

# SCHOOL DEVELOPMENT PLAN



**Autumn Term 2024 – Summer Term 2027**

<b>Priority 1</b>	<b>To improve literacy skills, in particular word and sentence structure to impact on pupils' writing skills</b>	
<b>Link to National Priorities</b>	<p>We need to improve the teaching and learning experiences of word and sentence structure so that pupils are able to transfer these skills into writing opportunities. We need to provide teaching and learning opportunities for pupils to develop their word and sentence level skills in order to have a positive impact on their writing skills. We need to provide pupils with opportunities to develop word and sentence level skills in writing and literacy across the curriculum. We need to allow pupils to draft, redraft and edit their work to improve it following impactful feedback.</p> <p>We need to improve pupils' spelling strategies in order for pupils to be able transfer these skills into their writing.</p>	
<b>Key Persons for Priority</b>	Laura Jeremy (ADHT) and Rachel Reed (Governor)	
<b>What does the information we have from our self-evaluation tell us?</b>		<b>Success Criteria – What will success look like?</b>
<p>Work scrutiny identified that pupils are not given opportunities to develop writing skills independently. Over reliance on worksheets limits pupils' writing and reduces opportunities for pupils to plan and organise their own work. More opportunities to write for a range of purposes without being over scaffolded is required for pupils to make better progress.</p> <p>Self-evaluation activities also showed that pupils did not have the opportunity to develop word and sentence level skills over a series of lessons in order for them to apply in their independent work. There were limited opportunities for pupils to improve the quality of their writing by editing and redrafting aspects of their work.</p> <p>It highlighted that pupils do not develop word and sentence level at the appropriate level and require explicit teaching of these skills over a period of time to use and apply these writing skills.</p> <p>Handwriting of pupils' work was poor, and the expectation of presentation was not at the desired level.</p>		<p><b>Provision focused success criteria</b></p> <ul style="list-style-type: none"> <li>• Many teachers provide pupils with learning activities with suitable challenge and that build systematically on pupils' existing knowledge, understanding and skills.</li> <li>• Many teachers effectively model the writing process, sharing how the writer makes choices of vocabulary, sentence structure, organization, etc.</li> <li>• Many teachers provide effective opportunities for pupils to orally rehearse their writing.</li> <li>• Many teachers will have a good understanding of pupil progression in word and sentence level writing skills</li> <li>• Many teachers provide effective opportunities for pupils to progress successfully with their: <ul style="list-style-type: none"> <li>➤ Letter formation, handwriting and presentation.</li> <li>➤ Technical writing ability including the use of accurate punctuation, grammar and spelling.</li> <li>➤ Ability to add interest to their writing by varying their sentence structures</li> </ul> </li> </ul>

	<p>successfully and through using a range of vocabulary.</p> <ul style="list-style-type: none"> <li>➤ Ability to edit and redraft their work to improve its quality.</li> <li>➤ Ability to write independently for a range of purposes, audience and contexts, including across the curriculum.</li> </ul> <p><b>Pupil focused success criteria</b></p> <ul style="list-style-type: none"> <li>• Many pupils develop their letter formation well and present their work neatly.</li> <li>• Many pupils develop their technical writing ability well including the use of accurate punctuation, spelling and grammar.</li> <li>• Many pupils add interest to their writing by varying their sentence structures successfully and through using a range of engaging vocabulary.</li> <li>• Many pupils edit and redraft their work to improve its quality.</li> <li>• Many pupils achieve strong progress with their writing skills and produce work across the curriculum to a good standard.</li> <li>• Many pupils write at length when they are ready to do so</li> </ul>
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Strategy to meet the priority				
Actions	Lead Person	Start	Finish	Cost
Whole staff meeting to discuss this SDP target; why is it a priority? Develop a shared understanding and vision for the effective teaching of writing skills. Share findings of self-evaluation activities	Danielle Harris (AHT) Laura Jeremy (ADHT)	October 2024	Ongoing	£0

