

SCHOOL DEVELOPMENT PLAN SUMMARY



Autumn Term 2023 – Summer Term 2026

Priority 1	To develop pupils' higher order thinking skills		
Link to National Priorities	Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience. Application of higher order thinking skills will deepen understanding and enable application of knowledge and skills across the curriculum.		
Key Persons for Priority	Danielle Harris (Acting Headteacher), Natalie Davies (ALNCO) and Beth Burge (Governor)		
What does the information we have from our self-evaluation tell us?		Success Criteria – What will success look like?	
<p>In line with the school's vision for the new curriculum, we need to strengthen pupils' higher order thinking skills in order to support their development of the four purposes. In particular, how pupils remember and understand (lower order thinking) and their ability to apply, analyse, evaluate and create (higher order thinking).</p> <p>We need to evolve the way we teach so that teachers explicitly teach higher order thinking skills, provide opportunities for pupils to practice these skills and to apply them independently.</p> <p>Pupils require higher order thinking skills in order for pupils to build upon and develop skills at a higher more complex level. Developing higher order thinking skills helps pupils through their lifelong learning.</p> <p>The implementation for Evaluate, Analyse and Create has been successfully planned for and implemented, however time is required for it to be embedded in staff practice and for pupils to show mastery. We need to select a range of strategies to be used confidently and build upon these higher order thinking skills so that pupils can use them independently.</p>		<p>Most teachers will be explicitly teaching higher order thinking skills and providing pupils with regular opportunities to practice these skills and apply them independently.</p> <p>All staff will explicitly use the language of thinking skills with pupils and will identify appropriate opportunities for pupils to develop their thinking skills in a range of learning experiences so that the majority of pupils will be using the language of thinking skills within their learning</p> <p>Many pupils will develop effective higher order thinking skills. In particular, pupils will develop their ability to apply, analyse, evaluate and create. Many pupils will independently use higher order thinking skills.</p>	
Strategy to meet the priority			
	Actions	Start	Finish
	Remind staff of the vision for higher order thinking skills and how pedagogy needs to evolve in order to develop the four purposes with parents through 'Meet the Teacher'.	September 2023	

Remind staff of strategies identified previously – streamline if necessary to ensure that purposeful strategies are implemented and used well			
Share the vision for pupils' higher order thinking skills and how pedagogy needs to evolve in order to develop the four purposes with pupils through assemblies and classroom activities. Use child friendly vocabulary to support the understanding of the thinking skills	September 2023		
Share through newsletter and/or letters/leaflets what higher order thinking skills are and how parents/carers can support the development of higher order thinking skills	October 2023		
Establish a half-termly focus on the Higher Order Thinking Skill (HOTS) which starts with an ADDs session on the potential strategies at the beginning of the half term, have staff using it with children and ends with examples of how it was used by teachers in a feedback session. Guidance provided through the 'How to develop thinking skills and AfL in the classroom' document from WG. Share good practice throughout the academic year of HOTS	October 2023		
All teachers and teaching assistants to explore effective questioning, to support the development of pupils' higher order thinking skills. (see 'How to develop thinking skills and AfL in the classroom?' and Bloom's Teacher Toolkit for range of questions)	October 2023		
Teachers to be made aware of the key vocabulary and language of the Evaluate, Analyse and Create HOTS to be used with the relevant year group (progression built throughout the school).	October 2023		
Teachers to ensure they explicitly use and model the identified language and vocabulary of the Evaluate, Analyse and Create higher order thinking skill with their respective classes.	October 2023		
ADDs sessions on developing Assessment for Learning strategies in classroom which be used alongside higher order thinking skills	October 2023		
'Melin Mission' activities to be monitored through pupils' books and teachers' planning to ensure pupils are applying the HOTS in their independent learning.	November 2023		
Higher order thinking skills self-evaluation activity to identify areas of development with ESO	November 2023		
Learning Walk undertaken on each site to monitor the way pupils are using the three HOTS in the afternoon sessions and related vocabulary.	January 2024		
'Melin Mission' activities to be monitored through pupils' books and teachers' planning to ensure pupils are applying the HOTS in their independent learning.	May 2024		
Listening to Learners activity to evaluate pupils' knowledge and understanding of the higher order thinking skills.	June 2024		

