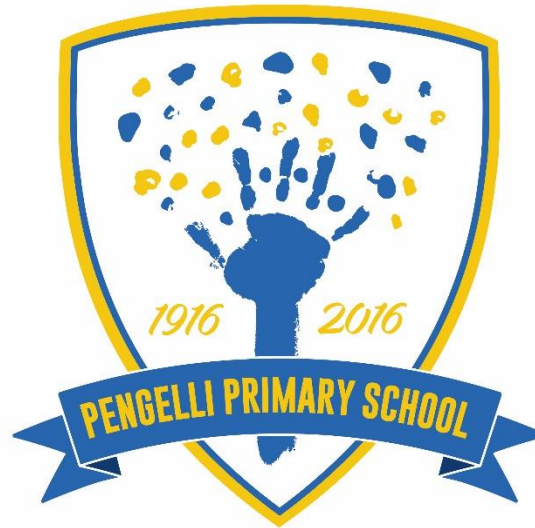




PENGELLI PRIMARY SCHOOL DEVELOPMENT PLAN 2022-23

This document is based on [The Education \(School Development Plans\) \(Wales\) Regulations 2014](#)

PENGELLI PRIMARY SCHOOL
SDP 2022-23

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[School Vision](#)

At Pengelli, we believe that it is essential to support every child with their next steps for progression and learning.

We believe that a happy child is a successful one and are, therefore, committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. Pengelli Primary provides a safe environment which puts relationships first. We believe that education should take place in a fully inclusive environment with equal opportunities for all and that all children should learn to value religious and cultural differences.

Children need to be engaged in discussion, debate and the celebration of moments. We feel that this is supported through project-based learning. It is important to provide a curriculum that equips children with the necessary skills for the 21st century, encouraging perseverance and providing opportunities for worthwhile application of literacy, numeracy and digital skills which promote higher order thinking and learning. We aim to provide a broad and balanced curriculum that is equipping children not just with the basic core skills but also with the chance to develop their creativity and express their feelings and ideas. There is no 'one size fits all' as children have a variety of skills and learn in a variety of ways.

Above all we look to provide a relevant and balanced curriculum designed for pupils to realise their full potential. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners

[School Context](#)

Pengelli Primary School is situated in the village of Grovesend, an ex-mining village between Gorseinon and Pontarddulais. The School was opened in 1916 in response to the demands of the mining families and has remained a focus for the village ever since. The building is of traditional construction and has not changed externally although there has been some modification of classes during the 1970s when four smaller classes were modelled into two larger ones. Pupils are based in four mixed-aged classrooms. School meals are cooked on site. The school benefits from a large playground, with a separate area for the Foundation Phase as well as a Nature Reserve and an extensive field. The school catchment is semi-rural and the housing within the area is generally owner-occupied. A new housing development is currently in progress with possible further development in the future,

Using the Welsh Index for Multiple Deprivation, the Penyrheol Ward, which Grovesend forms a part, is divided into four LSOAs (Lower Layer Super Output Areas). Grovesend falls into Penyrheol 2. The percentage of total pupils on roll living in areas classed in WIMD as being in the most deprived 30% of all areas is 9.8%. Across Wales (1909 LSOAs) in terms of education it ranks 990, income it ranks 1238, health it ranks 952, housing it ranks 1287, in terms of access to services it ranks 900 and in terms of community safety it ranks 1543, with 1st being most disadvantaged and 1909th being least disadvantaged.

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Currently, there are five teachers at the school, which include the Headteacher, who took up appointment in April 2014, and four mainstream class teachers. In addition, there are two part time School Clerks (1 FTE), one head of ALN and pastoral support, seven Teaching Assistants: five full time and two part-time, four Breakfast Club Play Workers, three Midday Supervisors, a Cook in Charge, a Cook's Assistant, one cleaner, and one part time Caretaker (20 hours).

At present, there are 119 pupils on roll including 16 part-time nursery children. The School's Planned Admission Number stands at 15. Approximately 15.4 % of pupils are recorded on the ALN register We have very effective partnerships with outside agencies, particularly those supporting pupils with ALN. The free school meal indicator has fluctuated over recent years between 9% and 27.3%, currently it stands at 11.65% (15.3% Including transitional protection pupils). There is one LAC child at the school. There are currently no pupils in receipt of Social Services intervention, EAL, Asylum Seekers or Travellers children on roll at the school. There have been two fixed term exclusions in the last three years. There have been no racial incidents recorded. All of our pupils are from English-speaking homes – two families also have another language (one Romanian, one Pilipino). 77.8% of pupils from within catchment attend the school. In most cases, the reasons are due to their attendance at Welsh medium education or grandparents providing childcare out of catchment. In recent years, however, some children were unable to attend, as classes were oversubscribed. 39.4% of our pupils are preferred placements

The school hosts a well-attended Breakfast Club and an extensive range of lunchtime and after-school clubs which meet the interests of the children. The clubs are led by teaching staff. We support the development of creative skills through the provision of specialist tuition from a WRU trained sports coach for PPA sessions and an art teacher from our cluster comprehensive who is also providing in-house training for staff

[Context of the School Development Plan.](#)

This Plan was written after consultation and input from the staff, governors, parents and pupils. The consultation was carried out through INSET days, questionnaires and school council meetings. Due regard is given to the school's comparative data and pupil outcomes when creating the plan. *The plan is formulated as part of the school's self-evaluation procedures.* The duration of this plan is from September 2021 to July 2022. All grant funding referred to in this plan is to be spent by March 31st 2022 (unless grant provider allows carry forward).

