

## Llanmartin Primary: Grant Planning - Financial Year 2022/23

| Ref: SDP | Estyn | Planned Activity<br>(what are you going to do?)   | Success Criteria / Targets  | EAS or LA Led Grant | Funding Source  | (EY) PDG requirement (Only)   |          | KS3 Only | Spend Type            | Planned £ |
|----------|-------|---|---|---------------------|-----------------|-------------------------------|----------|----------|-----------------------|-----------|
|          |       |   |   |                     |                 | Strand                        | Imp Mths |          |                       |           |
|          | IA3   | To maintain a ratio of 1:15 with staff and pupils in Reception, Year 1, Year 2 and Year 3 classes   | Pupils will be able to access learning through targeted support within each classroom.<br>Pupils will make at least good progress from their baseline and their confidence and resilience will ensure impact of additional support.   | EAS                 | EIG Schools     |                               |          |          | Resources             | 64,112    |
|          | IA5   | Staff development for new curriculum and professional learning around Progression and Assessment  | Staff continue to develop further confidence in delivering all elements.  | EAS                 | PL for Teachers |                               |          |          | Professional Learning | 5,198     |
|          | IA3   | Provide Literacy and Numeracy Intervention<br>Literacy intervention will include: RWI 1:1 tuition and spelling<br>Numeracy intervention will include: catch-up Maths<br>Groups of learners will be grouped following baseline assessments in September 2022 | Most pupils make improvement in reading skills and reading age after six week intervention.<br>Most pupils make improvement in basic number skills after six week numeracy intervention.<br>All our vulnerable children are given the opportunity, if needed, to have intervention.   | EAS                 | PDG             | Small group tuition           | 4        |          | Resources             | 50,678    |
|          | IA2   | ELSA working within Early Years to support well-being of vulnerable pupils identified in the PASS survey  | Most pupils are able to reintegrate in to their classroom with strategies to support their own learning and behaviour.<br>ELSA works collaboratively with the classteacher to support individual pupils   | EAS                 | EYPDG           | Self-regulation strategies    | 5        |          | Resources             | 6,900     |
|          | IA2   | Purchase of PASS survey though GL Assessment for all pupils R-Y6 (165 licences)   | All classteachers have a good understanding of the well-being needs of their class and are able to adapt teaching and learning appropriately.<br>Pupils well-being is a priority for all class teachers.  | EAS                 | PDG             | Social and emotional learning | 4        |          | Resources             | 446       |
|          | IA2   | Termly Pupil Review meetings to discuss attitudes to learning and personal targets.<br>Autumn, Spring and Summer Term reviews for all pupils Y1 - Y6 with class teacher.  | Teachers have a good understanding of pupils self-assessment of learning, their strengths and what they want to develop.<br>Teachers to understand individual concerns/worries of pupils within their class and put strategies in place to elieviate these concerns.<br>Termly completion of Pupil Reviews in Y1-Y6 to support teaching planning. | EAS                 | PDG             | Social and emotional learning |          |          | Release Cover         | 2,400     |
|          | IA3   | Termly Pupil / Teacher Progress Review meetings to discuss proress in learning and setting new individual targets.<br>Autumn, Spring and Summer Term meetings for all pupils Y1 - Y6 with class teacher.  | Most pupils involved with self-evaluation processes and able to discuss work confidently.<br>Most pupils are able to set their own 'next step' targets.<br>All teachers are able to differentiate appropriately for the learners in their classes.  | EAS                 | PDG             | Social and emotional learning | 4        |          | Release Cover         | 2,400     |

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|          |       |   |  |                     |                 | Strand                      | Imp Mths |          |                   |           |
|          | IA3   | Dragon Rugby Sessions<br>Outside provider will deliver fortnightly lessons to all pupils (on a rolling programme) to improve well-being and resilience for our vulnerable pupils  | All classteachers have a good understanding of the well-being needs of their class and are able to adapt teaching and learning appropriately. Pupils well-being is a priority for all class teachers.                        | EAS                 | PDG             | Physical activity           | 1        |          | Resources         | 600       |
|          | IA1   | Teachers use a range of DCF activities to engage vulnerable learners.<br>Use of ICT to enhance learning and give pupils opportunities to use high quality resources.<br>Purchase iPads to support ICT provision with the classroom  | Most vulnerable pupils ability in ICT and using DCF is equal to non-FSM pupils.<br>Most teachers are confident in a range of teaching strategies to support our vulnerable pupils to achieve highly                          | EAS                 | PDG             | Mastery learning            | 5        |          | Resources         | 4,440     |
|          | IA5   | Management time for teaching staff to meet with cluster schools on cluster projects:<br>Compass for Life<br>Maths 'What Matters' project<br>Welsh<br>Progression within AoLE working party linked to PL   | Teachers in the working groups have a growing confidence in their specific subjects.<br>There is consistency in practice across the cluster in identified subjects.<br>Nearly all pupils have positive learning experiences. | EAS                 | EIG Schools     | Collaboration               |          |          | Release Cover     | 2,400     |
|          | IA3   | Teaching Assistant to support intervention groups within each year group to raise pupil attainment in literacy and mathematics  | Most pupils make at least good progress in literacy and have increased confidence.<br>Most pupils make at least good progress in numeracy and have increased confidence.   | LA                  | RRR Apr22-Aug22 |                             |          |          | Additional Salary | 5,287     |
|          | IA3   | Teaching Assistant to support intervention groups within each year group to raise pupil attainment in literacy and mathematics  | Most pupils make at least good progress in literacy and have increased confidence.<br>Most pupils make at least good progress in numeracy and have increased confidence.   | LA                  | RRR Sep22-Mar23 |                             |          |          | Additional Salary | 7,401     |
|          | IA4   | Management time for the ALNCo to attend all Cluster, LA and National training.<br>Management time for ALNCo to support the development of the new ALN Bill throughout the school<br>Management time for ALNCo to release CTs to enable them to write high quality IDP and IDP with targets for pupils within their class.<br>Management time for ALNCo to prepare materials for SDS<br>13 days cover during the year @ £200 per day | All school staff have a good and developing understanding of the new ALN bill and ALN provision within the school<br>ALNCo knowledge of new ALN procedures is good   | LA                  | ALN Apr22-Mar23 |                             |          |          | Release Cover     | 2,600     |