

2023/24

Education Improvement Grant

Regional Consortia School Improvement Grant (RCSIG)

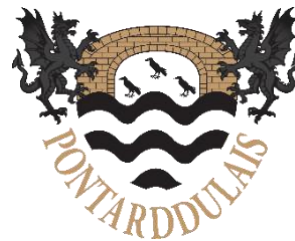
Annual Spend Plan

Grant Gwella Ysgolion Consortia Rhanbarthol (GGYCR)

Cynllun Gwariant Blynyddol

Pontarddulais Comprehensive School

Ysgol Gyfun Pontarddulais



Total EIG / Cyfanswm GGYCR	£52,294
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Please note the following financial information is for period 1st April 2023 to 31st March 2024

Activity – action required, for instance, recruitment of outstanding teachers (WA)		Outputs – evidence that activities have occurred, for instance the number of teachers that have received catch up training (WA)	Outcomes – the difference / impact made, for instance improvement in numeracy levels. (WA)	Inputs – resources, in this case the PDG funding and human resource required (WA)
Activity supported i.e. collaborative, evaluative and developmental	Key	Intended Outputs (evidence based)	Intended Outcomes i.e. Provision	Cost
Higher Level and Longer-Term priorities (2023-26) National School Improvement Guidance used to drive school improvement <i>To enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation</i> <i>To embed reflection, self-evaluation and improvement within schools and the importance of good school leadership as a pre-condition for that</i>		<ul style="list-style-type: none"> • Key staff and governors gain an understanding of guidance. • Pupils and parents consulted on chosen priorities and strategies. • All statutory guidance evaluated and in place for September 2024. • Non-statutory guidance considered and adapted where of benefit to the school. • New national priorities included in all School Development Plans. 	<ul style="list-style-type: none"> • Extended headship team and aspiring leaders receive training initially. • Middle leaders supported to reflect principles in their own school improvement practices. • Begin to implement statutory and non-statutory elements from September 2022 with evaluation informing full implementation by September 2024. 	Cost are within A3, A4 & C5
Higher Level and Longer-Term priorities (2023-26) Embed a cross-cluster shared understanding of pupil progression <i>To co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter – qualifications are a key part of this</i>		<ul style="list-style-type: none"> • The end product has been guided by the new curriculum’s principles of progression (five principles underpinning each area of learning). • A holistic view of a pupil’s progress can be shared across the curriculum. 	<ul style="list-style-type: none"> • 2/3year project that can be partially implemented as it develops. 	Cost are within C1

<p><i>To support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff</i></p> <p><i>To listen to children and young people as they engage with their learning and supporting them in achieving their aspirations.</i></p>				
<p>Higher Level and Longer-Term priorities (2023-26) Develop a Cluster Core Curriculum <i>To co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter – qualifications are a key part of this</i></p> <p><i>To support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff</i></p> <p><i>To enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation</i></p>		<ul style="list-style-type: none"> • Pupils learn from a core shared curriculum that provides coherency from ages 3-16 years of age. • Staff have a shared understanding of the continuum of learning allowing for authentic links in to be made to prior learning allowing for a concrete schema of learning and improved pupil outcomes. 	<ul style="list-style-type: none"> • 2/3year project that can be partially implemented as it develops. 	<p>Cost are within A3, B1, B2, & B3</p>
<p>Higher Level and Longer-Term priorities (2023-26) Curriculum for Wales Assessment <i>To enable all learners, in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential, allied to a range of assessment approaches to understand and support this progress</i></p>		<ul style="list-style-type: none"> • Intermediately continue with levelled summative assessments and current formative assessments. • Explore and consider different approaches to assess progress. • Make agreed changes when satisfied such a change will enhance pupil's provision and outcomes. 	<ul style="list-style-type: none"> • Engagement with relevant networks • Pupil provision and outcomes enhanced 	<p>Cost are within A4, C1 & C5</p>
<p>Higher Level and Longer-Term priorities (2023-26) New qualifications 2025 <i>To co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional</i></p>		<ul style="list-style-type: none"> • Curriculum at key stage 3 and 4 reviewed, and amended, based on needs of qualifications. • Resources, including staffing, evaluated against the needs of the qualifications and plans implemented as appropriate. 	<ul style="list-style-type: none"> • Preparation for new curriculum to ensure implementation September 2025. 	<p>Cost are within A5, B1, B2, B3 F2 & F3</p>