Progress against the plan is reported in each Headteacher's Report to Governors and through the work of the various governor committees. The plan is reviewed and updated annually. Copies of the plan are given to the Governing Body and every member of school staff. A summary is available to other stakeholders on request.

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[Well-being](#)

Well-being supports academic attainment and wider benefits to community and society, both in the here and now as well as in the future. Well-being is at the heart of our curriculum. Promoting [well-being](#) is a prominent feature of our strategic planning.

The Framework on embedding a whole-school approach to emotional and mental well-being was issued in March 2021. It aims to address the emotional and mental well-being of all children and young people, as well as school staff. In Pengelli Primary School, the appointed, named persons to lead the implementation of the framework are Helen Talaat and Lisa Foley. We work closely with WG's Implementation Lead to realise the framework in our school.

The school's leadership team ensure that only those interventions with a sound or innovative and developing evidence base are delivered. Our overarching principles are:

- All children in Wales have rights under the UNCRC to be safe, to be treated with equality and non-discrimination, to be supported to develop their physical and mental health, to express their thoughts and feelings, to be involved in decisions made about them, to receive extra support if they are disabled, and to receive an education that enables them to fulfil their potential.
- Our whole-school approach should be viewed as central to the success of learning about health and well-being and the four purposes of the new curriculum.
- It is the responsibility for all school staff to take a whole-school approach to the promotion of good mental health and emotional well-being is universal and integral to a successful school environment.
- Our whole-school approach to emotional and mental well-being is achievable through effective leadership, positive culture and co-productive implementation in partnership with all school stakeholders.
- Our whole-school approach puts the child at the centre of decisions made about them and relies on partnership and involvement with families, the community, other statutory bodies and the third sector. Activity within the school is part of a wider whole-system approach to emotional and mental well-being.
- Our whole-school approach promotes equity for all, reducing variation and using evidence-based practices consistently and transparently, in terms of both use of data for planning and any interventions.

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<u>Grant Finance</u> 2022-23			
Source of Funding	Purpose	Sum	Cross-referenced to priorities in the SDP
Education Improvement Grant	Ensure each pupil profits from excellent teaching and learning, focusing on - Improving Literacy - Improving Numeracy Breaking the link between disadvantage and educational attainment	£41,259 NB – All of the EIG for 2022 – 2023 is allocated to staffing the Foundation Phase.	Priority 1 Priority 2 Priority 4
Pupil Development Grant	Breaking the link between disadvantage and educational attainment.	£13,800 (£11,500 funded through eligibility for Free School Meals & £2,300 Early Years allocation)	Priority 2 Priority 4
RRRS: ALP	Recruit, recover, raise standards: Accelerated learning Programme	£6,720	Priority 1 Priority 3
Professional Learning	cCreating time in schools for practitioners to make the changes to practice they need to make in advance of the realisation of the new curriculum.	£2,481	Priority 1 Priority 3 Priority 5
Hwb Infrastructure	Ensure there is a suitable national infrastructure in place to consistently support the needs of schools in accessing and using digital services.	£1,326:53	Priority 3

Key: **EIG spend**, **PDG spend**, **RRRS: ALP**, **Professional Learning**, **Hwb Infrastructure**.

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Summary of School Priorities

Current Academic Year

Resources, costs etc. for the current year can be found in the detailed priorities later in this document

Priority 1 Monitor pupil standards in reading, writing and mathematics improving and maintaining standards and progress overall.

Rationale: we have carried out a range of assessment activities in recent years but felt they were not relevant enough to inform practice. We are aiming to assess where the children are and what they need to develop. We are aiming to develop a set of summative assessments that will give the here and now and formative assessments that will inform planning and progress for individuals

Priority 2 Implement a whole-school approach to emotional and mental well-being.

Rationale We have identified that although on initial return to school following lockdown and strict COVID restrictions the children were generally happy and excited, we have now noticed that as they have settled back in to routines there are more signs of anxiety and various difficulties that affect pupil learning. As part of the Framework for Embedding a Whole School Approach to Emotional and mental Wellbeing the SLT is working on a plan of action. Attendance has been highlighted as an issue across Wales and we are following the same trend in Pengelli with attendance dropping below 90% in 2021/22. This is certainly a priority for the academic year 2022/23. We have a rights respecting school coordinator who oversees the implementation and understanding of rights throughout the school.

This will be prioritised in the academic year 2022/23

Priority 3 Embed metacognition: extend independent learning and creative thinking.

