers.</p>				
<p>Monitoring 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> <p>Teacher and Parent/Carer questionnaires, pupil progress meetings, attendance data and parent feedback to evaluate:</p> <ul style="list-style-type: none"> A. Are parents more confident and equipped to support their children throughout the school? B. Do parents and carers have a better understanding of progression in the new curriculum? C. Do staff have a better understanding of progression within the new curriculum and have their enquiry skills improved? <p>Revise action plan based on areas identified for improvement.</p>	<p>Headteacher, Deputy Headteacher, Mr. Lloyd, Mrs. Harris and Governors</p>	<p>October 24</p>	<p>Ongoing</p>	<p>Costs for Learning Walks outlined above.</p>
Total Cost				£6,120

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 and Active Learning Strategies in the classroom.

Target 2	SLT Leads:	Governing Body Partners: Mrs. R. Mellin
	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
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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 skills. There is also evidence of the strong use of a range of teaching strategies which are intended to develop collaboration and thinking.</p>	<p>Nearly all teachers will be routinely modelling higher order thinking and providing opportunities for pupils to practice 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>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>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 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>
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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>Headteacher and ESO</p>	<p>September 24</p> <p>Autumn Term 2024</p>	<p>Reviewed regularly throughout the year</p>	<p>ADDS Session</p>
<p>Professional Learning / Evolving Teaching</p> <p>Teachers to continue to share practice developing pupils' analysis and evaluate skills including</p>	<p>Headteacher and SLT</p>	<p>September 24</p>	<p>Ongoing throughout the year</p>	<p>ADDS sessions</p>

<p>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> <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> <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.</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, Mrs. Anne Stoker LA Mrs. Debbie Thomas LA</p> <p>Mrs. Anne Stoker LA Mrs. Debbie Thomas LA and teachers on T&L Programme</p> <p>Headteacher, Mrs. Roderick</p> <p>Headteacher, Mr. Lloyd/Mrs. Roderick</p>	<p>October 24</p> <p>January 25</p> <p>Spring Term 25</p>	<p>Ongoing</p>	<p>ADDS sessions</p> <p>ADDS sessions</p> <p>ADDS sessions</p>
<p>Curriculum Development</p> <p>Leaders of learning to monitor the curriculum design to ensure all mandatory elements and</p>	<p>Mr. Lloyd and Mrs. Harris with Mr. Richards</p>	<p>October 24</p>	<p>July 25</p>	<p>Leadership Time</p>

<p>purposeful opportunities for pupils to make progress with their skills and knowledge.</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>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 and Mrs. Harris</p> <p>Headteacher, Mr. Lloyd and Mrs. Harris</p> <p>Headteacher, Mr. Lloyd and Mrs. Harris</p>	<p>September 2024</p> <p>October 2024</p> <p>October 2024</p>		<p>ADDS & PPA sessions</p> <p>ADDS & PPA sessions</p> <p>Leadership time, ADDS & PPA sessions</p>
<p>Performance Management</p> <p>Teachers may have performance management target linked to developing pupils’ higher order thinking skills and collaborative learning and training to meet their individual needs which will be completed through an enquiry process.</p>	<p>Headteacher, Mr. Lloyd/Mrs. Harris</p>	<p>September 24</p>	<p>September 25</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>
<p>Total Cost</p>				<p>£3,960</p>

Target 3: To improve pupil attendance (Year 2 of target)

Target overview:

To improve the attendance of pupils, especially girls, pupils eligible for free school meals and those in the current Year 6.

Priority 3	SLT Lead: T. Richards (Acting Headteacher)	Governing Body Partners: Cllr. N. Goldup-John
	External partners: Education Welfare Officer, Early Intervention Panel, Children’s Services	

Links	Attendance links to and impacts on all target areas.
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Why is this a priority?	Success Criteria – What will success look like?
<p>We had 43 children (in Years One to Six) who were classed as persistent non-attenders during the 2022-23 academic year (attendance rate of below 80%). Our average attendance for the 2022-23 academic year was 86.7%. Before covid, average attendance was 93.8%. This indicated that there was a 7.1% drop in the average attendance rate when those two years are compared.</p> <p>The school continued to have an attendance rate lower than the NPT average. The attendance rate of the then Year 5 pupils in particular was significantly below the NPT average.</p> <p>Both the boys and girls’ attendance rates were 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 accounted for 11.16% of the absences from school. Many of the unauthorised absences had the pattern of holidays that had not been requested.

