

Consortiwm GwE, Gogledd Cymru / North Wales



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

Ysgol Pen Coch 2014-15



Consortiwm Addysg Gogledd Cymru / North Wales Education Consortium

SEG/PDG Plan: 2014 - 2015

School	Total delegated SEG	Total delegated PDG	Total delegated GW
	£12,705.00	£24,786.00	£37,491.00

PRIORITY 1: DEVELOP AND RAISE STANDARDS OF LITERACY & NUMERACY

Activity supported		Source of funding and planned spend	Outputs and Outcomes	Targets	Projected (to be completed by SEPT 2014)	Actual (to be completed JAN 2015)
Literacy and Numeracy Identifier	Details of activities	£				
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>	LNF support: <ul style="list-style-type: none"> for every teacher to receive training in raising L&N standards for teachers to receive training in specialised areas of SEN L&N to support the delivery of the LNF. 	£2,000(SEG)	No of teachers identified as requiring additional literacy and numeracy support	12		
			No of teachers receiving additional training (through this grant)	12		
			Average No of hours of support / teacher (through this grant)	15		
			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)	12		
1.2 <i>Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning</i>	Assessment coordinator; <ul style="list-style-type: none"> Time given out of the class for collection and analysis of LNF assessment data. Create termly reports for teachers, MMT & SMT. 	£600(SEG)	No of schools that make effective use of data from reading and numeracy tests to:	inform future planning	Data to be collected centrally	
				identify pupils that require targeted support		
				respond to the needs of MAT pupils		
				effectively target their grant spending plan		
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>	LNF support : <ul style="list-style-type: none"> teachers given support and time out of class to plan for the LNF 	£2,000 (SEG)	No of schools supported by the NSP	Data to be collected centrally		
			Number of teachers supported by the NSP			
			Total No of hours of support from NSP			
			No of schools making satisfactory progress in the implementation of the LNF	Data to be collected centrally		

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>	Provide coaching and mentoring for L&N: <ul style="list-style-type: none"> Ian Bean iPads Neil Griffiths BooZoo 	£3,500 (SEG)	<i>Number of OT recruited using agreed selection criteria</i>						
			<i>No Trained by NSP</i>						
			<i>Time in days</i>						
			<i>No of Schools supported</i>						
			<i>% Schools improving</i>						
Data to be collected centrally									
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>	POPAT & Foundation POPAT: <ul style="list-style-type: none"> training for teachers and LSA2'S Numicon; <ul style="list-style-type: none"> Training for selected member of staff to become a trainer. Training to be given to teachers LSA2's & LSA1's. 	£1,000(SEG)	<i>Nature of programme</i>	<i>Name of Programme</i> 1= one to one 2 = small group	<u>Targets</u> POPAT 1-1	<u>Projected</u>	<u>Actual</u>		
				<i>Contact time (hours)</i>	4 hours per term				
				<i>No of staff trained to use the programme</i>	<i>Teachers</i>	12			
			<i>LSA</i>		18				
			<i>Total</i>		30				
			<i>No and % of pupils supported</i>	<i>No</i>	104				
				<i>% of school cohort</i>	100%				
			<i>% of those targeted having made progress (need a measure)</i>	97%					
1.6 <i>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)</i>	POPAT to writing: <ul style="list-style-type: none"> training for teachers and LSA2'S BOOZOO <ul style="list-style-type: none"> Training to be given to teachers LSA2's & LSA1's. 	£3,105 (SEG)	<i>No of learners identified as MAT</i>				23		
		£500 (SEG)	<i>% of school cohort identified as MAT</i>				22%		
		<i>Nature of programme</i>	<i>Name of Programme</i> 1= one to one 2 = small group	POPAT writing 1-1					
			<i>Contact time</i>	5 mins					
			<i>No of staff trained to use the programme</i>	<i>Teachers</i>	12				
		<i>LSA</i>		18					
		<i>Total</i>		30					
		<i>No and % of pupils supported</i>	<i>No</i>	23					
			<i>% of school cohort</i>	22%					

			% of those targeted having made progress (need a measure)	100%		
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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)		
Literacy and Numeracy Identifier	Details of activities							
2.1 <i>Promote effective family and community engagement</i>	<p><i>Family and Community Engagement</i></p> <ul style="list-style-type: none"> ▪ <i>Employ a Community Liaison Officer to develop parental and community engagement focusing on parents of pupils with FRM entitlement and Looked After Pupils.</i> <p><i>Incredible Years</i></p> <ul style="list-style-type: none"> ▪ <i>Continue to promote the Incredible Years social competence programme focusing on FSM and LAC pupils</i> ▪ <i>Teachers and LSA2's trained in classroom Dina so support social competence FSM & LAC. pupils</i> ▪ <i>Bi annual parenting programmes targeting FSM & LAC.</i> 	£16,604(PDG)	<i>No of schools that have used PDG to funded initiatives to promote parental and community engagement and partnership working, including early education settings</i>					
			<i>Number of planned activities to engage parents within this grant</i>	10				
			<i>Number of parents attending</i>	32				
				£4,500(PDG)	<i>Number of schools conducting community inclusive activities within this grant</i>			
					<i>Number of schools with formal structures to promote partnership working within this grant</i>			
					<i>Number of e-FSM children supported</i>	29		
2.2(a) <i>Narrow the impact between the attainment of e-FSM / in-work</i>	<i>Assessment Coordinator to collect relevant data and provide termly reports on attainment to teachers,</i>	£0	<i>Number of schools using the Sutton Trust Toolkit (or a similar toolkit)</i>					
			Number of schools <i>able to demonstrate that the gap in</i>	<i>Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments</i>				

<p><i>poverty pupils and non e-FSM pupils with reference to the Sutton Trust Toolkit (STT)</i></p> <p>2.2(b) <i>Narrow the impact between the attendance and exclusions of e-FSM and non e-FSM with reference to the Sutton Trust Toolkit (STT)</i></p>	<p>MMT & SMT</p> <ul style="list-style-type: none"> Curriculum co-ordinator to ensure all e-FSM have access to all opportunities in school including therapies. 		<p>attainment between e-FSM pupils and non e-FSM pupils has decreased over the 3 year period based on:</p>	<p>Reading and numeracy test data</p> <p>Annual performance data for achievement of LT2+ at the end of key stage 4</p> <p>Leaving schools without qualifications</p> <p>Attendance data</p> <p>Exclusions data</p>			
<p>2.3 <i>Looked After Children (LAC)</i></p>	<ul style="list-style-type: none"> LAC pupils to be given individual iPads for use within school and at home to support learning Community Liason Officer to target LAC family engagement and training opportunities. Ensure LAC families have individual login to access for pupils individual pages on the website. Ensure staff receive relevant training to meet the SEN needs of LAC pupils eg Makaton, PECS, ASD,PMLD, therapies etc 	<p>£3,182 (PDG)</p>	<p>Clearly defined outcomes identified for LAC in all Key Stages</p> <p>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:</p> <p>Number of LAC supported</p> <p>Number and % of LAC making good progress</p>	<p>Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments</p> <p>Reading and numeracy test data</p> <p>LT2+ at the end of key stage 4</p> <p>Attendance data</p> <p>Exclusions data</p> <p>Number:</p> <p>%</p>	<p>3</p> <p>3</p> <p>100%</p>		