Rationale we have carried out a great deal of work on theory and thinking behind the New Curriculum and we now want to look at the impact of the theory on Pengelli's practice. Assessment is an area that we plan on developing this year in line with the New Curriculum. In 2022/23 we are hoping to focus on assessment as an area for research but are aware that there is very limited information available to draw on with regards the New Curriculum so our work will focus on what would be useful for Pengelli. Following our work on consistency for mapping the New Curriculum, teachers across the cluster have requested PLCs for each of the AOLEs whereby staff can share work and gain a greater understanding of what is carried out in each school/phase. We will be working with Parneriaith in the new year to develop our Cluster Curriculum map and from there we will start to produce a detailed progression for Pengelli. Partneriaith have provided support on the Principles of Progression and this is certainly something that will be developed in the academic year 2022/23. In our September 2022 INSET day we will be establishing our pillars for the Curriculum as a staff A cluster PLC has been established to produce a curriculum map of skills and this will be led by Helen Talaat in the year 2022/23 to ensure consistency

Priority 4 Further develop ALN provision to meet the needs of all learners, involving all stakeholders in the process.

Rationale the implementation of the new ALN Act needs to extend understanding of the new ALN processes to all stakeholders not only those immediately affected.

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Priority 5 Review and upgrade the learning environment; further develop self-evaluation processes

Rationale with developments in the curriculum we need to reassess our learning environment and upgrade the physical environment for the learners. AoLE leaders need a firm structure as to how self-evaluation processes can automatically feed in to the school throughout the school. Revisit curricular policies in line with C for W. Re-establish working groups for policy reviews were planned for academic year 2021/22 but this was delayed due to COVID restrictions. Following PM meetings with TAs training requirements have been identified and will be actioned 2022/23.

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Review of previous year's priorities

Priority 1 Measure and increase pupil standards in basic skills.

- Pupils' performance age in reading, spelling and number have been assessed twice this year to monitor progress made. Gaps in learning have been monitored and appropriate support put in place – whether it be via 'catch-up' provision or intensive support. Some parents have been contacted to develop strategies to go forward regarding working at home with their child/ren (this is very much limited as it is important not to overload children with work).
- We have benefitted from the funding of an NQT to provide cover, thereby releasing a member of staff to provide catch up provision in the first half of the year. In the second half of the year we have, due to the class size in N/R, been able to utilise the funding of a TA to provide catch provision for small groups of children.
- Independent working is more structured throughout the school with the introduction of enhanced provision – missions in the KS2 classes in line with the provision in FP classes

Priority 2 Implement a whole-school approach to emotional and mental well-being

- SLT team met to produce an action plan based on the Framework on embedding a whole school approach to Emotional and Mental Wellbeing.
- Helen Talaat to lead implementation of framework and act as coordinator.
- A policy document for pupils and staff Emotional and Mental Wellbeing has been produced and is currently being checked and amended in readiness for presentation to the Governing Body.
- As a school we are still investigating an appropriate tool for the monitoring of Health and Wellbeing
- Helen Talaat and Lisa Foley have met with Anthony Priest (Education Support) regarding a staff wellbeing plan. It is acknowledged that staff wellbeing has been affected across Swansea and has had to take a back seat as it has become more evident the depth of struggle that many children have had following lockdown. There has been a conscious effort by the school to monitor teacher workload and to avoid putting extra pressure on staff. Also, the WG funded NQT has been utilised to provide cover for teaching staff for AoLE Lead activities

Priority 3 Review with a view to embedding, the New Curriculum; Increase the profile of Welsh

- Through staff meetings and INSET training we have revisited the work covered so far in our journey towards Curriculum 2022. We have held frank discussions on what has worked and what hasn't and our approach amended to suit.
- Having previously set the four purposes at the centre of planning we have slightly amended our approach to make the integral skills more pivotal but we are now also involved in the Lucy Crehan project on creating a skeleton framework for the New Curriculum for Swansea schools and will give us greater guidance on the pillars of our curriculum.
- 'Child speak versions of integral skills have been produced which are differentiated for phases/year groups.
- Enhanced provision in KS2 classes is now established and throughout the school (in line with our Space theme for the New Curriculum) will be called Missions. There was also discussion around the fact the word Challenges often make children feel uncomfortable where as a 'friendlier' term makes them less threatening.
- Backward planning training has been held for all staff (INSET day) – It was made clear that teaching staff must share plans with support staff so they need to understand the concept
- The planning format has been saved as a template on Taith. It was trialed over a term and amendments have been made. The theme planning is shared with parents via Dojo
- The end of year reports have been set up in line with the new Taith system and will be sent to parents in July.
- A workshop for parents on New Curriculum and how assessment will be affected has been held – the attendance was low (eight families) but the powerpoint was shared with all parents via Dojo
- Each class has run a research project to aid application of the New Curriculum.