Regular Adds sessions with teaching staff to look at the writing progress in books – identify two strengths and one area of development revisit the areas for development in next Adds etc.	Laura Jeremy (ADHT)	November 2024	Ongoing	£0
Review policy for handwriting and presentation with staff to gain shared understanding	Laura Jeremy (ADHT)	November 2024		£0
Review policy for marking and feedback with staff to gain shared understanding	Danielle Harris (AHT)	November 2024		£0
Monitor planning of writing skills including word and sentence level work to ensure planning and teaching is at the appropriate level and over a sequence of lessons	SMT	Ongoing		£0
Listening to Learners activity to find out from the children what has helped them with their writing process and spelling and what has not helped them, and what their attitudes towards writing in the text types they use are.	Laura Jeremy (ADHT)	November 2024		£0
ADDS session on the writing process and modelling writing with children	Debbie Thomas	10 <sup>th</sup> December 2024		£0
Staff to ensure that literacy walls are working walls. Staff to display Nelson/HFW/Phonics (where appropriate).	All staff	Ongoing		£0
Staff to use working wall to display text type features as well as interesting sentence starters, word connectives and time connectives that are age appropriate for pupils in class	All Staff	Ongoing		£0
Schonell spelling tests are completed twice a year. Staff to track results of pupils in their class. Pupils identified for literacy support	Laura Jeremy (ADHT)	October 2024 March 2025		£0
Rapid phonics group implemented to support KS2 pupils with their phonological awareness	ALNCo	Ongoing		£0
School literacy schemes of work reshared with staff to show expectations at different ages for word and sentence level work as well as text type genres.	Laura Jeremy (ADHT)	October 2024		£0
Teachers use the Insight system to record literacy progress against Literacy Framework.	All staff	Ongoing		£0
INSET on spelling scheme and expectations to support the teaching of stages of spelling so that pupils are given consistent approach to spelling and opportunities to use their spelling skills independently	Laura Jeremy (ADHT)	September 2024		£0
INSET reviewing writing processes and importance of developing skills over a series of lessons	Laura Jeremy (ADHT)	January 2025		£0
Adds session on teaching of jolly phonics /phonic rockets to support consistency in school.	Laura Jeremy (ADHT)	January 2025		£0
Jolly phonics guidance on teaching phonics beyond the original phonemes and digraphs	Laura Jeremy (ADHT)	November 2024		£0

Develop jolly phonics expectations in Foundation Learning classes				
Communication Cwtch to be implemented in each classroom with missions that are carefully planned to develop writing skills that are at a suitable level	Laura Jeremy (ADHT)	Ongoing		£0
Wall Trawl to review areas within the classrooms. Do we have what the children say they need in all our classrooms? Have changes been made to improve the environment and support challenges? Is the jolly phonics freeze displayed in Progression step one and lower progression step 2 classes? Are there resources available to support pupils writing without over scaffolding?	Laura Jeremy (ADHT)	November 2024		£0
Work scrutiny to ensure spelling and phonics are being taught at the correct level and to gather suggestions for further improvements for word and sentence level work.	Laura Jeremy (ADHT)	December 2024		£180
Work scrutiny to ensure word and sentence level work is being taught at the correct level and to gather suggestions for further improvements for word and sentence level work.	Danielle Harris (AHT) Laura Jeremy (ADHT)	March 2025		£0
Work scrutiny to be held with SMT to identify strengths and areas for development for teachers. Reports to be shared with Curriculum Sub Committee from GB.	Danielle Harris (AHT) Laura Jeremy (ADHT)	March 2025		£180
Work scrutiny to be held with SMT to identify strengths and areas for development for teachers. Reports to be shared with Curriculum Sub Committee from GB.	Danielle Harris (AHT) Laura Jeremy (ADHT)	June 2025		£180
<b>Actions Costs Total</b>				<b>£540</b>
<b>Professional Development for staff to meet priority</b>				
<b>Actions</b>	<b>Lead Person</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
Good practice observed through self-evaluation activities identified and shared with staff and governors	Danielle Harris (AHT)	Termly		£0
Seek good practice in other primary schools where word and sentence level work are well developed	Danielle Harris (AHT)	Ongoing		£0
Enquiry projects linked to developing spelling strategies to be completed as part of some teachers' performance development review (PDR)	Danielle Harris (AHT)	Ongoing		£0
ADDS session to establish a shared understanding of progression in writing within the school	Laura Jeremy (ADHT)	November 2024		£0

