

# **St Oswald's VA Primary School**



## **School Improvement Plan 2022-23**



No. of staff	6	9	1	1	1	4	2		24
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### Classes

Name of Classes and members of staff			Number of pupils								
Classes	Teachers	Support Staff	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Little Acorns	1	3									
Willow	1	2			14	16					30
Elm	1	1					18	9			27
Sycamore	2	0.5						8	15		23
Oak	1	0.5								25	25

Speak Welsh at home	English as an additional language	School Action	School Action Plus	Statement	eFSM	Children looked after
0.7%	1.4%			1.4%	6.4%	2.1%

### Roles and Responsibilities

Members of Staff		
Name	Post	Responsibility
Mr M Scale	Headteacher	ALNCo Mathematics and numeracy Eco Warriors JRSOs

Governing Body		
Name	LA/Parent/Foundation	Responsibility
Mrs K Jones	Foundation	Chair Safeguarding Whistle Bilingualism

Mrs C Rees	Acting Deputy Headteacher	Languages, literacy and communication – Oracy Religious Education Humanities Y Llais Faith ambassadors
Miss Elys Phillips	Teacher	Languages, literacy and communication – Welsh Expressive Arts Ciw Cymraeg
Mrs R Grieve	Teacher	Science and Technology DCF E-safety
Mrs C Hughes	Teacher	Languages, literacy and communication – reading and writing Reading ambassadors
Miss C Pearce	Teacher	Humanities Eco warriors
Mrs M Arthur	Teacher	Health and wellbeing health and wellbeing ambassadors
Miss Lily Lloyd	Teacher	Health and wellbeing health and wellbeing ambassadors
Miss Debbie Badham	LSA	ELSA
Mrs Diane Barrett	LSA	ELSA

Mr J Williams	Local Authority	Vice-chair ICT
Lt N Watt	Foundation	Science and Technology
Mrs R Wilson	Parent	ALN
Mrs E Nicholas	Foundation	Mathematics Child protection
Mrs J Cole	Parent	Language and literacy
Vacant	Foundation	Collective worship
Mr S Williams	Foundation	Pupil participation Religious Education
Mrs E Thomas	Foundation	Expressive arts
Mr J Parkin	Parent	Whistleblowing ESDGC

Miss Emma Wyatt	HLTA / LSA	
Miss Fran Morton	HLTA / LSA	
Mrs Trish Furse	LSA	
Mrs Jayne James	LSA	
Miss Chris Jackson	LSA	
Mr Grant James	LSA	

Mrs J Harts	Staff Representative	Attendance
Mrs C Rees	Teacher Rep	
Mr M Scale	Headteacher	
Mr P Overall	Community	Children's rights

### **Available Resources and Grants**

#### **School Budget**

<b>Aspect</b>	<b>Sum</b>
Staff Training / Supply Cover	£3100
ICT Equipment	£1000
Course Materials	£500
Furniture	£2000

#### **Additional Grants**

<b>Grants</b>	<b>Purpose</b>	<b>Sum</b>
Education Improvement Grant RSCIG		£7863
PDG		£9200

### **Reviewing the impact of last year's SIP Sept 2021 – July 2022**

<b>Priority</b>	<b>Impact</b> Did we meet our targets? What impact has there been on provision?	<b>Evidence</b>	<b>RAG progress</b>
To further develop pupils' reading skills in both English and Welsh	WNT and GL reading assessments showed progress for many learners. Upper KS2 results were very good with the majority of learners making progress on 20-21 scores.	Progress reports End of year levels	

	<p>Taith 360 used by all teachers to track pupil's skills and plan for next steps.</p> <p>Whole staff meeting to discuss the vision to develop reading in St Oswald's.</p> <p>Phonics monitoring during the autumn term highlighted a more consistent delivery of phonics across the school, after coaching sessions held by the LLC lead. Language lead delivered training for parents. A discussion was had on phonics schemes.</p> <p>A new scheme of reading books purchased during the end of the academic year.</p> <p>Pupil progress meetings were not as consistent as previously, a new format for the sessions has been agreed.</p> <p>A reading spine developed for all classes.</p> <p>Support for reading in Welsh was provided by the authority's advisor for Welsh</p>	<p>Classroom displays / books</p> <p>Pupil progress reports</p> <p>Monitoring documents</p>	
<p>To further develop pupils' in-depth knowledge of mathematical concepts.</p>	<p>End of KS2 results were good and pupil progress from FP to KS2 was very positive.</p> <p>Ambitious targets set in every year group, using RADY principles. End of year results in year 6 were very good. Other year groups more variable.</p> <p>GL assessment compared to WNTs</p> <p>Catch-Up numeracy having limited benefit.</p> <p>Concrete resources purchased, numicon training is now needed for some staff</p> <p>Monitoring highlights a wide range of abilities in the school from those working beyond chronological expectations to those who are demonstrating a lack of confidence with basic concepts.</p>	<p>Progress reports</p> <p>Targets and data sheets</p> <p>Reports</p> <p>Monitoring docs</p>	