<p>experiences) with a clear understanding of why these matter – qualifications are a key part of this</p> <p>To ensure the school environment supports learners' and practitioners' well-being</p> <p>To be at the heart of their communities – we want to build better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training</p>				
<p>Higher Level and Longer-Term priorities (2023-26)</p> <p>High-quality teaching and leadership (National Mission – Objective 4)</p> <p>To enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation</p> <p>To embed reflection, self-evaluation and improvement within schools and the importance of good school leadership as a pre-condition for that</p> <p>To enable all learners, in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential, allied to a range of assessment approaches to understand and support this progress</p>		<ul style="list-style-type: none"> All teaching staff engaged in a programme of professional learning based on pedagogical approaches proven to be the most effective at supporting the success of all pupils. Particular focus based on supporting ALN pupils and those who are socio-economically disadvantaged. Clear professional learning path embedded from classroom teacher to senior leadership. 	<ul style="list-style-type: none"> Through a robust programme of professional development – raise standards of all learners across the school 	<p>Cost are within A4, C1, F2 & F3</p>
<p>A3. Preparing staff for Qualifications Wales 2025.</p> <p>To co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional</p>		<ul style="list-style-type: none"> Key staff attended necessary training. Staffing profile and current provision reviewed against qualifications documentation published Spring 2024 Key staff reviewed approval criteria for new qualifications. 	<ul style="list-style-type: none"> Continue with Staff training 	<p>9,529</p>

<p>experiences) with a clear understanding of why these matter – qualifications are a key part of this</p> <p>To support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff</p>				
<p>A4. Pupil outcomes supported through increased inclusivity of provision. To enable all learners, in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential, allied to a range of assessment approaches to understand and support this progress</p> <p>To support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff</p>		<ul style="list-style-type: none"> All staff received training on teaching WalkThru strategies to support inclusive best practice for differentiating learning. Teaching WalkThru strategies used by staff to support all groups of learners Teaching strategies evaluated through Whole School Spring Term review (Focus: Inclusive Classroom) 	<ul style="list-style-type: none"> WalkThru strategies embedded as reflected in lesson observations Whole School Spring Review – Inclusive Classroom 	<p>8,734</p>
<p>A5. Outcomes of personalised assessments used to inform changes to LNF provision To enable all learners, in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential, allied to a range of assessment approaches to understand and support this progress</p>		<ul style="list-style-type: none"> Weaknesses identified. Current provision evaluated against identified weaknesses. Summer term used to update provision as necessary. 	<ul style="list-style-type: none"> New Literacy and Numeracy co-ordinators further develop their roles Assessments analysed effectively 	<p>404</p>
<p>B1. Further develop pupils' literacy skills in extended writing. To co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of</p>		<ul style="list-style-type: none"> Staff training provided to support the delivery of extended writing lessons. Increased use of full stops and capital letters in pupils' extended writing work. Whole school strategy on pupils reviewing their use of full stops and capital letters. Refresher training provided to all staff to support the delivery of text types during lessons. 	<ul style="list-style-type: none"> Raise standards of literacy across the curriculum 	<p>32,909</p>