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- All staff have received training school training on Dimension Cymreig and the tools available to classes and TAs have received training in the use of Welsh patterns and everyday phrases
- The Welsh lead has met with the Athrowes Fro for regular updates and has drawn up an action plan for the year ahead, including achieving Y Siarter Iaith
- Dave Caswell has received training in Tric a Chlic

Priority 4 Implement ALNET Act

All staff are aware of the requirements of the ALN Bill. There has been another delay around the implementation Act as schools have expressed many concerns over the feasibility of some of the requirements

- Lisa Foley and Helen Talaat have attended many courses relating to the Act and are constantly updating practice in line with the expectations.
- Move from statements and individual education plans to individual development plans
- Personal profiles have been produced for all children on the ALN register and all staff working with the children have been involved. Many thanks to Mrs. Foley for her hard work in this area.
- A cluster ALN group has been established and all members are working closely together to ensure consistency across the primaries and Comprehensive school
- Parents of ALN pupils have been involved in the processes in place at this point. At this point, parents have contributed to Personal Profiles and five IDPs which have been completed. Pupils have also been involved at various stages of the process.
- Concerns:
 - a) WG have stated that transition to the ALNET ACT requirements has zero costs – this is certainly not the case.
 - b) Funding for children identified as requiring an IDP still is not fully clear to schools and there is a level of concern as to how the school budget for ALL children will be affected.
 - c) Health and schools are supposed to be working together but the timelines for both services are very different.
 - d) Doctor's and consultants continue to tell parents that their children require an IDP when they are unaware of the provision that is already there for a child – this can cause unrest between parents and schools (particularly children identified as ASD)
 - e) Parents are being told by other professionals that their child/ren need one-to-one support when the Act makes it clear that if a child needs on- to – one support they should be in a specialist teaching facility. Again this is not being made clear and parents are coming to schools with unrealistic expectations.

Priority 5 Staff development for the New Curriculum; Further develop leadership skills in staff; Review use of space throughout the school – indoors and outdoors

- Performance Management meetings identified the requirements of individual staff members and allowed planning with regard future support and training.
- Sara Morgan has been enrolled on a coaching and mentoring course and, following a year without a FP lead the role has been reintroduced. The NQT/Student mentor role has been further developed and we have been able to utilise the WG funded NQT to release the member of staff concerned where necessary.
- The ALNCos continue to attend training (as Priority 4) and have developed a strong working link with the cluster ALNCos – this has been essential as the move towards the ALNET ACT is particularly pressurised for the individuals involved. Lisa Foley has also completed a UWTSD degree course on inclusion (she is currently awaiting the result) Lisa Foley has also taken the lead in more meetings with parents which, in turn, has released Mrs. Talaat
- Richard Williams (innovation project secondee) has led the application for Siarter Iaith - leading training for staff and establishing an increased Welsh feel around the school. Staff received training on the website, Dimenswn Cymreig, which helps to contribute to the Cynefin aspect of Curriculum for Wales. All TAs have received further training in the use of Welsh patterns and everyday phrases. Richard has also been invited to Governing Body Meetings and parents' meetings. Helen Talaat meets regularly with secondee to ensure he is developing at the rate he wishes

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- Ria Banscherus has been seconded to Newton in her development and she is kept up to date with any school based training. Resources have also been made available for her to use at partner school.
- Helen Talaat has worked with the Secondment group PLC to provide training where required.
- We are in the process of looking to utilise any space available around the school.

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Priority 1: Monitor pupil standards in reading, writing and mathematics improving and maintaining standards and progress overall.

Rationale/Evidence-base: Why is this a priority? <i>We have carried out a range of assessment activities in recent years but felt they were not relevant enough to inform practice.</i>		Success Criteria – <i>Nearly all pupils make progress from their starting points</i>		
Cross reference / links:				
CfW	Nat. / local priorities (SLOs, NAPL, National Mission etc.)	Governors		Pupils
<i>Pedagogy</i>	<i>NP1: Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience</i> <i>NP2: Reducing the impact of poverty on learners’ progression and attainment</i>	<i>All</i>		<i>All</i> <i>School Council Reps</i> <i>RRS group</i>
Actions and accompanying milestones if applicable		Who? (named)	Monitoring & reporting mechanism	PROPOSED IMPRRSACT
Revisit baseline setting for all groups and ways of monitoring progress Identify the link/difference between assessment and reporting and reinforce the need for continuous formative assessment whilst still requiring certain summative assessment Review Hodder Numeracy, Reading and spelling tests Release time for S. Morgan to work on cluster Rec Baseline		All class teachers	<i>Reviewing result sheets and progress</i> <i>Feedback in staff meetings</i>	<i>Nearly all pupils make progress from their starting points</i> <i>Nearly all learners’ needs are appropriately met.</i> <i>Close RA and CA gap.</i> <i>Efficient and effective system for capturing support needs.</i>
Establish our pillars for Pengelli’s Curriculum as a staff. Review progress this term and identify the areas of development that need reinforcement in depth – note the areas that will receive priority throughout the school and send out a strong message to pupils and parents to ensure that stakeholders are working together. Establish a working together group after Autumn half term to identify areas for concern and to plan a way forward		All class teachers with input from all staff	<i>Reporting back in staff meetings</i> <i>Pupil voice</i>	<i>All stakeholders are clear on the pillars that are non-negotiable</i>
Initial book trawl to identify issues then plan school approach to improving handwriting and general presentation Highlight the importance of handwriting to all stakeholders:		All staff	<i>Book trawls – timetabled in to staff meetings</i>	<i>Mastering letter formation – correct size and orientation</i>