	<p>AFL needs focussing on i.e. ladder approach in KS2, low stakes quizzing etc.</p> <p>Reasoning SS data showing a better correlation with procedural attainment.</p>		
<p>To introduce children's rights as a whole school focus</p>	<p>Rights evident in school documents i.e. policies, action plan, planning etc.</p> <p>Collective worship linked to the rights e.g. the right of the month / celebration days i.e. Global Week</p> <p>A report to governors on rights. Governors fully support the schools plan.</p> <p>Displays are prominent around the school and pupils are able to recall a number of rights.</p> <p>Home-school link – mission linked to the right of the month for children to complete.</p> <p>Our monthly newsletter links to the rights of the month and shared with parents.</p>	<p>KS2 progress report</p> <p>Assembly files</p> <p>Displays</p> <p>Collective worship monitoring</p>	
<p>To develop pupils' ability to influence what and how they learn as school staff move towards preparing for the new curriculum for Wales.</p>	<p>Pupil voice groups in around half the classes had a very big impact on the school procedures. In the other classes pupil voice became embedded in terms of impacting the learning experiences in the individual classes.</p> <p>Proportional representation was achieved.</p> <p>School staff visited several local schools to share new curriculum approaches.</p> <p>SLT worked with a cluster school to standardise school improvement systems. This has been extended to a three school project.</p> <p>School staff have worked in a triad with two schools beyond our cluster on the RVE curriculum, Welsh and will continue to work together on an oracy project.</p>	<p>L2L</p> <p>Funky Friday FP planning (one note)</p> <p>Monitoring report</p>	

	Funky Friday established in Foundation Phase, where children lead their learning on a Friday afternoon.		

We strive to improve through employing rigorous continual self-assessment. As a result of detailed analysis of school data and ongoing continuous self-evaluation we have four priorities this year.

In order to ensure the recommendations, set out in our SIP are met, our Performance Management targets will be linked during the academic year 2020/21.

### **Targets and Strategies for Our Priority Areas Year 1: 2022-2023**

#### **Our Immediate Priorities**

<b><u>By the end of July we aim</u></b>	
<b><u>1</u></b>	To further develop pupils' oracy skills in both English and Welsh.
<b><u>2</u></b>	To improve mathematics fluency and mental mathematics throughout the school
<b><u>3</u></b>	To enhance leadership capacity throughout the school
<b><u>4</u></b>	To ensure pupils make expected progress or better through appropriate differentiation and challenge for all learners

## School Improvement Plan

### School Improvement Priority

### Target 1: To further develop oracy in both English and Welsh

What does self-evaluation tell us needs to improve?

What will success look like?

- Throughout the school many pupils speak confidently about what they are learning and confidently to an audience. However teacher assessment has highlighted a dip in confidence since the start of the covid pandemic, which is more obvious with our younger learners.
- Many of our younger pupils did not have the same pre-school social opportunities that they would have had had before the covid pandemic
- Welsh oracy standards suffered because of the pandemic and the teaching methods and restrictions during the pandemic. Training with the LEA Welsh Advisor in the summer term highlighted the need for focus on the Welsh continuum.
- A third language to be introduced in the autumn term. After consultation with the secondary school, the third language will be French.
- Due to pupil needs, staff have had signal training in the past. Arrangements for staff to complete a refresher course will be arranged to support individual pupils in classes.

- Voice 21 Oracy Framework used to inform planning and assess oracy skills throughout the school.
- All classrooms will have developed oracy rich environments.
- Pupils use a variety of sentence starters to facilitate conversations with staff and peers through both English and Welsh.
- High quality questioning / responses enable pupils to make accelerated progress
- Children falling behind are identified quickly and appropriate actions put in place to ensure they catch up
- Welsh and English guided / reciprocal reading sessions timetabled throughout the school.
- All pupils will be able to benefit from opportunities for oracy, in both Welsh and English and a third language, which are regular, purposeful, appropriately pitched and thoughtfully planned.
- All teachers plan opportunities for pupils to use their oracy skills across the curriculum. Pupils will have **regular** opportunities to **reinforce/use** these skills in different contexts, across the curriculum.
- Oracy success celebrated across school and shared with the school community
- Similar results / attainment in Eng/Welsh to ensure parity between the languages
- Begin to build an ambitious, context-driven curriculum for oracy which is embedded across different phases and subject disciplines.
- The Welsh Continuum is followed rigorously and Welsh is heard throughout the school, naturally used by staff and pupils.

**Action**

**Lead person**

**Time and cost**

**A**

**SP**

**S**



<u>Non-Negotiables</u> <ul style="list-style-type: none"> <li>Weekly sessions in class modelling and sharing good practice talking about and explaining their learning to peers and adults in the classroom.</li> <li>Explicit teaching of oracy skills in each class using the Oracy Framework.</li> <li>Oracy rich classrooms</li> <li>Daily Welsh drilling sessions</li> <li>Fortnightly reciprocal reading session in both English and Welsh in KS2</li> <li>See non-negotiable document</li> </ul>	All teaching staff  LLC leads	Weekly  Daily Autumn term 2022 Daily Fortnightly			
<u>Parents/carers</u> <ul style="list-style-type: none"> <li>Exhibition Weeks / Launch and land days</li> <li>Pupil/parent/teacher conferencing</li> <li>Welsh sentence of the week – pupils share with their family</li> <li>Monthly Newsletter</li> </ul>	MS  All teaching staff	Half-termly Termly  Weekly Monthly			
<u>Monitoring</u> <ul style="list-style-type: none"> <li>Track pupils throughout the year using Taith 360, skills mapping and tracking and class at a glance (One Note).</li> <li>SLT monitor tracking – pupil progress meetings</li> <li>Oracy learning walk</li> <li>Share monitoring with staff</li> <li>Lesson captures focussing on English oracy – linked to PM</li> <li>Lesson captures focusing on Welsh oracy</li> <li>Book scrutinies – include learners in the process</li> <li>Tric-a-chlic in Foundation Phase classes</li> </ul>	All teaching staff  MS / CR	½ termly  Termly  Monitoring timetable			