ADDS session for 'book look' activities to identify strengths and areas for development in each other's book focusing on word and sentence level Use 10 minute taster to share good example with staff	All teachers	Ongoing		£0
Non-negotiable criteria developed so staff are clear on expectations of the approach to teaching writing and transfer the literacy skills across the curriculum	Laura Jeremy (ADHT)			
Drop-in session with ADHT on word and sentence level support as well as spelling to support teaching	Laura Jeremy (ADHT)	Ongoing		£0
Staff to regularly use Insight online tracking to identify where pupils are in their learning and next steps and to track progress	All teachers	Ongoing		£0
Staff to track pupils writing skills using literacy framework on Insight	All teachers	Ongoing		£0
Staff to review marking and feedback policy to ensure feedback is purposeful and impacts on the pupils future learning	November 2024	Ongoing		£0
Staff to provide opportunities for pupils to progress with the literacy across the curriculum	All teachers	Ongoing		£0
Staff to share good examples of writing work (word, sentence level as well as text types) on shared area to show exemplars.	Laura Jeremy (ADHT)	Ongoing		£0
				<b>£0</b>
<b>Working with the Community to meet priority</b>				
<b>Actions</b>	<b>Lead Person</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
Meet the Teacher event to include information on parents helping pupils with their spelling at home	Laura Jeremy (ADHT)	September 2024		£0
Joint parent and pupil sessions on supporting writing and spelling at home through multisensory approaches	Laura Jeremy (ADHT)	October 2024		£0
'How to help' flyers for writing and spelling support for parents	Laura Jeremy (ADHT)	October 2024		£0
Ensure parents/carers and families are actively engaged in school life	Laura Jeremy (ADHT)	January 2024		£0
Liaise with adult learning (NPTACL) to implement parents' courses on early literacy skills	Laura Jeremy (ADHT)	March 2025		£0
AOLE lead to meet with cluster leads to share good practice in writing and	Laura Jeremy (ADHT)	December 2024		£180
<b>Working with Community Costs Total</b>				<b>£180</b>
<b>TOTAL COSTS FOR PRIORITY</b>				<b>£720</b>

**2024/25 Academic Year Previous Priority Information**

**First year of this priority focusing on word and sentence structure to impact on pupils writing skills**

**2025/26 Academic Year Proceeding Priority Information**

Many teachers effectively model the writing process and provide pupils with learning activities with suitable challenge, that build systematically on pupils' existing knowledge, understanding and skills. Many teachers will have a good understanding of pupil progression in writing skills including word and sentence level which allows many pupils to develop their technical writing ability well.

Many pupils edit and redraft their work to improve its quality, and most pupils have the ability to write independently for a range of purposes, audience and contexts, including across the curriculum at a good standard.

Many pupils develop their letter formation well and present their work neatly. Many pupils will use age appropriate punctuation, grammar and spelling and add interest to their writing by varying their sentence structures successfully and through using a range of engaging vocabulary.

**2026/27 Academic Year Proceeding Priority Information**

Most teachers effectively model the writing process and provide pupils with learning activities with suitable challenge, that build systematically on pupils' existing knowledge, understanding and skills. Most teachers will have a good understanding of pupil progression in writing skills including word and sentence level which allows most pupils to develop their technical writing ability well.

Most pupils edit and redraft their work to improve its quality, and most pupils have the ability to write independently for a range of purposes, audience and contexts, including across the curriculum at a good standard.

Most pupils develop their letter formation well and present their work neatly. Most pupils will use age appropriate punctuation, grammar and spelling and add interest to their writing by varying their sentence structures successfully and through using a range of engaging vocabulary.

*Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Data analysis (pupil progress)*

<b>Priority 2</b>	<b>To develop a concrete, visual, abstract approach to teaching so that pupils gain a deeper understanding of mathematical concepts in number</b>				
<b>Link to National Priorities</b>	We are improving pupils' progression by ensuring their learning is supported by a range of knowledge about Maths, numeracy skills and learning experiences. In particular with a focus of concrete, visual and abstract approach to teaching and learning.				
	We are reducing the impact of poverty on learners' progression and attainment in Maths and numeracy by closing the gap between eFSM and non-eFSM pupils' understanding of number.				
<b>Key Persons for Priority</b>	Sian Cooke (TLR) and Louisa Clamp (Governor)				
<b>What does the information we have from our self-evaluation tell us?</b>			<b>Success Criteria – What will success look like?</b>		
<p>When listening to learners was undertaken with a focus on number the majority of pupils did not demonstrate expected levels of competence in understanding of number through concrete, visual and abstract approach.</p> <p>Pupils need to develop their skills and number fact knowledge to be able to use them with mastery in other areas of mathematics and numeracy.</p> <p>Our pupils need to have more of a number focus in our planned curriculum to enable them to realise their ambitions and demonstrate their capabilities fully in numeracy.</p> <p>Recommendations from self-evaluation activity revealed that pupils need:  To develop use of precise mathematical vocabulary so that they are able to talk about their mathematical thinking.  To develop pupils' deeper understanding of number concepts through the use of the concrete, visual, abstract (CVA) approach as outlined in the five mathematical proficiencies in Curriculum for Wales.</p>			<p>The majority of pupils will show appropriate levels of understanding and ability to use concrete, visual and abstract approach to. Understanding number.</p> <p>Majority teachers will have a good understanding of pupil progression in Maths and Numeracy.</p> <p>Majority of teachers will be able to use a concrete, visual, abstract approach to teaching number.</p>		
<b>Strategy to meet the priority</b>					
	<b>Actions</b>	<b>Lead Person</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
	Share the findings of the listening to learners' report conducted by LA and SLT to the SIP priority.	Danielle Harris (AHT)	September 2024		£0
	INSET day with Debbie Thomas (TDO) on implementation of concrete, visual, abstract teaching strategies to support number	Danielle Harris (AHT)	September 2024		£0
	Adds sessions for 'check in' on concrete, visual, abstract teaching strategies to support number	Sian Cooke (TLR)	Ongoing		£0
	Enquiry projects linked to developing CVA approach to teaching number to be completed as part of some teachers' performance development review (PDR)	Danielle Harris (AHT)	Ongoing		£0