2023-24 Information

We have 20 children in Years One to Six (reduced from 43 in previous academic year) who are currently classed as persistent non-attenders during the 2023-24 academic year (attendance rate of below 80%). Our average attendance for this academic year to end of June 2024 was 90.51%. Before covid, average attendance was 93.59%. This means that there is a 3% drop in the average attendance rate. However, the attendance rate to the same point in 2022/23 is 87.92% showing a significant on-year improvement.

The school continues to have an attendance rate lower than the NPT average. The attendance rate of our current Year 6 pupils in particular is significantly below the NPT average. The girls' attendance rates (90.03%) are below the NPT average (91.17%).

Unauthorised absences account for 4.81% of the absences from school. Many of the unauthorised absences have the pattern of holidays that have not been requested. This is above the NPT average of 3.82% unauthorised absences.

Year 3 High Level Targets

Year 3

- Overall attendance will improve to 92%
- Attendance of eFSM pupils will increase to 88%
- Attendance of pupils with EAL will increase to 89%
- The percentage of persistent absentees will fall.
- Most vulnerable learners will make improved progress
- Most vulnerable learners will demonstrate more positive attitudes to school and learning

Milestones - Actions

Lead Person(s)

Start

Finish

Cost

<p>Communication with all stakeholders</p> <p>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. Share priorities for the academic year.</p> <p>Effectively communicate the importance of attendance and the school's systems and processes to pupils, staff, governors and parents. Share information about fines with parents/carers.</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>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>Continue to empower the school council to monitor and adapt the attendance reward schemes to improve attendance and communicating key information to their peers and parents.</p> <p>Share this SDP target with Governors. Meet with Governor with responsibility for attendance on a regular basis inviting them in to the EWO meeting and provide them with the monthly data from Carl</p>	<p>Headteacher, N. Bamsey and EWO</p> <p>Headteacher and N. Bamsey</p> <p>Headteacher and N. Bamsey</p> <p>N. Bamsey and Class teachers</p> <p>Headteacher and R. Gabriel</p> <p>Headteacher and Attendance Lead Governor</p>	<p>September 2024</p> <p>September 2024</p> <p>September 2024</p> <p>Before end of each term</p> <p>September 2024</p> <p>October 2024</p>	<p></p> <p>Termly</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Termly</p>	<p>Budget for printing, envelopes and postage (£500)</p> <p>Adds sessions</p> <p>Clerk's time</p> <p>Cost of paper, envelopes and printing (£150)</p>
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<p>Glover. Governor to feedback attendance data to FGB meetings on a termly basis.</p> <p>Ensure all teachers are aware of their responsibility to raise attendance in their class and use the EBSA training provided.</p> <p>Provide teachers with a regular breakdown of attendance for each pupil in their class. Teachers to promote the importance of good attendance and to discuss attendance matters with pupils.</p>	<p>Class teachers</p> <p>Class teachers</p>	<p>September 2024</p> <p>September 2024</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Adds session</p> <p>In class activities</p>
<p>Target pupils and families</p> <p>HT and Office staff, in collaboration with the EWO and Family Engagement Officer to undertake regular analysis of data, to identify:</p> <ul style="list-style-type: none"> • Those pupils who are persistent absentees (80% and below) and those with an attendance rate of less than 90% (Red) • Those pupils who, whilst not persistent absentees, have an attendance rate below 95% (Amber) • Monitor and track the attendance of pupils causing concern on a regular basis (at least fortnightly). • Identify patterns of absence, follow up on issues. <p>Discuss pupils causing concern with EWO and agree on any further action required.</p> <p>Continue to implement 1st day response system - text if absence not reported by 9.30 a.m. Follow up with phone call. Consider potential safeguarding concerns.</p>	<p>Headteacher, EWO, N. Bamsey</p> <p>Headteacher, EWO</p> <p>Office Staff</p>	<p>September 2024</p> <p>September 2024</p> <p>September 2024</p>	<p>Ongoing fortnightly</p> <p>Ongoing fortnightly</p> <p>Ongoing</p>	<p>Clerk's time</p> <p>None</p> <p>Teachers to parents costs and phone costs (£500)</p>