## School Improvement Plan

### School Improvement Priority

### To improve mathematics fluency and mental mathematics throughout the school

#### What does self-evaluation tell us needs to improve?

#### What will success look like?

- Mathematical attainment was hampered by the covid pandemic and the extended periods of home learning, particularly with younger pupils. Some learners are unable to recall number bonds and multiplication facts quickly enough, which is impacting on wider mathematical skills.
- Progress during 2021-22 was very good, particularly regarding our older pupils (reasoning and procedural) and particularly with MAT learners in individual classes, although progress was limited in other groups.
- A change in staffing has occurred relatively close to the end of term, which means that a continued focus on mathematical skills and attainment is required to ensure that improvement is maintained.
- There needs to be a continued focus on mental recall, strategic retrieval practice and well-thought differentiation, which allows pupils to work at the appropriate level and make good progress within lessons..

- Most pupils will be able to use mental recall of number facts confidently, developing their understanding of key mathematical concepts and apply these in a range of contexts across the curriculum.
- Most pupils will use and show an understanding of appropriate mathematical language appropriate to age/stage.
- Most pupils will face mathematical reasoning tasks and problem-solving activities with confidence and use the strategies to solve ambitious mathematical problems.
- Most pupils know multiplication tables and number bonds appropriate to age/stage.
- Most pupils can choose their preferred method to calculate answers and are able to use other methods to check.
- Evidence of numeracy rich environments within classrooms that pupils use and refer to regularly.
- All teachers plan opportunities for pupils to use their numeracy skills across the curriculum so that they use number effectively in different contexts.
- Teachers use agreed teaching tools (appropriate to stage/ability) consistently. i.e. RUCSAC

### Action

### Lead person

### Time and cost

### A

### SP

### S

#### Vision

Whole staff meeting to discuss this SIP target and to further develop mathematical skills of pupils at St Oswald's. Clear vision for developing mathematical skills throughout the school and embedded across the curriculum. Right to develop skills

MS

Sept 2022

<p><b>Article 29</b> - You have the right to be the best you can be. Education must help you develop your skills and talents to the full.</p> <p><u>Stakeholders' input</u></p> <ul style="list-style-type: none"> <li>• Governors visits to classrooms.</li> <li>• Review of targets at termly GB meetings</li> </ul>		Autumn term 2022			
<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>• Agreed strategies for promoting the independence and motivation of pupils i.e. learning ladders in PS3</li> <li>• Incorporate tasks and resources into teaching i.e. numicon, counting sticks etc.</li> <li>• To promote speed and accuracy during daily counting and remembered facts sessions. Multiplication Times Tables focus in most classes. Low stakes quizzing used in all classes, to inform planning</li> <li>• Assessment used to build on pupils' existing knowledge</li> </ul>	All teaching staff	Policy and procedures review			
<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> <li>• Collaboration with partner schools to share good practice</li> <li>• Maths Mastery / low stakes quizzing / differentiation / AFL</li> <li>• Nrich</li> <li>• White Rose Maths and Classroom Secrets</li> </ul>	All staff  Designated support staff				
<p><u>Performance Management</u></p> <p>Meetings will take place between headteacher and teachers to reflect on school priorities and personal developmental needs.</p>	SLT				
<p><u>Non-Negotiables</u></p> <ul style="list-style-type: none"> <li>• Maths working walls in classrooms – number of the week / vocab etc.</li> <li>• Weekly reasoning tasks – reasoning activities to be more commonplace in procedural lessons. Explicit teaching of problem solving – link to previous knowledge</li> <li>• Daily numeracy basics to consolidate mental recall of number facts/</li> <li>• Weekly times tables / low stakes quizzes and challenges</li> </ul>	All staff				

<ul style="list-style-type: none"> <li>• GL / WNT used according to assessment calendar</li> <li>• RM easimaths used with all students</li> </ul>					
<u>Parents/carers</u> <ul style="list-style-type: none"> <li>• Enterprise week</li> <li>• Pupil/parent/teacher conferencing</li> <li>• Launch / land days</li> <li>• Times Tables sent home weekly and RM easimaths promoted for home use</li> </ul>		Autumn Term Spring term 2023 Termly Weekly			
<u>Monitoring</u> <ul style="list-style-type: none"> <li>• Maths monitoring- talking to learners (focus on number skills)</li> <li>• GL / WNT assessment</li> <li>• Learning walks, lesson captures</li> <li>• Book scrutiny</li> <li>• Share maths monitoring with staff</li> </ul>	MS  All teaching staff  Gobs / CA / SLT	Listening to learners Book scrutiny			

## School Improvement Plan

### School Improvement Priority

### Target 3 To improve collaboration in school and across schools

What does self-evaluation tell us needs to improve?

What will success look like?

- We have a new ALNCo in place from September 22 as well as an acting deputy headteacher and two NQT teachers to replace two senior teachers who left for promotional roles in June 22 (one, a member of the SLT). Responsibilities will change as a result and coaching support will be required for staff as they lead new areas.
- Partnership working with cluster schools and out of cluster schools needs to continue and grow, including self-evaluation work across schools to improve middle leadership confidence and capacity
- Continue to adapt the school curriculum, assessment and progression systems to reflect the WAG accountability requirements and the needs of learners. The curriculum development needs to be seen as a continual process, not a start and finish.
- Improve self-evaluation procedures by working closely with partner schools to develop workable, and continual self-evaluation systems, which will help us ensure that standards do not slip in light of recent staff changes in the school
- Covid-19 impacted on the governing body's ability to visit school and be part of the self-evaluation process. Governors need to be actively involved in the self-evaluation process
- SLO model needs active participation from all staff members
- Pupil voice is a strong feature of the school in some classes. This needs to extend to all classes

- ALNCo duties carried out effectively with good dialogue with staff, parents, pupils and the LEA
- Strong partnership working with schools in and outside of our cluster, using the Malago principles
- A GB actively involved in school self-evaluation, well informed and knowledgeable
- Self-evaluation is not a one-off event but a continuum, which impacts on day to day teaching and learning
- All staff engaged in SLO and individual professional growth model
- Pupil voice is a strong element of the school. Pupils in PS1 and PS2 plan their learning linked to a book (Funky Friday)
- EWO appointed with St Aidan's and Cosh to support home school relationship
- SLO survey results will highlight key strengths, areas for development and ways of working to enable all staff to develop professionally.