Use tracking mechanism for progress using Big Maths, teachers to set baseline of CLIC and Learn Its using Big Maths Online.	Sian Cooke (TLR)	September 2024		£2000
Use of Mathletics to support MAT learners in Year 5 and Year 6 in order for the pupils to be sufficiently challenged	Danielle Harris (AHT)	Ongoing		£0
Use of Mathletics to support MAT learners in Year 2 in order for pupils to be sufficiently challenged	Danielle Harris (AHT)	Ongoing		£0
TLR holders monitor the carousel system for Big Maths Learn Its during management time. Support to be put in place for teachers that have been identified as not implementing the carousel in the agreed way	Sian Cooke (TLR)	November 2024		£0
Use of Mathletics and other eLearning packages used in school evaluated through pupil voice. Staff training needs identified and provided, if required.	All staff	Ongoing		£1000
Procedural Assessments to be undertaken to highlight strengths and areas for development for pupils in Numeracy (Procedural and Reasoning). Progress discussed in pupil progress reviews.	All staff	October 2024		£0
TLR holder to monitor and track the planning for number through management time and work scrutiny to ensure consistent implementation across the primary school	Sian Cooke (TLR)	February 2025		£0
Wall trawl (inside and outside) to take place across the school sites to see what support or celebration there is for Maths and numeracy skills within the learning environment.	Sian Cooke (TLR)	March 2025		£0
Development of outdoor learning environment on both sites to improve numeracy skill development.	Sian Cooke (TLR)	March 2025		£0
Work scrutiny to monitor standards of numeracy and Maths across the school.	Danielle Harris (AHT) Sian Cooke (TLR)	November 2024		£180
Learning Walk focused on independent learning through Melin Missions to ensure that missions are planned at the appropriate level and pupils are able to apply their skills and knowledge independently.	Danielle Harris (AHT) Sian Cooke (TLR)	February 2025		£180
Procedural Assessments to be undertaken to highlight strengths and areas for development for pupils in Numeracy (Procedural and Reasoning). Progress discussed in pupil progress reviews.	Danielle Harris (AHT) Sian Cooke (TLR)	May 2025		£0
Work scrutiny to monitor standards of numeracy and Maths across the school.	Danielle Harris (AHT)	May 2025		£180

	Sian Cooke (TLR)			
Listening to learners' activities to evaluate pupils understanding of number and mathematical vocabulary	Danielle Harris (AHT) Sian Cooke (TLR)	June 2025		£180
<b>Actions Costs Total</b>				<b>£3720</b>
<b>Professional Development for staff to meet priority</b>				
<b>Actions</b>	<b>Lead Person</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
Maths lead to carry out staff training sessions where appropriate on customizing Mathletics, Active Learn and other online packages	Sian Cooke (TLR)	September 2024		£0
Opportunities for teachers to observe numeracy carousel practice and other related good practice.	Sian Cooke (TLR)	Ongoing		£360
Enquiry projects linked to developing spelling strategies to be completed as part of some teachers' performance development review (PDR)	Danielle Harris (AHT)	Ongoing		£0
'Drop-in' sessions for concrete, visual, abstract teaching strategies to support number with TLR holder.	Sian Cooke (TLR)	Ongoing		£0
<b>Professional Development Costs Total</b>				<b>£360</b>
<b>Working with the Community to meet priority</b>				
<b>Actions</b>	<b>Lead Person</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
Establish Mathletics MAT clubs to challenge pupils' numeracy skills focusing on number	Sian Cooke (TLR)	October 2024		£0
Meet the Teacher event to have information on Big Maths and how parents can support their child to develop their numeracy skills	Sian Cooke (TLR)	September 2024		£0
Liaise with adult learning providers to hold parent groups with a numeracy focus to support parents in helping their children	Danielle Harris (AHT)	January 2025		£0
Joint parent and pupil sessions on supporting learning number skills through practical approaches focusing on concrete, visual and abstract approach	Sian Cooke (TLR) Laura Jeremy (ADHT)	March 2025		£180
Sharing Big Maths guides for parents so that they can support their children more at home	Sian Cooke (TLR)	September 2024		£0
Ensure parents/carers and families are actively engaged in school life	Sian Cooke (TLR) Laura Jeremy (ADHT)	Ongoing		£0
AOLE workshops with cluster school to share our teaching of number	Sian Cooke (TLR)	October 2024		£180