<p>Meet and engage with parents of target pupils to discuss the importance of attendance; to explore barriers; to set attendance target and review progress, on a regular basis.</p> <p>1:1 mentoring meetings for target pupils with attendance below 80%. Set pupil and parent targets.</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 continue to be an agenda item in Adds and SMT sessions and during transition meetings between schools.</p>	<p>Headteacher and parents</p> <p>T. Williams</p> <p>Headteacher, T. Williams, N. Bamsey, EWO and partner agencies</p> <p>Headteacher and staff</p>	<p>November 2024</p> <p>September 2024</p> <p>September 2024</p> <p>September 2024</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Headteacher's time</p> <p>FEO time</p> <p>None</p> <p>ADDS Time</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>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>Implementation of 'early pick up letters' for parents and carers who persistently collect their child early from school.</p>	<p>Headteacher and Mrs. Gabriel with School Council</p> <p>Headteacher and teachers</p> <p>Office staff and EWO</p> <p>Headteacher and Office staff</p>	<p>September 2024</p> <p>September 2024</p> <p>September 2024</p> <p>September 2024</p>	<p>Termly prize</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>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 2024</p> <p>September 2024</p> <p>September 2024</p>	<p>Termly</p> <p>Termly</p> <p>Twice a year</p>	<p>None</p> <p>None</p> <p>£3.50 per pupil from Year 1 to Year 6 = £1,200</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 and persistent absentees falling? • Is the attendance of targeted pupils improving (Year 6 and girls)? • 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 and actions taken to increase identified pupils' attendance.</p>	<p>Headteacher, SMT and Attendance Governor</p> <p>Headteacher, SMT and Attendance Governor</p> <p>Headteacher, D. Griffiths and Attendance Governor</p>	<p>December 2024</p> <p>December 2024</p> <p>September 2024</p>	<p>Termly</p> <p>Termly</p> <p>Ongoing</p>	<p>SMT sessions</p> <p>SMT sessions</p> <p>None</p>
Total Cost:				£3,850

Target 4:

To develop pupils' number skills and increase opportunities to apply purposefully across the curriculum (Year 3 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: Mr. L. Lloyd & Mrs. L. Harvey	Governor Partner: Mrs. Rachel Mellin
	Team Members: Class teachers throughout the school	External partners: Mrs. Debbie Thomas
Links	Target 1: Progression and Assessment; Target 2: Higher Order Thinking	

Why is this a priority?

Monitoring highlights that many pupils display good standards with their basic number work. However, most pupils need to develop:

- 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

These areas identified for development are in line with the principles of progression, including the mathematical proficiencies, within the Mathematics and Numeracy AoLE.

Success Criteria – What will success look like?

Provision

Many teachers will understand and implement the development of conceptual understanding through verbal, concrete, visual, digital and abstract approaches.

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.

Learning

Many pupils will be able to:

- represent concepts in multiple ways (concrete, visual, digital and abstract)
- use precise mathematical language to explain their thinking

<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"> • 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
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Year 3 High Level Targets	

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.</p> <p>Discuss current opportunities to apply numeracy skills across the curriculum. Discuss mechanisms for gaining ideas, monitoring planning and evaluating effectiveness of planning for numeracy.</p>	<p>Mrs. L. Harvey and Mr. Lloyd</p> <p>Headteacher, Mr. Lloyd and Mrs. Harvey</p>	<p>October 24</p>	<p>July 2025</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 (ESO)</p>	<p>October 24</p>	<p>February 25</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>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, to consider how progression will be ensured and for examples of learning experiences for pupils to apply their numeracy skills at an appropriate level across the curriculum.</p>	<p>Mrs. L. Harvey and Mr. Lloyd</p> <p>Leaders of Learning</p>	<p>On-going</p> <p>Ongoing</p>	<p>On-going</p> <p>Ongoing</p>	<p>ADDs sessions and coaching</p> <p>£1,100 for 5 days supply cover and 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>School to renew online White Rose Maths resources to support classroom teaching.</p>	<p>Mrs. L. Harvey & Mr. Lloyd</p> <p>Mrs. L. Harvey & Mr. Lloyd</p>	<p>October 24</p> <p>September 24</p>	<p>October 23</p>	<p>£1,000</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-focused approaches to implementation of</p>	<p>Mrs. L. Harvey & Mr. Lloyd</p> <p>Mrs. L. Harvey & Mr. Lloyd</p>	<p>On-going throughout the year</p> <p>November 24</p>	<p>On-going throughout the year</p> <p>On-going throughout the year</p>	<p>ADDs sessions</p> <p>ADDs sessions</p>