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• <i>Handwriting leads to stronger academic performance in both reading and maths.</i> • <i>Handwriting boosts memory. If we write something down, we are more likely to remember it.</i> • <i>Handwriting builds motor skills.</i> • <i>Handwriting is part of our daily lives. No matter how much we use technology, there is always a part of our day where handwriting is necessary.</i> • <i>Handwriting increases focus.</i> Increase knowledge of hand skill development Broaden knowledge and sharpen observation skills in recognizing problems in hand skills development Learn how to modify the classroom environment and develop remediation activities to improve hand skills. Increase awareness of occupational therapy as a resource service. Recognise that handwriting efficiency develops, so it's about keeping pupils motivated and eager to improve Pupils focus on maintaining a consistent and fluent style. Pupils practice maintaining legibility when writing at speed.			<i>Providing time and opportunity to practise, helping children to progress from accuracy to fluency</i> <i>Developing fine motor skills and grip as fundamental to future development</i>
Focus on assessment as an area for research Linked to the first action, staff identify systems of assessment as a focus for research with an emphasis on continuous formative assessment and assessment of skills Consider: How do we make Assessment more effective? What feedback is most effective in moving learning forward? How do we evidence progress rather than end of phase outcomes? How do we help learners to be more aware about their progress?	Class teachers	Staff report back to meetings and INSET	<i>All learners are respected and challenged to achieve the best that they are capable of</i> <i>Planning for progress impacts on outcomes</i> <i>Staff use assessments to inform planning, and next steps that moves learning on.</i> <i>Focus on productive marking only</i>
Extend reading resources Audit current reading materials and update resources. Look to foster a love of reading and an appreciation of books as well as a structured system to progress in the Early Years	Class teachers	<i>Listening to learners</i> <i>LLC Lead learning walk</i>	<i>Love of reading fostered throughout the school.</i> <i>A varied range of reading materials available to all</i>
Develop oracy across the curriculum Spoken communication is the key to much of our success, and for much of recorded history, the importance of spoken language was reflected in our education systems. Focus on stamina & concentration paired & whole class interactions, vocabulary development, listening & interaction, responding, speaking & justifying, Provide a range of strategies/activities for developing oracy skills.		<i>Listening to learners</i> <i>LLC learning walk</i>	<i>Recognise that oracy is at the heart of the Learning Skills curriculum, and recognise spoken language as being at least of equal importance to the so-called</i>

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			'3 Rs' of 'reading, writing and arithmetic'.
Analyse information gained from Taith data Revisit TAI TH to evaluate its worth as an assessment tool before deciding whether or not to renew it next academic year		SLT review	A structured approach to recording progress that is relevant to pupil development and teacher knowledge.
Resources (incl costs)	Professional Learning requirements (Incl costs)		
FP TAs £70,946 (£42,255 + £28,691) Support TA (£4142) TA Y5/6 (partial funding) £16,568 (£6,720 + £9,848) TA Y3/4 (£25,351) Reading materials – fund raising £1,000	N/R Baseline (Cluster working) – cover £100 Taith training		
How can the wider community of the school enrich the priority?		What support do we need from others to realise this priority?	
Increased involvement of parents School to school sharing Cluster work		Training from Partneriaith WG Network groups SA	
Termly Review Narrative			
AUTUMN		SPRING	
SUMMER			

Key: **EIG spend**, **PDG spend**, **RRRS: ALP**, **School spend**

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Priority 2: Implement a whole-school approach to emotional and mental well-being.

Rationale/Evidence-base: Why is this a priority? <i>We have identified that although on initial return to school following lockdown and strict COVID restrictions the children were generally happy and excited, we have now noticed that as they have settled back in to routines there are more signs of anxiety and various difficulties that affect pupil learning.</i> <i>The four purposes of the new curriculum for Wales are that all children and young people will be ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals. Schools will design their own curriculum, which enables learners to make progress to these purposes. The whole-school approach supports these aims and the evidence points to academic and social development as being intrinsically linked.</i>	Success Criteria –all aspects of need from universal approaches to promoting good health and preventing ill health considered and a more targeted approach for those individuals at greater risk and specific support for those individuals with identified needs, with a focus on early intervention provided. A whole school approach successfully delivered will involve developing effective working partnerships between the school and all of the agencies in the wider system that can provide specialist advice and support
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Cross reference / links:

CfW	Nat. / local priorities (SLOs, NAPL, National Mission etc.)	Governors	Pupils
<i>Health & WellBeing</i> <i>Four Purposes</i>	<i>NP1: Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience</i> <i>NP2: Reducing the impact of poverty on learners' progression and attainment</i>	<i>All</i>	<i>All</i>