<b>Working with Community Costs Total</b>	<b>£360</b>
<b>TOTAL COSTS FOR PRIORITY</b>	<b>£4440</b>

<b>2023/24 Academic Year Previous Priority Information</b>
First year of the development plan target.
<b>2024/25 Academic Year Proceeding Priority Information</b>
Many teachers will have a good understanding of pupil progress within Maths and Numeracy and will be able to give effective formative feedback on improving pupils' number skills. Majority of teachers will use teaching strategies to develop concrete, visual and abstract approaches to gain a deeper understanding of mathematical concepts in number. Majority of the pupils will be showing more developmentally appropriate standards with their number skills
<b>2025/26 Academic Year Proceeding Priority Information</b>
Many teachers will have a good understanding of pupil progress within Maths and Numeracy and will be able to give effective formative feedback on improving pupils' number skills. Many teachers will use teaching strategies to develop concrete, visual and abstract approach to gain a deeper understanding of mathematical concepts in number. Many of the pupils will be showing more developmentally appropriate standards with their number skills
<b>2026/27 Academic Year Proceeding Priority Information</b>
Nearly all teachers will have a good understanding of pupil progress within Maths and Numeracy and will be able to give effective formative feedback on improving pupils' number skills. Nearly all teachers will use teaching strategies to develop concrete, visual and abstract approach to gain a deeper understanding of mathematical concepts in number. Nearly of the pupils will be showing more developmentally appropriate standards with their number skills

*Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Data analysis (pupil progress)*

<b>Priority 3</b>	<b>To develop and successfully implement a shared understanding of progression in line with the Curriculum for Wales.</b>				
<b>Link to National Priorities</b>	We are developing a shared understanding of progression as it is a key driver in what makes Curriculum for Wales different. The need for this to be understood by the learning community is essential. This will underpin all other improvement priorities.				
<b>Key Persons for Priority</b>	Danielle Harris (AHT) and Sacha Worth (Governor)				
<b>What does the information we have from our self-evaluation tell us?</b>			<b>Success Criteria – What will success look like?</b>		
<p>The shared understanding of progression is a new concept within the Curriculum for Wales. Therefore, there is limited evidence from our self-evaluation activities.</p> <p>The progression code outlines that progression is increasing the depth, breadth and sophistication of pupils' knowledge and understanding, skills and capacities, and attributes and dispositions. (Progression Code 2.2)</p> <p>The code outlines 5 overarching principles of progression:</p> <ul style="list-style-type: none"> <li>• increasing effectiveness</li> <li>• breadth and depth of knowledge</li> <li>• deepening understanding</li> <li>• refinement and application of skills</li> <li>• transferring learning into new contexts</li> </ul> <p>The school needs to continue to evolve teaching in line with the above expectations and principles. In particular, we need to support teachers to gain a shared understanding to evolve teaching to support pupils' progress with their values, attitudes, cross curricular skills, integral skills, and knowledge and understanding.</p>			<p><b>Progression</b> The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression and be able to articulate this.</p> <p>Most teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills, and knowledge and understanding.</p> <p>Most pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills, and knowledge and understanding.</p>		
<b>Strategy to meet the priority</b>					
	<b>Actions</b>	<b>Lead Person</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
	Staff INSET to share the school's vision and the link to the SDP. Reinforce the need for the priority and share the vision for pupil progression and how pedagogy needs to evolve to enhance pupil progress in line with the principles of progression and towards the four purposes.	Danielle Harris (AHT)	September 2024		£0
	Share our 'shared understanding of progression' with new members of staff	Danielle Harris (AHT)	September 2024		£0
	Share the vision for assessment (formative) with pupils during assemblies so that pupils are aware of what they are learning and WHY they are learning it	Danielle Harris (AHT)	September 2024		£0
	Assessment for learning training for teachers and then pupils in order for them to self and peer assess	Danielle Harris (AHT)	January 2025		£0