<p>purposeful numeracy activities into the planned curriculum.</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. Practice will be shared to support provision across the school.</p>	<p>Teachers and Leaders of Learning</p> <p>Teachers and Leaders of Learning</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>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. This will be conducted using the Enquiry Approach.</p>	<p>Mrs. L. Harvey & Mr. Lloyd</p>	<p>1 day per term October 24</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 & Mr. Lloyd</p>	<p>November 24</p>	<p>Summer 25</p>	<p>1 day per term release X 2 staff members = £1,320</p>
Total Cost				£5,230.00

<p>Target 5: To develop pupils' higher order reading skills (Year 1 of target)</p>		
<p>Target overview</p>		
<p>As a result of self-evaluation activities, a new consistent approach to the teaching of reading has to be implemented which builds on the success of Read, Write Inc. It should incorporate and build on the strengths of the RWI approach to ensure that pupils have the literacy skills to be ambitious, capable learners. The new approach should ensure that pupils develop their higher order reading skills, read for purpose and when doing so outloud, considers the audience using punctuation and expression appropriately.</p>		
<p>5</p>	<p>SLT Lead: Mrs. C. Harris</p>	<p>Governor Partner:</p>
	<p>Team members: Mrs. E. Robinson</p>	<p>External partners: RWI, ESO, Cluster schools</p>
<p>Links</p>	<p>Target 1: Progression and Assessment, Target 2: Higher order thinking skills</p>	
<p>Why is this a priority?</p>		<p>Success Criteria – What will success look like?</p>
<p>From school self-evaluation activities which included the Local Authority, it was established that:</p> <p>Standards Most pupils have good word recognition skills and have strategies to build words effectively. Most pupils have a positive attitude towards reading and are able to give reasons for their choice of book. Fluency is appropriate, however only around half of pupils read with expression or use punctuation effectively. A minority of pupils can analyse texts and 'read between the lines'. Nearly all pupils think that their reading has improved.</p> <p>Teaching Most teachers and teaching assistants structure and deliver the Read, Write Inc. programme effectively. There are good opportunities for pupils to visit the local library to access quality reading materials. However, there</p>		<p>Many pupils will read with expression and use punctuation effectively and accurately when reading. A majority of pupils will be able to analyse texts and 'read between the lines'.</p> <p>Most teachers will provide suitable opportunities for pupils to read aloud for a range of purposes to develop their intonation, fluency and pitch. Most teachers will follow the new scheme well demonstrating a suitable range of approaches to the teaching and development of reading post Read, Write Inc. Most teachers will match the reading activities to the ability of the children successfully.</p>

are few opportunities being provided at present for pupils to read aloud for different purposes and to develop their intonation, fluency and pitch. A consistent Guided Reading model is not in place at present with varied approaches to the teaching and development of reading post Read, Write Inc being evident. Activities in Guided Reading do not always match the ability of the children.	
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Year 2 and Year 3 High Level Targets

Year 2	<p>Most pupils will read with expression and use punctuation effectively and accurately when reading. Many pupils will be able to analyse texts and ‘read between the lines’.</p> <p>Nearly all teachers will provide suitable opportunities for pupils to read aloud for a range of purposes to develop their intonation, fluency and pitch. Nearly all teachers will follow the new scheme well demonstrating a suitable range of approaches to the teaching and development of reading post Read, Write Inc. Nearly all teachers will match the reading activities to the ability of the children successfully.</p>
Year 3	<p>Nearly all pupils will read with expression and use punctuation effectively and accurately when reading. Most pupils will be able to analyse texts and ‘read between the lines’.</p> <p>Nearly all teachers will provide suitable opportunities for pupils to read aloud for a range of purposes to develop their intonation, fluency and pitch. Nearly all teachers will follow the new scheme well demonstrating a suitable range of approaches to the teaching and development of reading post Read, Write Inc. Nearly all teachers will match the reading activities to the ability of the children successfully.</p>

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p>Vision</p> <p>Whole staff meetings to discuss this SDP sub-target; why is developing higher order reading skills a priority? Develop a shared understanding and vision for progression within the Curriculum for</p>	T. Richards	October 2024		