During work scrutiny and self-evaluation activities identify good practice of implementation of higher order thinking skills to share with staff. Create an exemplar portfolio	Ongoing 2023-2024		
Review HOTS programme with the Local Authority	June 2023		
Professional Development for staff to meet priority			
Actions	Start	Finish	
Findings from NPEP to be shared again with teachers and teaching assistants in ADDs. Strengths and areas for development to be outlined from practice.	September 2023		
'Drop In' session with Laura Jeremy and Dan Harris to be arranged with teachers during leadership time.	October 2023	March 2023	
Refresher session for TAs held during assembly time on the use of the questioning grids for HOTS.	December 2023		
Teachers to undertake research on alternative HOTS tools for Evaluate and Analysis and action plan for the use. Action plan for use in classes.	January 2024		
Teachers to undertake reflection on strategies used in classroom and 'streamline' or implement new strategies to suit cohorts following research	January 2024		
ADDs sessions with resources from Local Authority focused on developing pupils assessment for learning strategies that will compliment higher order thinking strategies	February 2024		
Working with the Community to meet priority			
Actions	Start	Finish	
'Meet the Teacher' event to include developing higher order thinking skills	September 2023		
Create and share a 'higher order thinking skills' leaflet and video for parents to support use at home with homework.	October 2023		
'Higher Order Thinking Skills' drop-in sessions for parents in Family Room	November 2022	May 2023	
Share action plans and vocabulary progressions within the cluster primary schools and comprehensive	November 2022		

2021/22 Academic Year Previous Priority Information

The NPEP enquiry was completed successfully and reflected that, when the data is broken down into year groups and gender, it shows that the strategies that have been used to develop children's problem-solving skills have had a positive impact on many of the pupils. Lower Key Stage Two pupils have scored 'green' in all questions selected. Pupils have been able to use higher order thinking skills and apply it to their problem solving.

Girls in Year 5 have decreased in 11 out of the 18 questions. The pupils' perception of themselves as problem - solvers has not improved. In particular, some of the girls in Year 5 lack confidence in their opinion of themselves as problem solvers and trying their best in lessons. This is an area that has been identified and is being developed and supported directly with a group of learners. In January 2022, Year 5 boys scored yellow or amber in 5 questions. However, in June 2022 they scored yellow or amber in just 2 questions (16.66% increase).

Year 6 boys have also shown to have a positive increase. In January 2022, they scored yellow or amber in 4 questions. However, in June 2022 they scored yellow in only one question area (16.7% increase).

2023/24 Academic Year Proceeding Priority Information

Majority teachers will be routinely modelling higher order thinking and many will be providing opportunities for pupils to practice these three higher order thinking skills and apply them independently.

Majority pupils will be able to use their evaluate and analyse higher order thinking skills effectively and as a result most pupils will be making good progress towards the realization of the four purposes. Majority pupils will be able to use higher order thinking skills with increasing levels of control, complexity and independence to support their learning. The majority of pupils will do so with the create higher order thinking skill.

2024/25 Academic Year Proceeding Priority Information

All teachers will be routinely modelling higher order thinking and many will be providing opportunities for pupils to practice these three higher order thinking skills and apply them independently.

Many pupils will be able to use all three higher order thinking skills effectively and as a result most pupils will be making good progress towards the realization of the four purposes. Many pupils will be able to use higher order thinking skills with increasing levels of control, complexity and independence to support their learning.

2025/26 Academic Year Proceeding Priority Information

All teachers will be routinely modelling higher order thinking and most will be providing opportunities for pupils to practice these three higher order thinking skills and apply them independently.

Most pupils will be able to use all three higher order thinking skills effectively and as a result most pupils will be making good progress towards the realization of the four purposes. Most pupils will be able to use higher order thinking skills with increasing levels of control, complexity and independence to support their learning.

Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Information analysis (pupil progress)