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Action	Lead person	Time and cost	A	SP	S
<u>Vision</u> <ul style="list-style-type: none"> <li>Further embed the Schools as Learning Organisation model – focusing on               <ol style="list-style-type: none"> <li>Promoting and supporting professional learning for all staff including partnership working with other schools</li> <li>Fostering collaboration among staff</li> <li>Establishing a culture of inquiry, exploration and innovation linked the professional growth model</li> <li>Embedding systems for collecting and exchanging knowledge and learning – through staff meetings, the lesson study approach and the shared area on One Note.</li> </ol> </li> </ul>	MS/CR	Twilight session  Printing costs  Printing / laminating costs  Resources for immersion day			
<u>Curriculum</u> <ul style="list-style-type: none"> <li>Middle leaders monitor AoLEs continuously and instigate changes to provision when necessary. Middle leaders work with members of staff, pupils, governors and SLT to strong communication and transparency</li> </ul>	All staff  Sept				

<ul style="list-style-type: none"> <li>• SLT quality assure school improvement and initiate conversations around curriculum, assessment and progression in staff meetings, performance management and pupil progress meetings</li> <li>• pupils work closely with staff to inform future learning. As they progress through the school they exhibit greater independence and positive attitudes and a growing understanding of their own metacognition</li> <li>• Class teachers are responsible for ALN and work closely with the ALNCO.</li> <li>• Curriculum to continue to reflect the views of stakeholders and cluster schools. The curriculum is continually evaluated and improved</li> <li>• Partnership working with schools in and out i.e. pupil voice, RVE etc.</li> </ul>	SLT  Autumn  CP				
<u>Pupil Voice</u> <ul style="list-style-type: none"> <li>• L2L is a continuous process and informs school self-improvement. A range of pupils are involved in the process (RADY)</li> <li>• Pupils are active in school self-evaluation and present to governors at GB meetings.</li> </ul> <p><b>Article 12</b> – You have the right to be listened to and taken seriously.  <b>Article 23</b> – Your right to special care and support  <b>Article 28</b> – Your right to learn and go to school  <b>Article 29</b> – Your right to become the best that you can be.</p>	CR				
<u>Performance Management</u> Professional growth model is being trialled in the school with teaching staff. Ownership of individual targets. Research findings presented to team at the end of the cycle.	All staff				

## School Improvement Plan

### School Improvement Priority

SIP Target 4 - To ensure pupils make expected progress or better through appropriate differentiation and challenge for all learners

What does self-evaluation tell us needs to improve?

What will success look like?

- Differentiation in a minority of classes doesn't always help individual learners to move forward quickly enough. There is a lack of consistency in approaches to differentiation in classes and across AoLEs
- Staff provide feedback according to the needs of learners although somewhat broadly- overall misconceptions are noted and some learners have individualised feedback. In the best examples of feedback observed, feedback shows evidence of planning next steps to adjust planning and subsequent lessons - which can be seen at the beginning (or another appropriate time), in subsequent lessons. In the least effective examples of feedback observed, comments (both written and oral are limited in their effectiveness, sometimes generic and on occasions not linked to the learning intention.

- Staff have an in-depth understanding of each learner's targets and appropriate planned next steps to ensure all pupils make accelerated progress and continually reflect on their own progress, be this through self-assessment, peer assessment or 1-1 pupil conferences with staff. Feedback is not general nor broad, but tailored to each learner's individual needs
- Assessments are tailored to provide staff with high quality and targeted data. Staff are able to scrutinise (question) assessment data to identify required adaptations to planning, reteaching and retrieval at class, group and individual level
- Differentiation is purposeful and not a forced gesture. Consistent use of agreed systems are in place.

### Action

### Lead person

### Time and cost

### A

### SP

### S

#### Research

- Developing the work already undertaken i.e. learning ladders, Google Classroom, success criteria slips
- Curriculum leaders monitor the quality of feedback and differentiation regularly and share the best examples. Curriculum leaders research effective examples of feedback and differentiation and trial in St Oswald's, when appropriate

