

SEPTEMBER PROGRESS REPORT FOR YSGOL MAESGLAS

Consortiwm GwE, Gogledd Cymru / North Wales



**Grant Effeithiolrwydd Ysgolion (GEY) a Grant Amddifadedd Disgyblion (GAD)
School Effectiveness Grant (SEG) and Pupil Deprivation Grant (PDG)**

2014-15



Consortiwm Addysg Gogledd Cymru / *North Wales Education Consortium*

SEG/PDG Plan: 2014 - 2015

| SEG/PDG Plan: 2014 - 2015 | | | | | | |
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| School | | Total delegated SEG | Total delegated PDG | Total delegated GW | | |
| | | £13749 | £35802 | £49551 | | |
| PRIORITY 1: DEVELOP AND RAISE STANDARDS OF LITERACY & NUMERACY | | | | | | |
| Activity supported | | Source of funding and planned spend | Outputs and Outcomes | Targets | Projected | Actual |
| Literacy and Numeracy Identifier | Details of activities | £ | | (to be completed by SEPT 2014) | (to be completed JAN 2015) | |
| 1.1 <i>Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach to the requirements of the LNF</i> | <i>Support for all staff to receive training in raising Literacy and Numeracy standards.</i> | £1200 (SEG) | <i>No of teachers identified as requiring additional literacy and numeracy support</i> | 12 | 12 | |
| | | | <i>No of teachers receiving additional training (through this grant)</i> | 12 | 12 | |
| | | | <i>Average No of hours of support / teacher (through this grant)</i> | 3 | 3 | |
| | | | <i>No of teachers whose core skills have improved as a result of this support (as evidenced by performance management data, assessment against the LNF and reading and numeracy test results)</i> | 100% | 100% | |
| 1.2 <i>Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning</i> | Effective use of Incerts including non contact time for inputting and data analysis To establish a data/tracking team. The members of this group would need time to analyse data, produce action plans and to implement areas for development Time for data analysis to enable | £1500(SEG) | <i>No of schools that make effective use of data from reading and numeracy tests to:</i> | Data to be collected centrally | | |
| | | | <i>inform future planning</i> | | | |
| | | | <i>identify pupils that require targeted support</i> | | | |
| | | | <i>respond to the needs of MAT pupils</i> | | | |
| | | | <i>effectively target their grant spending plan</i> | | | |

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| | effective, targeted intervention | | | | | | |
| 1.3 <i>Provide school leaders and teachers with support, in co-ordination with the National Support Programme, to implement the Literacy and Numeracy Framework</i> | Consultancy fee for LNF – Ann Jones Release time for GL to continue planning for implementing LNF within topic based planning Release time for class teachers to update plans and ensure LNF is embedded across the curriculum. | £1500(SEG) | No of schools supported by the NSP | | <i>Data to be collected centrally</i> | | |
| | | | Number of teachers supported by the NSP | 12 | | | |
| | | | Total No of hours of support from NSP | 10 | 10 | | |
| | | | No of schools making satisfactory progress in the implementation of the LNF | | <i>Data to be collected centrally</i> | | |
| 1.4 <i>Enable best practice to be effectively shared, including through the use of outstanding teachers of literacy and numeracy to provide coaching and mentoring opportunities for teaching staff who are in need of additional support</i> | £1000(SEG) | Number of OT recruited using agreed selection criteria | | <i>Data to be collected centrally</i> | | | |
| | | No Trained by NSP | | | | | |
| | | Time in days | | | | | |
| | | No of Schools supported | | | | | |
| | | % Schools improving | | | | | |
| 1.5 <i>Through use of the reading and numeracy tests data ensure that effective catch-up provision is available at the earliest stage for those children who have fallen behind</i> | Delivery of a comprehensive intervention programme for identified pupils. Catch up training for Teaching Assistants. Early identification of pupils to access intervention providing a personalised and targeted support. | £6400(SEG) | Nature of programme | Name of Programme | <u>Targets</u> | <u>Projected</u> | <u>Actual</u> |
| | | | | 1= one to one 2 = small group | <u>Catch Up/Intervention</u> | | |
| | | | | Contact time (hours pw) | 1 and 2 | 1 and 2 | |
| | | | No of staff trained to use the programme | Teachers | 1.5 | 1.5 | |
| | | | | LSA | 1 | 1 | |
| | | | | Total | 4 | 4 | |
| | | | | 5 | 5 | | |

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| | Resourcing the Catch-Up programme | | No and % of pupils supported | No | 14 | 14 | | | |
| | | | | % of school cohort | 6% | 6% | | | |
| | | | % of those targeted having made progress (need a measure) | | 100% | 100% | | | |
| 1.6 Ensuring that targeted support and provision is available to stretch our more able and talented pupils (including where reading and numeracy test data indicates performance over and above the expected range) | Training for staff on the development of pupils' higher order literacy skills Release time for MAT team to plan and engage in enrichment provision across the consortium Purchase of MAT resources. MAT team time to work towards the standards for the NACE award. | £1149(SEG) | No of learners identified as MAT | | 20 | 20 | | | |
| | | | % of school cohort identified as MAT | | 9% | 9% | | | |
| | | | Nature of programme | Name of Programme | | MAT intervention | | | |
| | | | | 1= one to one 2 = small group | | 1 and 2 | 1 and 2 | | |
| | | | | Contact time | | 1.5 | 1.5 | | |
| | | | No of staff trained to use the programme | Teachers | | 2 | 2 | | |
| | | | | LSA | | 2 | 2 | | |
| | | | | Total | | 4 | 4 | | |
| | | | No and % of pupils supported | No | | 20 | 20 | | |
| | | | | % of school cohort | | 9% | 9% | | |
| % of those targeted having made progress (need a measure) | | 100% | 100% | | | | | | |