<p><i>why these matter – qualifications are a key part of this</i></p> <p><i>To support practitioners’ understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff</i></p>		<ul style="list-style-type: none"> • Tutorial videos produced to support staff with the delivery of literacy lessons in relation to extended writing. • Extended writing evaluated within work scrutiny and reported in SOAPs. 		
<p>B2. Further develop pupils’ numeracy skills in representing and interpreting data. <i>To co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter – qualifications are a key part of this</i></p> <p><i>To support practitioners’ understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff</i></p>		<ul style="list-style-type: none"> • Staff training provided to support the delivery of numeracy lessons that focus on representing and interpreting data. • Consistent use of scale, accuracy, label, units, title, and evaluation (SALUTE) when pupils create graphs to represent data. • Tutorial videos produced to support staff with the delivery of numeracy lessons. • Representing and interpreting data skills evaluated within work scrutiny and reported in SOAPs. 	<ul style="list-style-type: none"> • Raise standards of Numeracy across the curriculum 	<p>594</p>
<p>B3. Further develop digital skills across the curriculum. <i>To co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter – qualifications are a key part of this</i></p> <p><i>To support practitioners’ understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff</i></p> <p><i>To enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation</i></p>		<ul style="list-style-type: none"> • Audit carried out to assess digital skills of staff. • Staff training provided to support the successful delivery of DCF lessons. • Evidence collected for DCF work across the curriculum and uploaded to evidence locker. • Tutorial videos produced for different DCF strands to support staff with the delivery of DCF lessons. 	<ul style="list-style-type: none"> • Improved digital skills in all learners and all staff 	<p>1,188</p>

<p>C1. To continue to work with all partner primary schools to map progression across the curriculum. <i>To co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter – qualifications are a key part of this</i></p> <p><i>To be at the heart of their communities – we want to build better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training</i></p> <p><i>To listen to children and young people as they engage with their learning and supporting them in achieving their aspirations.</i></p>		<ul style="list-style-type: none"> Cluster colleagues continued to co-construct a continuum of learning during a joint INSET day, as well as within separately scheduled meetings. Knowledge and skills maps completed and shared across the cluster. 	<ul style="list-style-type: none"> Progression mapping documents complete 	<p>Funded by Partneriaeth</p>
<p>C5. Develop a range of teaching and learning strategies to support our ALN and MAAT pupils (WalkThrus). <i>To enable all learners, in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential, allied to a range of assessment approaches to understand and support this progress</i></p> <p><i>To listen to children and young people as they engage with their learning and supporting them in achieving their aspirations.</i></p>		<ul style="list-style-type: none"> New WalkThru strategies shared and launched during INSET. Spring Term review used to evaluate inclusive teaching strategies. Tutorials & resources created and uploaded to the CPD library. 	<ul style="list-style-type: none"> WalkThru strategies embedded New staff provided with appropriate training 	<p>9,322</p>

<p>F2. Further support staff wellbeing. <i>ensure the school environment supports learners' and practitioners' well-being</i></p> <p><i>To embed reflection, self-evaluation and improvement within schools and the importance of good school leadership as a pre-condition for that</i></p>		<ul style="list-style-type: none"> • Areas identified to support staff wellbeing • Furniture and equipment purchased. • Staff wellbeing working party met to further consider practices. • Health fayre held during an INSET day for all staff. • To conduct a review to inform future practice. 	<ul style="list-style-type: none"> • Positive impact on staff well-being 	<p>307</p>
<p>F3. Big Bocs Bwyd & Polytunnel operational</p> <p><i>To be at the heart of their communities – we want to build better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training</i></p>		<ul style="list-style-type: none"> • Provision of food supply from FareShare secured. • Tesco Community Grant awarded (£500 - £1,500). • Produce grown by pupils in the polytunnel used by pupils to cook food as part of Curriculum for Wales. • Produce grown by the pupils made available to the local community. 	<ul style="list-style-type: none"> • Big Bocs Bwyd and polytunnel firmly established 	<p>Already grant funded</p>

Cont/d...

<p>Other / Arall Training</p>				
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<p>Other / Arall Tracking</p>				
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Cyfansymiau / Total Cost				£62,987
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Hyfforddiant / Training CPD	No.	£
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