**Article 12** – You have the right to be listened to and taken seriously.

**Article 28** – Your right to learn and go to school

**Article 29** – Your right to become the best that you can be.

All staff

All staff

Sept 22 -July 23  
Non-contact time

<u>Non-Negotiables</u> <ul style="list-style-type: none"> <li>• Agreed systems are used consistently</li> <li>• Marking and Feedback policy</li> <li>• Rosenshine’s 6<sup>th</sup> principle of instruction is applied in all lessons – ‘The most effective teachers frequently check to see if all students are learning new materials.’</li> </ul>	All staff				
<u>Curriculum</u> <ul style="list-style-type: none"> <li>• Teachers use discussions, tasks, and activities to elicit evidence of learning</li> <li>• Whiteboards (show call), diagnostic questioning used in lessons to check for understanding</li> <li>• Visualisers used for modelling and assessment purposes</li> </ul>	All staff	3 x visualisers £300			
<u>Stakeholders’ input</u> <ul style="list-style-type: none"> <li>• Governors’ ‘virtual visits’ to classrooms.</li> <li>• Review of targets at termly GB meetings. Feedback from pupils themselves at GB meetings.</li> </ul>	All staff  HT / Govs	Autumn term 2022  Termly			
<u>Professional Learning</u> Time allocated for staff to upskill and research, use in practice and share in staff meeting. <ul style="list-style-type: none"> <li>• EEF Research</li> <li>• Teaching toolkit</li> <li>• Dylan William Feedback</li> <li>• Rosenshine’s principles of instruction</li> </ul> Display in staff room to promote AfL and an area to access resources.	All staff				

<u>Performance Management</u> Meetings will take place between the headteacher and teachers to reflect on school priorities and personal developmental needs. Review of professional standards and their implementation.	SLT – all staff	Autumn term 2022			
<u>Monitoring</u> <ul style="list-style-type: none"> <li>• Pupil voice and book looks are simultaneous</li> <li>• Lessons study</li> <li>• Learning walk/lesson-drop-in.</li> <li>• Governor links are active</li> </ul>	All staff  HT/DHT				

Long term priorities				
Standards	Wellbeing	Teaching and Learning	Care, Support and Guidance	Leadership and Management
<ul style="list-style-type: none"> <li>• Literacy and numeracy issues arising from TA and national / GL data</li> <li>• Audit standards of Welsh writing throughout the school.</li> <li>• Gold Siarter Iaith and maintain and improve standards of Welsh in all year groups</li> <li>• Audit and monitor oracy opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Audit pupil voice and adjust provision as required</li> <li>• Reassessment of national accreditation award for Healthy Schools</li> <li>• Maintain/improve current attendance levels and improve attendance for those pupils who cause concern</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit provision requested by pupil voice groups</li> <li>• Continue to review current teaching practices and curriculum coverage in line with new curriculum requirements</li> <li>• Maintain quality of teaching to be 100% good or better in all</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the role of parents in their children’s education through planned activities in school e.g. launch and land days</li> <li>• further develop pupils’ independence, and leading of their own learning</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring and inducting new staff</li> <li>• Continue to refine approach to monitoring systems to make accurate judgements and move teaching and learning from good to excellent via feedback to staff using coaching methods.</li> </ul>

<p>across the curriculum.</p> <ul style="list-style-type: none"> <li>• Ensure a continued balance of literacy, numeracy and ICT activities across the curriculum.</li> <li>• New curriculum Implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• To further embed positive mind sets and independent learning strategies for learners intertwined with the children’s rights ethos</li> <li>• Build on the success of Wellbeing Wednesday</li> <li>• Opportunities to develop Staff Wellbeing activities. ‘I wish my SLT knew....’/wellbeing questionnaire, pick me up, pass the gift.</li> <li>• Evaluate the thematic approach to curriculum design, ensuring progression</li> <li>• Celebrate success through ‘celebration days’. Each child succeeds and recognises their successes.</li> </ul>	<p>lessons and increase number of ‘excellent’ lessons.</p> <ul style="list-style-type: none"> <li>• All staff to reflect on practice on a regular basis collaboratively.</li> <li>• Ensure that systems are in place to support teaching and learning improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate extra-curricular provision available for all pupils.</li> <li>• Review reporting to parents procedures and timings.</li> <li>• Review effectiveness of marking and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Include pupils and non-teaching staff in evaluating the standards of teaching and learning.</li> <li>• Teacher self-evaluation – prof standards</li> <li>• Continue to develop staff digital competence.</li> <li>• Continue to use PM systems to upskill staff and build leadership capacity.</li> <li>• School to school / cluster support – developing leadership across the cluster</li> <li>• Further utilise Hwb for collaboration</li> <li>• Continue with embedding the ALN reform.</li> </ul>
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## INSET and Professional Learning

Broader professional learning comprehensively tracked via rolling professional learning logs accessed [here](#).

INSET Days		
Date	Focus	SI Link
<b>Inset One:</b> 5.9.22 (Directed Day)	School Improvement priorities Safeguarding ALN Reform	SIP Priority 3 Safeguarding Action Plan (below)
<b>Inset Two:</b> 12.9.22	ICT, AFL	SIP Priority 4
<b>Inset Three:</b> 7.11.22	Cluster Training: Curriculum for Wales / Assessment	SIP Priorities 1,2, 3 and 4
<b>Inset Four:</b> 17.4.23 (Directed Day)	TBC: Possible Voice 21 training	SIP Priority 1
<b>Inset Five:</b> 24.7.23	School closure day (covered by Twilights)	

From 2021/23 Twilight Training - closure on 18.7.22		
Date	Focus	SI Link
Twilight 1: 4.4.22	Science and Technology AoLE: sequence of learning design and presentations	SIP Priority 1, 3, 4
Twilight 2: 2.5.22	RADY	SIP Priority 3, 4, 5
Twilight 3: 6.6.22 <i>Postponed to 21.9.22</i>	Safeguarding – Digital Resource Voice 21 Launch	SIP Priority 1 New SIP Priorities

Twilight Training - closure on 24.7.23		
Date	Focus	SI Link
Twilight 1: 21.9.22	Outdoor learning	SIP Priority 1 and 2
Twilight 2: 28.9.22	Voice 21 Training	SIP Priority 2
Twilight 3: TBC	Assessment Procedures for CfW 2022	SIP Priority 4