Priority 2	To improve the spelling, sentence structure and use of punctuation within pupils' writing.		
Link to National Priorities	<p>We are improving pupils' progression by ensuring their learning is supported by a range of knowledge about writing, writing skills and experience of writing in an appropriate range of text types.</p> <p>We are reducing the impact of poverty on learners' progression and attainment in writing by closing the gap between the writing of eFSM and non-eFSM pupils.</p>		
Key Persons for Priority	Laura Jeremy (ADHT), Rhian Davies (LLC Team), Rachel Reed (Governor)		
What does the information we have from our self-evaluation tell us?		Success Criteria – What will success look like?	
<p>Prior to Covid related lockdown, the school has been below the NPT average for writing for two out of three years at Level 4+ and 5+. However, there was an improving trend in performance. Covid has meant that pupils have had fewer opportunities to write, have feedback on and improve their writing.</p> <p>Book looks showed that pupils, particularly in upper key stage two, do not use a wide enough range of vocabulary, do not use a range of sentence types and do not use a sufficiently complex range of punctuation to achieve the higher levels in Writing throughout Key Stage Two.</p> <p>When spelling development is compared to reading development, pupils do not perform as well in spelling and make less progress. Reviews of the spelling scheme have shown inconsistencies in its use and a primary phase progression has been established successfully between phonic development and the commercial spelling scheme. The impact of these changes needs to embed, be monitored and then evaluated.</p> <p>The performance of eFSM pupils at Level 4+ has shown a decline recently in writing.</p> <p>Work scrutiny identified that pupils were not given opportunities to develop early writing skills independently. More opportunities to write for a range of purposes without being over scaffolded is required for pupils to make better progress.</p>		<p>Many pupils will show in their work that they are using a wider range of vocabulary, more compound and complex sentences and an increased range and complexity of punctuation appropriately.</p> <p>The gap between the attainment of eFSM and non FSM in writing will be reduced.</p> <p>Most pupils will use higher order skills, particularly in relation to ranges of sentence types, independently in their written work and in Missions.</p> <p>Many teachers will have a good understanding of pupil progression in writing.</p> <p>Many teachers will understand the process of early writing skills and how to support pupils in developing writing.</p>	
Strategy to meet the priority			
Actions		Start	Finish

Set up a focus group identifying targeted pupils (mix of ability, genders and FSM entitlement) when choosing pupils for book looks so that progress can be seen in writing (all books with writing in).	September 2023		
Listening to Learners activity to find out from the children what has helped them with their writing and what hasn't helped them, and what their attitudes towards writing in the text types they use are.	September 2023		
Staff to ensure that literacy walls are working walls. Staff to display Nelson/HFW/Phonics (where appropriate) and include 'Anchor Charts' and/or 'Bump it up' features.	October 2023		
Teachers to use the Insight system to record literacy progress against Literacy Framework.	October 2023		
INSET on early writing skills to support the teaching of stages of writing so that pupils are not over scaffolded when completing activities	September 2023		
Staff to ensure that classrooms have a writing area that is well resourced to promote the encouragement of writing. Communication Cwtch to be implemented in each classroom with missions that are carefully planned to develop and apply skills taught in discreet lessons	October 2023		
Wall Trawl to review areas within the classrooms. Do we have what the children say they need in all our classrooms? Have changes been made to improve the environments and support challenges? Action plan to be developed and shared.	October 2023		
Staff to ensure that they organise the memorable experiences for the pupils to develop their oracy skills to transfer word choices into their writing.	October 2023		
Work scrutiny to ensure text types are being taught at correct level and to gather suggestions for further improvements for word and sentence level work.	December 2023		
Work scrutiny to be held with SMT to identify strengths and areas for development for teachers. Reports to be shared with Curriculum Sub Committee from GB.	December 2023		
Comparative evaluation undertaken between placement on books from spelling scheme to 2021/2022 to 2022/23 findings.	February 2024		
Teachers to choose two new techniques shared by LLC Team last academic year and plan for their use. These will be monitored for use in work scrutiny.	March 2024		
Work scrutiny to be held with SMT to identify strengths and areas for development for teachers. Reports to be shared with Curriculum Sub Committee from GB.	May 2024		
Professional Development for staff to meet priority			
Actions	Start	Finish	

Good practice observed in Wall Trawls shared through 'ten-minute tasters' in Adds. Adds sessions to be rotated around classrooms in school to show good practice.	October 2023	Ongoing	
'Writing Progression Document' to be shared again with teachers.	November 2023		
Good practice observed through self-evaluation activities identified and shared with staff and governors			
Shared understanding of progression in writing established in ADDS sessions with teachers using progression steps and Literacy Framework as guides.	November 2023		
ADDS session to establish a shared understanding of progression in writing within the school	March 2024		
Good practice observed in Work Scrutiny shared through 'ten-minute tasters' in Adds.	May 2023		
Staff to regularly use Insight online tracking to identify where pupils are in their learning and next steps and to track progress	October 2023	Ongoing	
Text types monitored through work scrutiny to ensure appropriate standard for age/ability of pupils	June 2023		
Working with the Community to meet priority			
Actions	Start	Finish	
Meet the Teacher event to include information on parents helping pupils with their learning	September 2023		
Joint parent and pupil sessions on supporting spelling at home through multisensory approaches	November 2023	April 2024	
'How to help' flyers for spelling for parents	November 2023		
Liaise with Local Authority to visit schools with high levels of eFSM who are showing good practice in developing writing	December 2023		
Liaise with adult learning (NPTACL) to implement parents courses on early literacy skills	October 2023		
Working with Community Costs Total			
TOTAL COSTS FOR PRIORITY			