Actions and accompanying milestones if applicable	Who? (named)	monitoring & reporting mechanism	Action/ Monitoring Costs
Access the Whole School Approach to Emotional and Mental Well-being Self-Assessment Tool Use key questions from the Welsh Government statutory framework on 'embedding a whole-school approach' to emotional & mental well-being. The tool will be completed by different groups within the school, for example the Senior Leadership Team (Health and Well-being leads); teachers; support staff; parents and learners.	All stakeholders	Report fed back to stakeholders Learning walks Pupil voice Questionnaires	<i>An inclusive dialogue developed across the school community that helps the school identify what it is currently doing well and what areas need further development or improvement.</i>

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The thoughts and views of the different groups amalgamated to provide an overarching score Discussion around when different groups come to a different conclusion and why that might be. Each group document the evidence they used in coming to their score Agree priorities for action following the. Develop a longer-term plan with staged implementation			<i>An action plan for a way forward produced , both short and long term</i> <i>Excellent care, support and guidance offered to all stakeholders, which improves provision and standards for nearly all pupils. Thereby promoting improving relationships</i> <i>Exploring the benefit of yoga/relaxation in calming students before the day begins in earnest. The approach seems to be especially helpful for students facing traumatic situations outside of school because the period of meditation helps them separate the home and school environment so that stress doesn't affect classroom behaviour and learning to as great a degree.</i> <i>A new social and emotional programme in place with a fresh approach</i> <i>Children's knowledge of the Rights of the Child built on and they are able to talk about them to an audience</i>
Develop a consistent approach to calm down areas throughout the school. Ensure that a plan is in place across the school for the use of calm down areas with a clear understanding for all pupils of its purpose			
Introduce relaxation sessions Promote the use of relaxation sessions to help children strengthen their self-regulation and their focus on classwork. It also boosts their overall health, reduces negative feelings, and fosters compassion. Schools can benefit from relaxation and yoga sessions. Consider starting the day with yoga/relaxation exercises			
Investigate an appropriate alternative to SEAL. Look at a different approach rather than a scheme.			
We have a rights respecting school coordinator who oversees the implementation and understanding of rights throughout the school. This will be prioritised in the academic year 2022/23			
Attendance has been highlighted as an issue across Wales and we are following the same trend in Pengelli with attendance dropping below 90% in 2021/22. Work towards an attendance level of 95% as in previous years – Year 1 increase to 92.5% rehearse and reinforce attendance and punctuality expectations continually	H.Nicholas H.Talaat	Working fortnightly with EWO to review data and processes	Attendance rate increases to 95%

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• emphasise the importance of attendance and its impact on attainment • follow up on absence and lateness with pupils to identify barriers and reasons for absence • contact parents and carers regarding absence and punctuality • consider the individual needs and vulnerabilities of pupils • follow the LA pathway for dealing with repeated absences • work closely			
Resources (incl costs)	Professional Learning requirements (Incl costs)		
Resources needed will be identified during the process allow £500 Attendance monitoring £1058 Pastoral Care Manager working with parents - £7054	Training from Partneriaith Training with Anthony Priest Coaching and mentoring training 2.5 days cover + costs (£500+ £100)		
How can the wider community of the school enrich the priority?		What support do we need from others to realise this priority?	
Identify services that may be able to provide support - Counselling for staff Counselling for pupils		Partneriaith Health and wellbeing support Anthony Priest EPHW funding	
Termly Review Narrative			
AUTUMN		SPRING	
SUMMER			

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Priority 3: Embed metacognition: extend independent learning and creative thinking.

Rationale/Evidence-base: Why is this a priority? <i>We have carried out a great deal of work on theory and thinking behind the New Curriculum and we now want to look at the impact of the theory on Pengelli's practice.</i>	Success Criteria – New Curriculum mapping developing and under constant review
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Cross reference / links:

CfW	Nat. / local priorities (SLOs, NAPL, National Mission etc.)	Governors	Pupils
Curriculum design Cross curricular teaching	NP1: Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience NP2: Reducing the impact of poverty on learners' progression and attainment	All	All

Actions and accompanying milestones if applicable	Who? (named)	Type of monitoring & reporting mechanism	Action/ Monitoring Costs
Revisit curricular policies in line with C for W Working group meet to review and amend policy documents. Investigate the possibility of one curriculum policy with AoLE appendices	Teachers Governors	Learning walks Pupil voice Questionnaires Feedback to Gov Body	AoLE Leaders carry out learning walks to gain a clear understanding of the learning in each area/class. AoLE leaders review curriculum content and vision for their area and contribute to curriculum policy SLT, Monitoring Committee, Curriculum mapping developed across the cluster and in Pengelli.
A cluster PLC to produce a curriculum map of skills led by Helen Talaat in the year 2022/23 to ensure consistency Cluster AoLEs meet to discuss practice in their areas and to establish a curriculum map to be used across the cluster- discussion will be a vital element of this process to develop an honest dialogue and consistency throughout. AoLE leads feedback the work carried out in their schools to develop an individual school curriculum	H.Talaat AoLE leads		
PLCs for each of the AOLES whereby staff can share work and gain a greater understanding of what is carried out in each school/phase. Set up cluster PLCs to replace moderation PLCs whereby leads can share work and discuss progression and consistency	Cluster Headteachers		