Twilight 4:TBC	Schools as Learning Organisations	SIP Priority 3
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## **Safeguarding Action Plan**

Targets	Actions and Strategically Planned Tasks	Whom?	When?	Cost?	Monitoring and Review	Success Criteria and Impact	RAG
Update and share Safeguarding Policies	<ul style="list-style-type: none"> <li>✓ All staff read the <u>Safeguarding Policy</u>.</li> <li>✓ SLT update policy and GB ratify in the autumn term 2022 (using County Council provided model policy).</li> </ul>	MS	6.10.22	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> <li>✓ Safeguarding policy is shared with all staff.</li> <li>✓ Safeguarding policy is up to date.</li> </ul>	
All mandatory POD Safeguarding modules are completed by staff	<ul style="list-style-type: none"> <li>✓ Access training records of staff and ascertain who requires what training.</li> <li>✓ Staff provided with time to complete modules.</li> </ul>	All staff	5.9.22 onwards	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> <li>✓ Staff are up to date on safeguarding training modules.</li> </ul>	
All mandatory Safeguarding training completed by identified Governors	<ul style="list-style-type: none"> <li>✓ Safeguarding Governor/s identified.</li> <li>✓ Governors attend any face-to-face and/or online training required to support school in fulfilling its safeguarding duties and responsibilities.</li> </ul>	KJ Identified Governors	Sept onwards	N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> <li>✓ Identified Governors are up to date on safeguarding training.</li> </ul>	
Safeguarding leads attend additional safeguarding training	<ul style="list-style-type: none"> <li>✓ Safeguarding Children, Young People and Adults training</li> <li>✓ Safer Recruitment training via POD</li> <li>✓ Child Protection and Processes training</li> <li>✓ Safeguarding Allegations or Concerns about Practitioners and those in Positions of Trust training</li> </ul>	MS / CR	Sept 22 onwards	N/A N/A	SLT, LA and Governing Body	<ul style="list-style-type: none"> <li>✓ Safeguarding leaders are up to date on the latest training.</li> </ul>	

<p>Establish online system for recording all bullying concerns (OneNote)</p>	<ul style="list-style-type: none"> <li>✓ Invest in new software for central, digital recording of safeguarding concerns.</li> <li>✓ Complete training with all staff on use of new safeguarding resource.</li> </ul>	<p>CR All staff</p>	<p>Sept 22 Sept 22</p>	<p>N/A</p>	<p>SLT, LA and Governing Body</p>	<ul style="list-style-type: none"> <li>✓ Staff utilise EduKey online system for recording bullying claims. Other safeguarding concerns logged and stored securely in office.</li> </ul>	
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<b>PDG OBJECTIVES</b> <b>Priorities to be addressed.</b>	<b>Actions to be taken</b>	<b>Desired Outcomes</b>	<b>Actual Outcomes</b>	<b>Staffing costs</b>	<b>Other costs</b>
<p>Intervention Programmes linked to the acquisition of Numeracy and Literacy skills.</p> <p>Early Intervention groups</p> <p>RADY</p>	<p><b>Support staff to deliver intervention/target support programmes for EY pupils in speech and language, literacy, numeracy, emotional and physical literacy skills.</b></p> <p>To further develop the standards and progress of all RADY pupils.</p> <p>To reduce the gap in attainment for RADY pupils in Mathematics, Literacy and Physical Development.</p> <p>To ensure that progress of pupils eligible for FSM make appropriate progress in relation to their individual targets and starting points.</p> <p>Numicon Firm Foundations Intervention to reinforce number work in PS1.</p> <p>Phonics interventions in addition to phonic group sessions to reinforce and consolidate learning.</p> <p>To improve pupils handwriting and letter formation through the 'Squiggle 2.0' programme.</p> <p>SKIP Training for 2 members of staff to lead SKIP intervention groups. Improve physical development and fundamental motor skills of RADY pupils.</p>	<p>Pupils make progress in reading and 'catch up' with peer groups as they progress through the school.</p> <p>Pupil engagement levels in writing developed in order to reduce gap in outcomes and levels.</p> <p>Increased practitioner confidence in supporting pupils from deprived backgrounds, RADY pupils and underachieving pupils.</p> <p>Pupils make progress in letter recognition. They are able to orally blend and segment words.</p> <p>Improved letter recognition and formation.</p> <p>Parental Engagement – SKIP, Phonics, numicon</p>		<p>£2,300</p> <p>£140</p> <p>£600</p>	

<p><b>Nurture Groups</b></p> <p>Emotional Skills Intervention</p> <p>ELSA Interventions – individual and groups.</p> <p>ELSA drop-in sessions.</p> <p><b>Targeted Intervention – pupil tracking – high target setting</b></p> <p>Raising standards for groups of learners in literacy and numeracy as identified by target setting. Improve the ability of pupils in KS2 to broaden and apply their numeracy skills to work across the curriculum.</p> <p>To further develop the tracking of vulnerable learners through the purchase of Taith 360.</p> <p>Peripatetic music lessons subsidised for RADY pupils.</p>	<p>See directory of activities. Teachers to plan support following analysis of need</p> <p>Attitudes to school survey -PASS</p> <p>ELSA 6 hours per week.</p> <p>ELSA drop-in session on a Friday afternoon – one Elsa to be available in the ELSA room.</p> <p>Y6 Reading support</p> <p>Lexia / Catch Up programs</p> <p>Targeted intervention strategy</p> <p>Trauma informed practices:</p> <ul style="list-style-type: none"> <li>• I wish my teacher knew activity – all classes.</li> <li>• I want/need box in KS2 classes</li> </ul> <p>Lexia licence</p> <p>RM easimaths licence</p>	<p>Provide strategies for children requiring emotional support.</p> <p>TA improvement by at least 2 sub-levels</p> <p>Improved tracking systems giving measurable performance outcomes</p> <p>2 sub level movement</p> <p>Improved parental engagement</p> <p>Progress analysis and formative assessment</p>		<p>£1500</p> <p>£2750</p>	<p>£1200 for Lexia (1 year)</p> <p>£350 for RM</p> <p>£900 for Taith 360.</p>
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					£160
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### Spending Plan for Recruit, Recover and Raise Standards funding