PRIORITY 2 : REDUCE THE EFFECT OF POVERTY AND DEPRIVATION ON EDUCATIONAL ACHIEVEMENT

| Activity supported | | Source of funding and planned spend £ | Outcomes | Targets | Projected (to be completed by SEPT 2014) | Actual (to be completed by JAN 2015) |
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| Literacy and Numeracy Identifier | Details of activities | | | | | |
| 2.1 Promote effective family and community engagement | <i>Employ a Parent Support Advisor(PSA) in Partnership with the Holywell Consortium to develop parental engagement with school.</i> | £4000(PDG) | <i>No of schools that have used PDG to funded initiatives to promote parental and community engagement and partnership working.</i> | | | |
| | | | <i>Number of planned activities to engage parents within this grant</i> | 1 | 1 | |
| | | <i>Number of parents attending</i> | 25 | 25 | | |
| | <i>Working with Creative Parent Engagement to improve family and community engagement and school based initiatives.</i> | £10000 (PDG) | <i>Number of schools conducting community inclusive activities within this grant</i> | 5 | 5 | |
| | | | <i>Number of schools with formal structures to promote partnership working within this grant</i> | 5 | 5 | |
| | | | <i>Number of e-FSM children supported</i> | 100% | 100% | |

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| <p>2.2(a) Narrow the impact between the attainment of e-FSM / in-work poverty pupils and non e-FSM pupils with reference to the Sutton Trust Toolkit (STT)</p> <p>2.2(b) Narrow the impact between the attendance and exclusions of e-FSM and non e-FSM with reference to the Sutton Trust Toolkit (STT)</p> | <p>Animate Learning project (meta cognition and family learning) (a)</p> | <p>£1500 (PDG)</p> | <p>Number of schools using the Sutton Trust Toolkit (or a similar toolkit)</p> | <p>1</p> | <p>1</p> | | |
| | <p>All teachers to regularly monitor and provide additional classroom intervention specific to eFSM pupils. (a)</p> | <p>£3701(PDG)</p> | <p>Number of schools able to demonstrate that the gap in attainment between e-FSM pupils and non e-FSM pupils has decreased over the 3 year period based on:</p> | <p>Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments</p> | <p><10%</p> | <p><10%</p> | |
| | <p>Involvement in the PiXL initiative</p> | <p>£2500 (£1000 SEG/ £2000 PDG)</p> | | <p>Reading and numeracy test data</p> | <p><10%</p> | <p><10%</p> | |
| | <p>Implement School Home after school clubs to improve attainment of eFSM in Science and family engagement. (a)</p> | <p>£1500 (PDG)</p> | | <p>Annual performance data for achievement of LT2+ at the end of key stage 4</p> | <p><10%</p> | <p><10%</p> | |
| | <p>Identified best practice to be shared at training days and Staff Meetings. (a)</p> | <p>£2500 (PDG)</p> | | <p>Leaving schools without qualifications</p> | | | |
| | <p>SLT lead for closing the gap, improving effective use of feedback and collaborative learning with specific focus on FSM pupils.</p> | <p>£3000(PDG)</p> | | <p>Attendance data</p> | | | |
| | <p>Peer teacher lesson observations to share good practice.</p> | <p>£3000(PDG)</p> | | <p>Exclusions data</p> | | | |
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| | <p><i>Release SLT to visit other schools to research best practice in improving school effectiveness.</i></p> <p><i>SLT to work with PSA in targeting FSM pupils/family engagement and attendance.</i></p> <p><i>Work with CAST to set up Pyramid club to further improve attendance for reluctant eFSM pupils.</i></p> | <p><i>£1800(PDG)</i></p> <p><i>£802 (PDG)</i></p> <p><i>£1999 (PDG)</i></p> | | | | | |
| <p>2.3 Looked After Children (LAC)</p> | <p><i>All teachers to regularly monitor and provide additional intervention specific to LAC pupils in lesson when appropriate.</i></p> <p>No LAC children currently</p> | <p><i>£ 0 (PDG)</i></p> | <p><i>Clearly defined outcomes identified for LAC in all Key Stages</i></p> | | | | |
| | | | <p><i>Number of schools able to demonstrate that the gap in attainment between LAC pupils and the e-FSM and non e-FSM has decreased over the 3 year period based on:</i></p> | <p><i>Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments</i></p> | | | |
| | | | | <p><i>Reading and numeracy test data</i></p> | | | |
| | | | | <p><i>LT2+ at the end of key stage 4</i></p> | | | |
| | | | | <p><i>Attendance data</i></p> | | | |
| | | | | <p><i>Exclusions data</i></p> | | | |
| | | | | <p><i>Number of LAC supported</i></p> | | | |
| <p><i>Number and % of LAC making good progress</i></p> | <p><i>Number:</i></p> | | | | | | |
| | <p><i>%</i></p> | | | | | | |