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Work with Parneriaith in the new year to develop our Cluster Curriculum map and from there we will start to produce a detailed progression for Pengelli.		AoLE leads		AoLEs attend cluster PLCs and share work completed in school. Timetable for themed weeks completed
Plan ahead for whole school themed weeks Build themed weeks in to the school calendar so that staff are prepared for them when they arise. Produce a two year cycle Use these themes for book trawls to review consistency and progression		All teaching staff		
Resources (incl costs)		Professional Learning requirements (Incl costs)		
Cluster working (4X 3X 0.5 days) -£1200		School to school training – cover costs - £800 Partneriaith training – cover costs - £800 Curriculum training listed below – 9 days - £1,800		
How can the wider community of the school enrich the priority?		What support do we need from others to realise this priority?		
Governor – policies Parents – what curriculum is required? Pupil voice		Partneriaith support		
Termly Review Narrative				
AUTUMN		SPRING		
SUMMER				

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Priority 4: Further develop ALN provision to meet the needs of all learners, involving all stakeholders in the process.

Rationale/Evidence-base: Why is this a priority? <i>Extend understanding of the new ALN processes to all stakeholders not only those immediately affected.</i>		Success Criteria – <i>Improved collaboration between home, school and multiagency providing excellent care, support and guidance</i>		
Cross reference / links:				
CfW	Nat. / local priorities (SLOs, NAPL, National Mission etc.)	Governors		Pupils
ALN Act Universal provision	NP1: Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience NP2: Reducing the impact of poverty on learners’ progression and attainment	ALN Stacey Smith		ALN groups
Actions and accompanying milestones if applicable		Who? (named)	Type of monitoring & reporting mechanism	Action/ Monitoring Costs
Training for all staff on the requirements of the ALN Act Build training into staff meetings and INSET days to ensure all staff are aware of developments and changes to ALN provision		ALN Manager HT	Reporting back on training Parental feedback Sharing information leaflets Records of meetings	New ALN legislation impacting on all areas throughout the school. Improved support and guidance for all stakeholders, which improves provision and standards for nearly all pupils. ALN/Pastoral care Manager feeds back self evaluation results/ information to SLT, Governors and LA. ALN/Pastoral care Manager provides staff with relevant training and information to carry out their directed work to support pupils:
Training for parents on the requirements of the ALN Act Run workshops for parents to ensure they understand the processes involved in deciding whether or not a pupil has ALN and the parents’ role in this process				
Signposting for parents via the school’s pastoral support officer. School support officer set up meetings with parents to provide group/individual guidance when seeking support for their children School support office and Headteacher provide training sessions for specific needs/conditions				
Post Information leaflets on the school website to help parents gain the support they need if they are reticent to come in to school				
Begin the second tranche of pupils requiring IDPs – as a small school we have completed the first tranche of pupils and are ready to move on. Seek LA advice as to whether or not we are able to move forward.				

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Increase communication between class teachers and ALN support with a workable communication system. Ensure that any work carried out in either setting is relevant to the other.				- o Wellcom - o Speech & Language Link - o Impulse - o Boxall Profile Online - o Reading Eggs - o MyMaths .
Resources (incl costs)		Professional Learning requirements (Incl costs)		
My Concern (Safeguarding Company) £578.88 p.a. Taith 360 £648.00 p.a. Speech and language Link £700.80 p.a.		LA run Training nil SCERTS training for TA – £150 Clicker training - £100		
How can the wider community of the school enrich the priority?		What support do we need from others to realise this priority?		
Cluster group LA ALN leads		Input from Health and Emotional Wellbeing services		
Termly Review Narrative				
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Priority 5: Review and upgrade the learning environment; further develop self-evaluation processes

Rationale/Evidence-base: Why is this a priority? <i>With developments in the curriculum we need to reassess our learning environment and upgrade the physical environment for the learners. AoLE leaders need a firm structure as to how self-evaluation processes can automatically feed in to the school throughout the school.</i>	Success Criteria – <i>Children value their learning environment and AoLE leads have a clear understanding of their area of responsibility and its development within the school</i>
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Cross reference / links:

CfW	Nat. / local priorities (SLOs, NAPL, National Mission etc.)	Governors	Pupils
<i>Self-evaluation processes</i>	<i>NP1: Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience NP2: Reducing the impact of poverty on learners' progression and attainment</i>	<i>Health and Safety – David Cole and Phil Card</i>	<i>School Council</i>