2021/22 Academic Year Previous Priority Information	
Teaching of spelling	
Most teachers have implemented the spelling carousel successfully and set worthwhile activities to develop pupils' spelling skills at an appropriate level of challenge.	

Standards of Spelling

Many pupils are able to display spelling skills and strategies that are appropriate to the pupils' age and ability and make good progress. However, a very few pupils are not making sufficient progress at the moment and show lower than expected levels of skill.

2023/24 Academic Year Proceeding Priority Information

Many pupils will use higher order skills, particularly in relation to ranges of sentence types, independently in their written work and in challenges in their 'challenge areas' consistently to a good standard. The gap between FSM and non FSM pupils in writing will be reduced. Progress by many 'middle group' pupils will be appropriate within the spelling scheme. Many teachers will use sentence expanding techniques well to support pupils' writing skills.

2024/25 Academic Year Proceeding Priority Information

Many pupils will use higher order skills, particularly in relation to ranges of sentence types, independently in their written work and in challenges in their 'challenge areas' consistently to a good standard. The gap between FSM and non FSM pupils in writing will be reduced. Progress by many 'middle group' pupils will be appropriate within the spelling scheme. Many teachers will use sentence expanding techniques well to support pupils' writing skills.

2024/25 Academic Year Proceeding Priority Information

Many pupils will use higher order skills, particularly in relation to ranges of sentence types, independently in their written work and in challenges in their 'challenge areas' consistently to a good standard. The gap between FSM and non FSM pupils in writing will be reduced. Progress by many 'middle group' pupils will be appropriate within the spelling scheme. Many teachers will use sentence expanding techniques well to support pupils' writing skills.

Many teachers will plan a range of writing activities to improve spelling, sentence structure and use of punctuation within pupils' writing. Nearly all teachers will have spelling carousels implemented consistently in their daily practice.

Many pupils will build upon and develop their independence in spelling, sentence structure and use of punctuation within writing.

Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Information analysis (pupil progress)

Priority 3	To improve pupils' instant recall of multiplication facts and number bonds		
Link to National Priorities	We are improving pupils' progression by ensuring their learning is supported by a range of knowledge about maths, numeracy skills and learning experiences.		
	We are reducing the impact of poverty on learners' progression and attainment in maths and numeracy by closing the gap between the multiplication facts and number bonds use of eFSM and non-eFSM pupils.		
Key Persons for Priority	Sian Cooke (TLR), Anwen Asquith (Maths and Numeracy Team) and Louisa Clamp (Governor)		
What does the information we have from our self-evaluation tell us?		Success Criteria – What will success look like?	
<p>When learning walks were undertaken for the numeracy Learn Its, the majority of pupils did not demonstrate expected levels of competence in instant recall of number bonds and/or multiplication/division facts. Pupils need to develop their skills and number fact knowledge to be able to use them with mastery in other areas of mathematics and numeracy.</p> <p>Many parents are not aware of how to support and develop pupils' number bond and multiplication fact development at home.</p> <p>Our pupils need to have more of a number focus in our planned curriculum to enable them to realise their ambitions and demonstrate their capabilities fully in numeracy.</p>		<p>The majority of pupils will show appropriate levels of understanding and ability to use number bonds and multiplication/division facts for their age and ability.</p> <p>Parents will feel more able to support pupils' numeracy development.</p> <p>Many teachers will have a good understanding of pupil progression in Maths and Numeracy</p>	
Strategy to meet the priority			
	Actions	Start	Finish
	Share the findings of the NPEP professional enquiry related to the SIP priority.	September 2023	
	Use tracking mechanism for progress using Big Maths, teachers to set baseline of CLIC and Learn Its using Big Maths Online.	September 2023	
	Use of Mathletics to support MAT learners in Year 5 and Year 6 in order for the pupils to be sufficiently challenged	September 2023	
	TLR holders to monitor the carousel system for Big Maths Learn Its during management time. Support to be put in place for teachers that have been identified as not implementing the carousel in the agreed way	October 2023	