Teachers to be provided with performance management target linked to enhancing pupil progress through evolving teaching through effective AfL strategies	Danielle Harris (AHT)	October 2024		£0
Assemblies for pupils on effective feedback, how to move on in their learning (next steps) and discuss opportunities to reflect on their own work	Danielle Harris (AHT)	Ongoing		£0
ADDs sessions to revise professional discussions on understanding progression Share understanding with new members of staff	Danielle Harris (AHT)	Ongoing		£0
Shared understanding of progression presented to governors in meetings	Danielle Harris (AHT)	October 2024		£0
Information on progression shared with parents and carers through newsletters/letters/leaflets	Danielle Harris (AHT)	November 2024		£0
Information leaflets on the integral skills to be shared with parents/carers and pupils	Laura Jeremy (ADHT)	Sept. 24		£0
Work scrutiny to be completed to evaluate progression from Nursery – Year 6	Danielle Harris (AHT)	Ongoing		£0
Learning walk to evaluate progress through the primary phase	Danielle Harris (AHT)	Ongoing		£360
Progression code inputted into 'Cycle B' of Cornerstones curriculum	Danielle Harris (AHT) All staff	April 2025		£0
Work scrutiny and self-evaluation activities to ensure progress of pupils and also progression throughout the primary phase	Danielle Harris (AHT)	Ongoing		£360
<b>Actions Costs Total</b>				<b>£720</b>
<b>Professional Development for staff to meet priority</b>				
<b>Actions</b>	<b>Lead Person</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
School to undertake any training led by local authority of progression	Danielle Harris (AHT)	Ongoing		£1080
SMT to undertake an evaluation of how well teaching currently supports pupils to progress through learning walks, work scrutiny and listening to learners.	Danielle Harris (AHT) SMT	November 2024 May 2025		£360
All teachers to receive effective professional learning focused on formative assessment and its relationship with a shared understanding of progression. For example: What is AfL? Learning intentions and success criteria? Effective feedback? Self and peer assessment?	Danielle Harris (AHT)	Spring Term 2025		£0
Teachers to be involved with the Community Focused School project on developing a shared understanding of progression.	Laura Jeremy (ADHT)	Ongoing		£540

Understanding of progression within our primary school to be undertaken and shared with staff, governors, pupils, and parents/carers	Danielle Harris (AHT)	Autumn Term 2024		£0
Understanding of progression within our primary school to be undertaken and shared with cluster schools	Danielle Harris (AHT)	Ongoing		£0
Professional dialogue with staff in Adds/INSET continually discussing what progression is and how we show this through school	Danielle Harris (AHT)	Ongoing		£0
<b>Professional Development Costs Total</b>				<b>£1980</b>
<b>Working with the Community to meet priority</b>				
<b>Actions</b>	<b>Lead Person</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
Continue to work closely with other schools through Community Focused Schools project and Professors from Swansea University and ESO	Laura Jeremy (ADHT)	November 2024		£540
Cluster schools link together to share their vision for progression to enable all cluster schools to understand progression	Danielle Harris (AHT)	Ongoing		£0
AOLE leads to meet as cluster to discuss areas of learning – focus on progression to ensure pupils are gaining same experiences	AOLE leads	Half termly		£1080
Repeat parent/carer workshop on new curriculum for Wales information	Laura Jeremy (ADHT)	termly		£0
Repeat parent/carer workshops on what is progression	Laura Jeremy (ADHT)	Termly		£0
Promote the importance of all stakeholders feeling connected to the school and taking part in workshops/adult learning/questionnaires etc. To give them a sense of belonging to our school	Danielle Harris (AHT) Laura Jeremy (ADHT)	Ongoing		£0
<b>Working with Community Costs Total</b>				<b>£1620</b>
<b>TOTAL COSTS FOR PRIORITY</b>				<b>£4320</b>

<b>Academic Year Previous Priority Information</b>
This is the first year for the priority
<b>2024/25 Academic Year Proceeding Priority Information</b>
Most teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills, and knowledge and understanding. All staff will have a shared understanding of the principles of progression across the range of AoLE's. Most pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills, and knowledge and understanding. Many pupils will understand learning intentions and success criteria in order to improve their work. Many pupils will be able to self-assess their work and improve their work from the feedback given.

**2025/26 Academic Year Proceeding Priority Information**

Curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding will be embedded.

Nearly all pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills, and knowledge and understanding.

Most pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills, and knowledge and understanding.

Most pupils will understand learning intentions and success criteria in order to improve their work.

Most pupils will be able to self-assess their work and improve their work from the feedback given.

*Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Data analysis (pupil progress)*

<b>Priority 4</b>	<b>To improve systems and procedures in place to improve pupils' attendance</b>			
<b>Link to National Priorities</b>	Attendance for all pupils across the primary school links with the national focus on improving attendance and therefore attainment in pupils			
<b>Key Persons for Priority</b>	Danielle Harris (AHT) and Sandra Miller (Governor)			
<b>What does the information we have from our self-evaluation tell us?</b>			<b>Success Criteria – What will success look like?</b>	
<p>Our attendance is beginning to increase to pre Covid attendance as it has increased from 2020/2021 83.4% to our last annual attendance of 91.37% (June 2024). This attendance is 1.59% higher than last academic year 2023/2024. However, we are still approximately 1.65% below our school target for attendance of 93%.</p> <p>We have noticed that our girls' attendance is 0.95% lower than boys', this is an area that needs addressing as attainment in girls is also lower.</p> <p>Our eFSM pupils are 0.42% lower attendance than non-FSM pupils which is impacting their attainment and support. However, our eFSM pupils are attending more when compared to NPT.</p> <p>We have had 10 children (in Years One to Six) who are persistent non-attenders during this academic year (attendance rate of below 80%). Four of these children are from one family.</p> <p>PASS data from July 2024 has shown that pupils attitudes towards attendance is 80.4% which is 1.5% lower than in February 2023. In addition to this, their feelings about school have also declined from 87.5% to 85.3% (2.1%)</p>			<p>The school will strengthen the process for tackling attendance The school will have attendance initiative in school that has a positive reward for improved attendance Overall attendance will improve from 91% to 93% Attendance of eFSM pupils will increase to 91% The percentage of persistent absentees will fall to 10% Many vulnerable learners will make improved progress Many vulnerable learners will demonstrate more positive attitudes to attendance and feelings about school will increase from 87.5% to 10%</p>	
<b>Strategy to meet the priority</b>				
<b>Actions</b>	<b>Lead Person</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
Initial meeting with EWO - clarify the All-Wales Attendance Framework which outlines the statutory guidelines for processes to follow e.g., Letter 1, letter 2, Parental partnership meetings, referral to education welfare service and coding.	Danielle Harris (AHT) Nicola Bryant (EWO)	September 2024	ongoing	£150 stamps
Initial meeting with school clerks to ensure correct coding of pupils who are late before/after registration and holidays etc.	Danielle Harris (AHT)	September 2024	Ongoing	£0
Effectively communicate the importance of attendance and the school's systems and processes to pupils, staff, governors, and parents.	Danielle Harris (AHT)	September 2024	Ongoing	£0



Attendance figures shared with parents/carers via weekly school newsletter	Danielle Harris (AHT)	Ongoing	Ongoing	£0
Importance of attendance shared in 'Meet the Teacher' events	Danielle Harris (AHT)	Ongoing	Ongoing	£0
Information regarding minutes lost for lateness shared in newsletter and 'Meet the Teacher' event	Danielle Harris (AHT)	September 2024	Ongoing	£0
Ensure coherent communication of the schools' systems and clear roles and responsibilities	Danielle Harris (AHT)	September 2024	Ongoing	£0
Continue Junior attendance committee group to meet monthly. (attendance workshops)	Danielle Harris (AHT) Nicola Bryant (EWO)	Ongoing	Ongoing	£0
Create posters/iMovie for pupils/parents/carers incorporating the attendance mascot and slogan	Danielle Harris (AHT) Nicola Bryant (EWO)	October 2024	Ongoing	£0
Increase visibility of the importance of attendance throughout the school	Danielle Harris (AHT)	January 2025	Ongoing	£0
Attendance awards termly and winner drawn in whole school attendance assembly	Danielle Harris (AHT) Nicola Bryant (EWO)	Ongoing	Ongoing	£500
Half termly attendance assembly with Nicola Bryant, EWO to give certificates	Danielle Harris (AHT) Nicola Bryant (EWO)	Ongoing	Ongoing	£100
Share this SDP target with Governors. Meet with the Governor with responsibility for attendance regularly and provide them with the monthly data from Carl Glover. Governor to feedback attendance data to FGB meetings on a termly basis.	Danielle Harris (AHT)	October 2024	Ongoing	£0
Ensure all new members of staff are aware of their responsibility to raise attendance in their class. Provide teachers with a regular breakdown of attendance for each pupil in their class. Teachers continue to promote the importance of good attendance and to discuss attendance matters with pupils.	Danielle Harris (AHT)	September 2024		£0
EWO to complete 'late gate' patrols to encourage pupils to be on time	Nicola Bryant (EWO)	Ongoing	Ongoing	£0