- This plan should indicate the number of pupils included and an outline of the curriculum and staffing solutions proposed.
- Where schools are working in collaborative partnerships or cluster arrangements a single plan will be acceptable

School	School Name / cluster of schools: St Oswald's V.A. School  Lead Head teacher: Michael Scale Contact email: <a href="mailto:scalem@hwbcymru.net">scalem@hwbcymru.net</a> or <a href="mailto:head.stoswalds@pembrokeshire.gov.uk">head.stoswalds@pembrokeshire.gov.uk</a>
Number of pupils included	Priority 1: 14 pupils Priority 2: 14 + 13 pupils = 27 pupils Priority 3: up to 24 pupils
Family schools	Tenby/Greenhill
Focus Area as determined by the criteria in the Grant Terms and Conditions (provided separately)	The expectation of the funding is to help <b>schools</b> meet the demands of the COVID-19 pandemic through the <b>Recruit, Recover, Raise Standards (RRRS) programme</b> .  During the pandemic, it has become clear that many learners have not progressed as much as they might in terms of their progress in learning, some learners having been impacted more seriously than others have. This RRRS funding enables investment in schools to allow them to recruit and

	deploy additional human capacity to support learners in addressing their needs following the COVID-19 crisis and the related periods of school closure.
<b>Total Grant</b>	<b>April – August: £3216.62</b> <b>September – March:</b> <b>£4503.26</b> <b>£7,719.88</b>
<p>Ensure that the priorities match the Focus Area and also comply with any funding criteria. Priorities must meet the grant criteria and be linked to your SDP. This will take account of any recommendations arising from categorisation. A full breakdown of costs against each activity must be included.</p>	<b>Costs</b>
<p><b>Priority 1:</b> Development of independent learning skills, motivation and enjoyment of learning, to enable and encourage learners in all groups to make accelerated progress and, where appropriate by working more effectively alone and out of school</p>	<b>Total - £967.50</b>
<p><u>Activities to meet priority 1:</u></p> <p>Providing targeted support to Progression Steps 2 and 3 through group interventions – focus on developing independent learning and life skills (6 pupils + 8 pupils = 14 pupils)</p>	<p><u>Breakdown of costs</u></p> <p><b>One afternoon p/w</b>  <b>30 weeks x £32.25 = £967.50</b></p>

<p><b>Priority 2:</b> Literacy including oracy, numeracy and digital competence developed and applied within a broad, balanced and engaging curriculum – for the qualifications years. This will include higher order reading and writing skills, high level mathematics where relevant, and digital competence at the appropriate level and as relevant to learners progressing with their qualifications</p>	<p>Total: £3872.10</p>
<p><u>Activities to meet priority 2:</u></p> <p>Providing targeted support to Progression Steps 2 and 3 through group interventions – maths groups and literacy support (6 pupils + 8 pupils = 14 pupils)</p> <p>Targeted bespoke one-to-one support for eFSM pupils across the school (13 pupils) – 1 day LSA support each week</p>	<p><u>Breakdown of costs</u></p> <p><b>2 mornings p/w</b> <b>30 x 2 x £32.25 = £1935</b></p> <p><b>One day p/w</b> <b>30 weeks x £64.57 = £1937.10</b></p>
<p><b>Priority 3:</b> Support and engagement through coaching – this in recognition that learners may need coaching, emotional support and relationship building as well as support for examination preparation and skills for those undertaking qualifications.</p>	<p>Total - £967.50</p>
<p><u>Activities to meet priority 3:</u></p> <p>Emotion coaching for targeted pupils (identified through PASS and class teachers) – weekly session with up to 4 pupils (short term interventions)</p>	<p><u>Breakdown of costs</u></p> <p><b>One afternoon p/w</b> <b>30 weeks x £32.25 = £967.50</b></p>