Use of Mathletics and other eLearning packages used in school evaluated through pupil voice. Staff training needs identified and provided, if required.	October 2023		
Procedural Assessments to be undertaken to highlight strengths and areas for development for pupils in Numeracy (Procedural and Reasoning). Progress discussed in pupil progress reviews.	October 2023		
TLR holder to monitor and track the Learn Its and CLIC results through management time and work scrutiny to ensure consistent implementation across the primary school	November 2023		
Wall trawl (inside and outside) to take place across the school sites to see what support or celebration there is for maths and numeracy skills within the learning environment.	November 2023		
Development of outdoor learning environment on both sites to improve numeracy skill development.	November 2023	March 2024	
Work scrutiny to monitor standards of numeracy and maths across the school.	November 2023		
Learning Walk focused on independent learning through Melin Missions to ensure that missions are planned at the appropriate level and pupils are able to apply their skills and knowledge independently.	February 2024		
Procedural Assessments to be undertaken to highlight strengths and areas for development for pupils in Numeracy (Procedural and Reasoning). Progress discussed in pupil progress reviews.	May 2024		
Work scrutiny to monitor standards of numeracy and Maths across the school.	June 2024		
Professional Development for staff to meet priority			
Actions	Start	Finish	
Continue to implement strategies from the NPEP Action Research project that focused on the improvement of the attainment and progress of pupils with their number bonds and multiplication and division facts. Continue to research and actions to be planned as part of project. Implement findings from the NPEP project in classes and continue with strategies that have worked well e.g. Learn Its	September 2023		
TLR Maths lead to carry out staff training sessions where appropriate on customizing Mathletics, Active Learn and other online packages	November 2023		

Opportunities for teachers to observe numeracy carousel practice and other related good practice.	October 2023		
'Drop-in' sessions for Big Maths and Carousel with TLR holder.	October 2023	May 2024	
Session to be held on developing a shared understanding of progress in Maths and Numeracy	November 2024		
Working with the Community to meet priority			
Actions	Start	Finish	
Establish Mathematics MAT clubs to challenge pupils numeracy skills	September 2023		
Meet the Teacher event to have information on Big Maths and how parents can support their child to develop their numeracy skills	September 2023		
Liaise with adult learning providers to hold parent groups with a numeracy focus to support parents in helping their children	October 2023		
Establish Mathematics before and after school clubs to develop use of ICT to support number bonds and multiplication facts	October 2023		
Joint parent and pupil sessions on supporting learning number bonds and multiplication facts at home through practical approaches.	November 2023	April 2024	
Sharing Big Maths guides for parents so that they can support their children more at home	November 2023		

2021/22 Academic Year Previous Priority Information
First year of the development plan target.
2023/24 Academic Year Proceeding Priority Information
Most teachers will have a good understanding of pupil progress within Maths and Numeracy and will be able to give effective formative feedback on improving pupils' numeracy skills. Majority of the pupils will be showing more developmentally appropriate standards with their number bonds and use of multiplication facts.
2024/25 Academic Year Proceeding Priority Information
Nearly all teachers will have a good understanding of pupil progress within Maths and Numeracy and will be able to give effective formative feedback on improving pupils' numeracy skills. Many of the pupils will be showing more developmentally appropriate standards with their number bonds and use of multiplication facts and using these with confidence across the curriculum.

2024/25 Academic Year Proceeding Priority Information
Nearly all teachers will have a good understanding of pupil progress within Maths and Numeracy and will be able to give effective formative feedback on improving pupils' numeracy skills. Most of the pupils will be showing more developmentally appropriate standards with their number bonds and use of multiplication facts and using these with confidence across the curriculum. Most MAT pupils in Year 5 and Year 6 will be at appropriate level (or exceed) for number bonds and multiplication facts instant recall.

Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Information analysis (pupil progress)

Priority 4	To develop and successfully implement a shared understanding of progression in line with the Curriculum for Wales.	
Link to National Priorities	We are developing a shared understanding of progression as it 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.	
Key Persons for Priority	Danielle Beer (TLR) Danielle Harris (AHT) and Sacha Worth (Governor)	
What does the information we have from our self-evaluation tell us?		Success Criteria – What will success look like?
<p>The shared understanding of progression is a new concept with the Curriculum for Wales. Therefore, there is limited evidence from our self-evaluation activities.</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 gain a shared understanding to evolve teaching to support pupils' progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</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 knowledge and understanding.</p> <p>Many pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p>

Strategy to meet the priority			
Actions	Start	Finish	
Staff INSET 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.	September 2023		
Share the vision for assessment (formative) with pupils during assemblies so that pupils are aware of what they are learning and WHY they are learning it	September 2023		
Support for ESO in developing the principles of progression within out curriculum	September 2023		
Assessment for learning training for teachers and then pupils in order for them to self and peer assess	October 2023 November 2023		
Teachers to be provided with performance management target linked to enhancing pupil progress through evolving teaching through effective AfL strategies	October 2023		
Training on progressions from LA attended and information disseminate to all teachers	October 2023		
Assemblies for pupils on effective feedback, how to move on in their learning (next steps) and discuss opportunities to reflect on their own work	January 2024		
ADDs sessions for professional discussions on understanding progression	January 2024		
Shared understanding of progression presented to governors in meetings	March 2024		
Information on progression shared with parents and carers through newsletters/letters/leaflets	March 2024		
Work scrutiny to be completed to evaluate progression from Nursery – Year 6	May 2024		
Learning walk to evaluate progress through the primary phase	June 2024		
Revise action plan based on areas identified for improvement.	June 2024		
Professional Development for staff to meet priority			
Actions	Start	Finish	
Teacher to attend 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.	October 2023- throughout the year		

Workshop attendee to feedback strategies/practice to other teaching staff members. School leaders to decide on approaches/strategies to focus upon to embed throughout the school.	October 2023- throughout the year		
Schools to undertake an evaluation of how well teaching currently supports pupils to progress through learning walks, work scrutiny and listening to learners.	November 2023		
All teachers to receive effective professional learning 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?	October and November 2023		
Teachers to be involved with the Community Focused School project on developing a shared understanding of progression. Research of progression within a primary school to be undertaken and shared with staff, governors, pupils and parents/carers	October 2023- throughout the year		
Working with the Community to meet priority			
Actions	Start	Finish	
Teachers to work closely with other schools through Community Focused Schools project and Professors from Swansea University and ESO	October 2023		
Cluster schools link together to share their vision for progression to enable all cluster schools to understand progression	October 2023		
Parent/carer workshop on new curriculum for Wales information	November 2023		
Parent/carer workshops on what is progression	February 2024		

Academic Year Previous Priority Information
This is the first year for the priority

2024/25 Academic Year Proceeding Priority Information

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.
 All staff will have a shared understanding of the principles of progression across the range of AoLE's.
 Most pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.
 Many pupils will understand learning intentions and success criteria in order to improve their work.
 Many pupils will be able to self-assess their work and improve their work from given feedback.

2025/26 Academic Year Proceeding Priority Information

Curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding will be embedded.
 Nearly all pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.

 Most pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.
 Most pupils will understand learning intentions and success criteria in order to improve their work.
 Most pupils will be able to self-assess their work and improve their work from given feedback.

Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Information analysis (pupil progress)

Priority 5	To improve systems and procedures in place to improve pupils' attendance	
Link to National Priorities	Attendance for all pupils across the primary school links with the national focus on improving attendance and therefore attainment in pupils	
Key Persons for Priority	Danielle Harris (AHT) and Sandra Miller (Governor)	
What does the information we have from our self-evaluation tell us?		Success Criteria – What will success look like?