EWO to work with attendance committee on 'late gate' spreading the message of the importance of good attendance	Danielle Harris (AHT) Nicola Bryant (EWO)	Ongoing	Ongoing	£0
<b>Actions Costs Total</b>				<b>£750</b>
<b>Professional Development for staff to meet priority</b>				
<b>Actions</b>	<b>Lead Person</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
Importance of attendance message given to all staff and encouraged to promote through our attendance 'tag' system	All staff	Ongoing		£0
Regular attendance updates for pupils in classes so staff are aware of pupils with low attendance and support wellbeing where and when required	All staff	ongoing		£0
Enquiry projects linked to improving attendance to be completed as part of some teachers' performance development review (PDR)				
<b>Professional Development Costs Total</b>				<b>£0</b>
<b>Working with the Community to meet priority</b>				
<b>Actions</b>	<b>Lead Person</b>	<b>Start</b>	<b>Finish</b>	<b>Cost</b>
Information on attendance and punctuality in the 'Meet the Teacher' event in September	Danielle Harris (AHT)	September 2024		£0
Support meetings with EWO to help parents of pupils who have low attendance	Danielle Harris (AHT) Nicola Bryant (EWO)	Ongoing		£0
Late gate patrol with EWO	Nicola Bryant (EWO)	Ongoing		£0
Families open to EWO support who can contact Nicola Bryant for help, support, or guidance	Nicola Bryant (EWO)	Ongoing		£0
EWO home visits requested by school or by families to support attendance	Danielle Harris (AHT) Nicola Bryant (EWO)	ongoing		£0
Ensure parents/carers and families are actively engaged in school life	Danielle Harris (AHT)	Ongoing		£0
<b>Working with Community Costs Total</b>				<b>££0</b>
<b>TOTAL COSTS FOR PRIORITY</b>				<b>£750</b>

<b>Academic Year Previous Priority Information</b>
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This is the first year for the priority
<b>2024/25 Academic Year Proceeding Priority Information</b>
<p>Overall attendance will improve from 89.76% to 93%</p> <ul style="list-style-type: none"> <li>➤ Attendance of eFSM pupils will increase to 91%</li> <li>➤ The percentage of persistent absentees will fall to 10%</li> <li>➤ Many vulnerable learners will make improved progress</li> <li>➤ Many vulnerable learners will demonstrate more positive attitudes to attendance and feelings about school will increase from 85% to 88%</li> </ul>
<b>2025/26 Academic Year Proceeding Priority Information</b>
<ul style="list-style-type: none"> <li>➤ Overall attendance will improve from 93% to 94%</li> <li>➤ Attendance of eFSM pupils will increase to 93%</li> <li>➤ The percentage of persistent absentees will fall to 8%</li> <li>➤ Many vulnerable learners will make improved progress</li> <li>➤ Many vulnerable learners will demonstrate more positive attitudes to attendance and feelings about school will increase from 88% to 91%</li> </ul>

*Action - Review – Reflect – Action – Pupil work – Pupil Voice – Observing Teaching and Learning (perf.man.) – Data analysis (pupil progress)*

<i>SDP Priority Number</i>	<i>Cost From Budget</i>
<i>Priority 1</i>	<i>£720</i>
<i>Priority 2</i>	<i>£4440</i>
<i>Priority 3</i>	<i>£4320</i>
<i>Priority 4</i>	<i>£750</i>
<i>Total</i>	<i>£10,230</i>

<b>Performance Management Areas Identified:</b>	
<b>Priority 1</b>	<b>To embed the shared understanding of progression across the primary school in line with the new Curriculum for Wales. To create a planned curriculum to sit within Cwricwlwm Maestro to identify progression across the curriculum (Cycle B)</b>
<b>Priority 2</b>	<b>To plan for and successfully implement opportunities for pupils to develop their spelling strategies</b>
<b>Priority 3</b>	<b>To improve pupils understanding of mathematical concepts in number using a concrete, visual and abstract approach</b>
<b>Priority 4</b>	<b>To create a planned curriculum to sit within Cwricwlwm Maestro to develop opportunities to teach numeracy across the curriculum (Cycle B)</b>

<b>Other Areas for Development Identified:</b>
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<b>Area 1</b>	To continue to develop pupils higher order thinking skills
<b>Area 2</b>	To continue to develop pupils' growth mindset in order to improve self-regard as a learner
<b>Area 3</b>	To continue to implement the new ALN reform
<b>Area 4</b>	To continue to embed pupils' instant recall of multiplication facts and number bonds