<p>Wales, the four purposes and how important effective parental/carer engagement is in supporting school to develop the teaching and learning of reading skills.</p>				
<p>Awareness Raising</p> <p>School newsletter to be used to inform parents of the change of approaches to the teaching of reading within the school post RWI. Information clips and case studies to be made available to parents and carers for their information.</p> <p>Feedback from the Reading self-evaluation to be shared wider with staff and 'road map' for implementation of Comprehension Modules and Literacy and Language to be created by SMT and shared during INSET day.</p> <p>Pupils to be informed of the change in what we are going to be doing to support the teaching of reading and how it will impact them. This will be done through school council and then with the wider pupil group.</p>	<p>C. Harris, E. Robinson and T. Richards</p> <p>C. Harris and SMT</p> <p>T. Richards, C. Harris and R. Gabriel</p>	<p>October 2024</p> <p>October 2024</p> <p>November 2024</p>	<p>October 2024</p> <p>December 2024</p> <p>November 2024</p>	<p>Presentation provided by RWI</p> <p>SMT meetings and leadership time</p> <p>Assembly time</p>
<p>Management Systems/Processes</p> <p>Time to be provided in ADDS sessions for all staff to familiarize themselves with the teaching handbooks. (TAs to be given TOIL) Lists of positives, minuses and interesting things/questions to be constructed along with potential solutions.</p> <p>Discussions to be held and plans formulated for how we will track progression within the new elements of our literacy teaching. This will need to reflect the Progression Code requirements and impact positively on the pupils.</p>	<p>Teachers and Teaching Assistants</p> <p>T. Richards and C. Harris</p>	<p>October 2024</p> <p>November 2024</p>	<p>October 2024</p> <p>November 2024</p>	<p>Adds sessions</p> <p>Leadership time</p>

<p>Professional Learning/Evolving Teaching</p> <p>Lead staff to receive training from the LA on management and implementation of the scheme. Performance Management targets may link to the successful implementation and subsequent improvement in pupils' higher order reading skills.</p> <p>INSET day to be held to develop teachers and teaching assistants' skills in successful implementation and teaching using the scheme.</p> <p>Leadership time to be made available for lead teachers to monitor, coach and support the staff with the implementation of the reading approach. Good practice within the school to be shared.</p>	<p>C. Harris and E. Robinson</p> <p>T. Richards and ESO</p> <p>C. Harris and E. Robinson</p>	<p>October 2024</p> <p>October 2024</p> <p>November 2024</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Teacher release using TAs</p> <p>Leadership time and teacher release using TAs</p>
<p>Curriculum Development</p> <p>New 'Comprehension Modules' and 'Literacy and Language' scheme to be brought into the school following careful consideration of a range of potential approaches to the teaching of reading, and in preparation for a change in the teaching of writing.</p> <p>Mapping activity to be carried out to map the scheme to the Literacy Framework for Wales for Literacy and Language and Reading Comprehension modules.</p> <p>Lists of appropriate stories to be constructed which will be read within protected curriculum time each day to each class. This time will be protected and must be used by teachers with the pupils.</p> <p>Opportunities to develop pupils' reading aloud in class to be established and kept in mind by teachers when planning learning opportunities.</p>	<p>T. Richards, C. Harris and ESO</p> <p>C. Harris</p> <p>C. Harris and E. Robinson</p> <p>Leaders of Learning</p>	<p>September 2024</p> <p>October 2024</p> <p>November 2024</p> <p>December 2024</p>	<p>January 2025</p> <p>April 2025</p> <p>July 2025</p>	<p>£6,000 to purchase schemes.</p> <p>£220 for a day release time to map</p>
<p>Monitoring</p> <p>Establishment of pupil tracking systems to highlight pupil progress.</p>	<p>T. Richards, C. Harris</p>	<p>November 2024</p>		

Listening to Learners activity to be carried out to gain early impact information on attitudes towards and improvements in pupils standards of reading.	C. Harris, E. Robinson and Governors	April 2025		Cost for system in earlier target.
Learning Walk to be carried out for RWI, Comprehension Module and Literacy and Language scheme.	T. Richards, C. Harris and E. Robinson	June 2025		Leadership Time 2 days supply cover at cost of £440
			Total Cost	£6,660

Costings for School Development Plan 2024/25

Target	Cost
Target 1: Progression and Assessment (Year 2 of target)	£6,120
Target 2: To develop pupils' higher order thinking skills (Year 3 of target)	£3,960
Target 3: To improve pupil attendance (Year 2 of target)	£3,850
Target 4: To develop pupils' number skills and increase opportunities to apply purposefully across the curriculum (Year 3 of target)	£5,230
Target 5: To develop pupils' higher order reading skills (Year 1 of target)	£6,660
Total cost of plan	£25,820