<p>Our attendance is beginning to increase to pre Covid attendance as it has increased from 2020/2021 83.4% to our last annual attendance of 93.53%. This is attendance is 3.77% higher than last academic year 201/2022. However, we are still approximately 2% behind NPT average and 5% below our school target for attendance of 93%.</p> <p>We have noticed that our girls' attendance is 2% lower than boys, this is an area that needs addressing as attainment in girls is also lower.</p> <p>Our eFSM pupils are 2% lower attendance than non FSM pupils which is impacting their attainment and support. However, our eFSM pupils are attending more when compared to NPT.</p> <p>We have had 28 children (in Years One to Six) age who are persistent non-attenders during this academic year (attendance rate of below 80%). Six of these children are from two families.</p> <p>PASS data from July 2023 has shown that pupils attitudes towards attendance is 76.9% which is 1% lower than in January 2023. In addition to this, their feelings about school have also declined from 85% to 83.8%.</p>	<p>The school will strengthen the process for tackling attendance</p> <p>The school will have attendance initiative in school that has a positive rewards for improved attendance</p> <p>Overall attendance will improve from 89.76% to 93%</p> <p>Attendance of eFSM pupils will increase to 91%</p> <p>The percentage of persistent absentees will fall to 10%</p> <p>Many vulnerable learners will make improved progress</p> <p>Many vulnerable learners will demonstrate more positive attitudes to attendance and feelings about school will increase from 85% to 88%</p>
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Strategy to meet the priority			
Actions	Start	Finish	
<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.</p> <p>Danielle Harris (AHT) Nicola Bryant (EWO)</p>	September 2023		£150 stamps
<p>Effectively communicate the importance of attendance and the school's systems and processes to pupils, staff, governors and parents.</p> <p>Danielle Harris</p>	Autumn Spring Summer term		£0
<p>Ensure coherent communication of the schools systems and clear roles and responsibilities</p>	September 2023		£0

Danielle Harris (AHT) Nicola Bryant (EWO)			
Set up pupil attendance team led by EWO to be responsible for developing actions to improve attendance and communicating key information to their peers and parents. Danielle Harris (AHT) Nicola Bryant (EWO)	January 2023		£0
Competition for attendance mascot Poster competition to raise awareness of attendance and punctuality Danielle Harris (AHT) Nicola Bryant (EWO)	February 2023		£0
Attendance awards termly and winner drawn in whole school attendance assembly Half termly attendance assembly with Nicola Bryant, EWO Danielle Harris (AHT) Nicola Bryant (EWO)	Autumn Spring Summer		£500
Attendance workshops with EWO			
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. Danielle Harris (AHT)	Ongoing		£0
Ensure all teachers are aware of their responsibility to raise attendance in their class. 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. Danielle harris (AHT) All teachers	Ongoing		£0

Professional Development for staff to meet priority			
Actions	Start	Finish	
Importance of attendance message given to all staff and encouraged to promote through our attendance 'tag' system			
Regular attendance updates for pupils in classes so staff are aware of pupils with low attendance and support wellbeing where and when required			
Working with the Community to meet priority			
Actions	Start	Finish	
Information on attendance and punctuality in the 'Meet the Teacher' event in September			
Support meetings with EWO to help parents of pupils who have low attendance			
Late gate patrol with EWO			
Families open to EWO support who can make contact with Nicola Bryant for help, support or guidance			
EWO home visits requested by school or by families to support attendance			

Academic Year Previous Priority Information
This is the first year for the priority
2024/25 Academic Year Proceeding Priority Information
Overall attendance will improve from 89.76% to 93% <ul style="list-style-type: none"> ➤ Attendance of eFSM pupils will increase to 91% ➤ The percentage of persistent absentees will fall to 10% ➤ Many vulnerable learners will make improved progress ➤ Many vulnerable learners will demonstrate more positive attitudes to attendance and feelings about school will increase from 85% to 88%
2025/26 Academic Year Proceeding Priority Information
<ul style="list-style-type: none"> ➤ Overall attendance will improve from 93% to 94% ➤ Attendance of eFSM pupils will increase to 93% ➤ The percentage of persistent absentees will fall to 8%

- Many vulnerable learners will make improved progress
- Many vulnerable learners will demonstrate more positive attitudes to attendance and feelings about school will increase from 88% to 91%

Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Information analysis (pupil progress)

Performance Management Areas Identified:	
Priority 1	To develop a shared understanding of progression across the primary school in line with the new Curriculum for Wales.
Priority 2	To plan for and successfully implement opportunities for pupils to develop spelling, sentence structure and punctuation.
Priority 3	To create a planned curriculum to sit within Cwricwlwm Maestro to develop opportunities to teach numeracy across the curriculum
Priority 4	To improve pupils' instant recall of multiplication facts and number bonds
Priority 5	To improve pupils' attendance

Other Areas for Development Identified:	
Area 1	Continue to reinforce the Growth Mindset with pupils
Area 2	Continue to implement the agreed curriculum approach to meet the needs of learners through our planned curriculum.
Area 3	Continue to develop the learning environment to support the planned curriculum and to meet pupils' play needs.

Area 4	Continue to develop the Melin Missions to promote independent learning
Area 5	Continue to implement the new ALN reform