<p>Total Spend including additional funds allocated by the schools</p>	<p><b>£5807.10</b></p>
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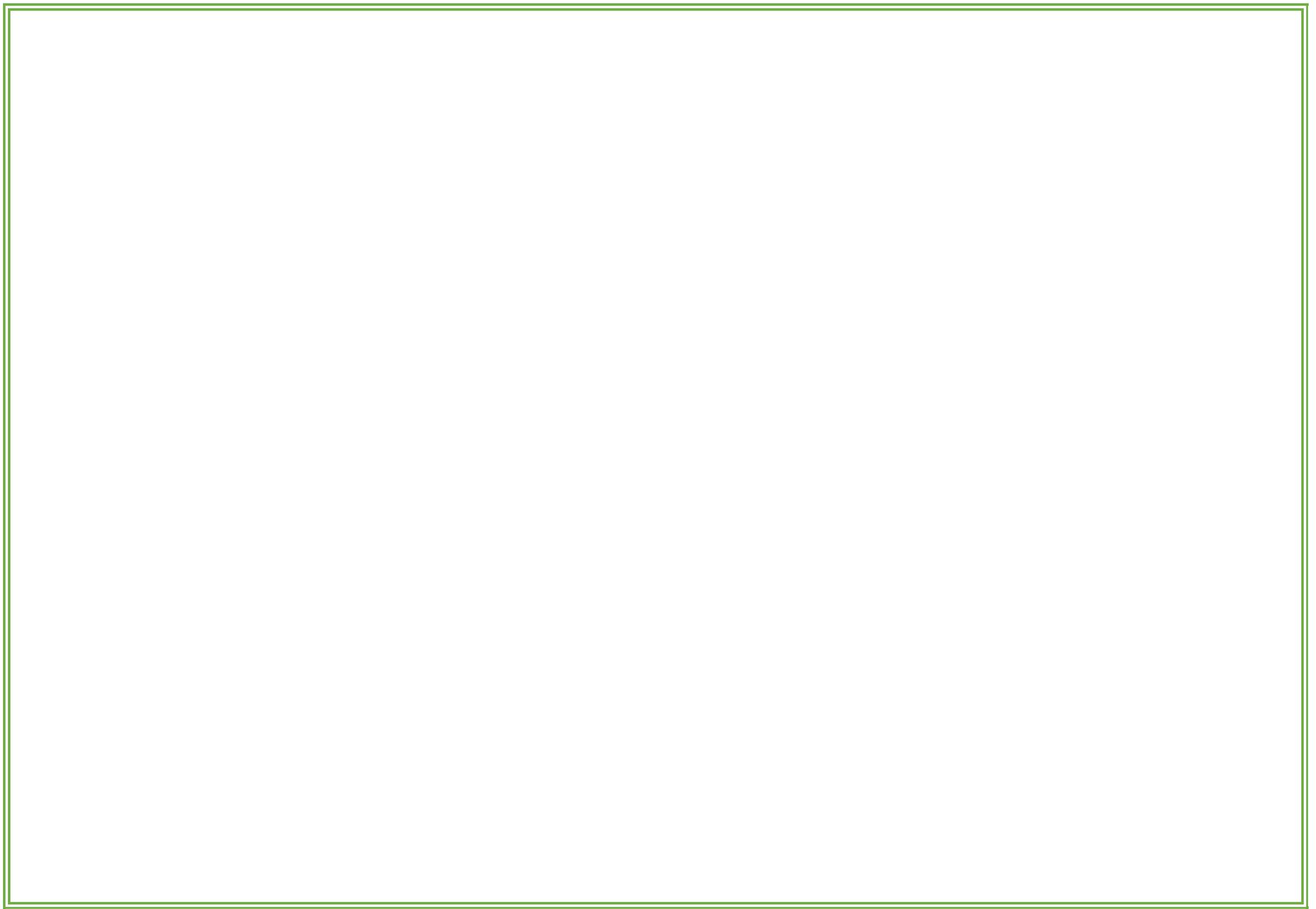
<p>School</p>	
<p>Please insert date that the plan has been approved by the governing body</p>	<p>Date: 16<sup>th</sup> September 2022 Date: 16<sup>th</sup> September 2022</p>

- In all cases the plans should be signed off by the school's Governing Body and details of the school's approach should be made available to parents and the wider community.

*We would recommend that where the school has one the plan is published on the schools website, if not then please keep a copy at the school.*



**St. Oswald's VA Primary School  
RCSIG 2022-23  
School Spending Plan**



School improvement	Actions to be taken	Desired Outcomes	Actual Outcomes	Staffing costs	Other costs
<b>OBJECTIVES</b> Priorities to be addressed.					
<b>Edukey - Targeted Intervention – pupil tracking – high target setting</b>	See directory of activities. Teachers to plan support following analysis of need  Attitudes to school survey	Provide strategies for children presenting high tariff including LAC			£410
GL Assessment	To monitor attainment across the school and provide add on tests e.g. Cat test for non-verbal reasoning assessment, PASS for pupil wellbeing and screeners for dyslexia etc. MAT learners to benefit	Data to support classroom practice, interventions etc.			£1,500
Voice 21	Pembrokeshire wide project to improve oracy skills in both English and Welsh. Voice 21 provider to support the school with oracy development.	Oracy rich school, where pupils speak politely and confidently with others. Pupils who are able to contribute to conversations building on what others have to say, whilst being able to challenge / debate / disagree politely.			£1097.75
Non-contact teaching time for teachers to spend time in classes with year groups below and above those that they are teaching	Teachers to be released to observe colleagues and expectations in each year group to develop a shared understanding of progression through year groups. One day for each teacher. Year 6 teacher to also visit Secondary School	Greater awareness of expectations and challenge in each year group.		£1250	

Cluster collaboration on shared SIPs	Staff to work with a cluster schools and secondary school to develop concepts and threads to guide curriculum planning and consistency across the cluster. To follow the school INSET in November	10 x days Shared practices and systems created, where appropriate. Networking and sharing of ideas, but most importantly following on the work started in November.		£1800	
Maths progression courses and White Rose	One member of staff to attend each session and also the White Rose training .	All courses will focus on mastery in mathematics, development of mathematical skills and age appropriate expectations to support our curriculum planning.		£720	
Each member of teaching staff to receive a day non-contact to visit another school to observe practice / systems related to their individual professional growth target		Time for action research and discussions with practitioners outside of our organisation impacting on our delivery in school		£1260	

Total Grant Allocation	£7,863
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**Next steps**

Signed	MJ Scale	Post title	Headteacher
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Name	M Scale
Date	1 <sup>st</sup> October 2022