Actions and accompanying milestones if applicable	Who? (named)	Type of monitoring & reporting mechanism	Action/ Monitoring Costs
Improve the learning environment for pupils by involving pupil voice groups. Seek grant funding for improvement works Utilise stakeholder skills for improvement works	SLT	Record of pupil involvement Grant applications	<i>Grants actioned and working environment upgraded</i>
Reassign TAs to different year groups to establish smooth transition and refresh TA approaches.		Feedback on training Self evaluation records	<i>TAs working in new classes and transition affected.</i>
Ensure TAs have access to training availability and re-establish a training timetable			<i>Courses attended by TAs</i>
Develop continuous self-evaluation processes to ensure that self-evaluation is not ‘an event’ Produce an AoLE lead handbook for self-evaluation Produce a timetable for self-evaluation			<i>Self evaluation processes evidence through Hwb and easily accessible by all staff.</i>
Resources (incl costs)	Professional Learning requirements (Incl costs)		
Decorating materials and relevant classroom equipment	12 days supply for class teachers – 12 X £200 -£2400		

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How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
Seek local suppliers who can help Parents with DIY skills Governors advise on grant applications	Partneriaith training for AoLE leaders Surveyor
Termly Review Narrative	
AUTUMN	SPRING
SUMMER	

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[Summary of Professional Learning](#)

How the Governing Body will further the professional development of staff in order to meet the school improvement targets.

Priority	Activity	Costs
NEW CURRICULUM	AoLE progression training	£200
	Lucy Crehan training	£800
	Swansea Bay RSE training	-
	Maths coordinators	£100
	Welsh Coordinators	£100
	IT Coordinator	£100
WELLBEING	Coaching and mentoring training	£600
ALN	Dyscalculia training	No cover
	WRAT training	No cover
	POPAT training	No cover
	Sensory training	No cover
	Non-verbal reasoning	No cover
	ALNET implementation training days	No cover
	ALNCo meetings	No cover
	Scerts training	£150
CLUSTER WORK	Clicker training	£100
	Curriculum mapping	£800
	Bont Book planning	£100
	Mathmagic planning	£100
	Math Magic Competition	£100
LEADERSHIP RELEASE	12 days release	£2,400
Total		£5650

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SDP Checklist

SDP requirement	✓	Comments
Does a clear vision set the context for the SDP? In order for the school to make sustained improvements and move forward, it needs to have a clear purpose that is shared and understood by all. In setting its vision, a school should consider the context in which it operates and agree a vision that is both motivational and achievable, and is underpinned by solid practical strategies.	✓	Vision statement can be found at the start of the document. Bold statement regarding whole-school approach to well-being also included in SDP.
In drawing up the SDP, has school performance information been considered? (A SDP will be informed by the regular self-evaluation a school undertakes of its own performance and contextual data.)	✓	The rationale for each priority explains what has been considered.
National priorities in regulations are: (a) raising the standards of education in relation to literacy and numeracy; and (b) reducing the impact of poverty on educational attainment;	✓	Each priority allows school leaders to link it to national priorities such as CfW and SLOs. There are also dedicated priorities for reducing the impact of poverty and implementing a whole-school approach to well-being.
Is there evidence of monitoring, review and revision of the SDP? Is it a live document? How are revisions reported?	✓	Each current priority has half-termly RAG rating and a narrative section.
Consultation In preparing or revising a school development plan the governing body must consult— (a) the head teacher of the school (if that person is not a member of the governing body); (b) registered pupils at the school; (c) parents of registered pupils; (d) school staff; and (e) such other persons as the governing body considers appropriate.	✓	Given in the 'context of the plan' section.
Professional development strategy Details of the governing body's strategy for the current school year as to how it will further the professional development of staff at the school in order to meet the school improvement targets. Does it include all staff and leadership development? It will provide a context for the performance management process for all staff. How does the school use the professional standards?	✓	Each priority lists professional learning required to realise it and this is combined in a summary towards the end of the plan.

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Working with the community Details of how the governing body will seek to meet the school improvement targets for the current school year by working with parents/carers of learners at the school, local residents, other schools, agencies and businesses, in seeking to achieve the school improvement priorities.	✓	Each priority considers how the community can contribute to its realisation.
School staff and school resources Details of how the governing body will make best use of the— (a) current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and (b) school staff and school resources (including financial resources) the governing body anticipates will be available to it to meet the school improvement targets for the next 2 school years immediately proceeding the current school year.	✓	Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.
Previous targets A brief statement setting out the extent to which the school improvement targets for previous school year were met and where they were not met fully a brief explanation as to the reasons for that failure. Schools should evaluate the effectiveness of targets that have been achieved, in terms of raising standards and improving outcomes for all learners.	✓	A review of the previous priorities is included.
Clearly sets out actions the school will take in order to achieve its targets.	✓	Each priority lists actions and offers an opportunity for the school to signpost evidence that informed the inclusion of said actions.
Clearly sets out expected outcomes as a result of achieving those targets. Outcomes should focus on the core purpose of school development planning, raising standards and improving outcomes for all learners.	✓	Each priority considers what success will look like.
Clear success criteria and milestones against which intended improvements can be evaluated.	✓	Success criteria (see above). Milestones included in actions.
The plan covers a rolling three-year period with year 1 containing detailed priorities and years 2 and 3 capturing high-level priorities and targets.	✓	High-level priorities for years 2 & 3 are articulated within the plan.