

SEG/PDG Plan 2014 - 2015

School	Total delegated SEG	Total delegated PDG	Total delegated GW
Ysgol Borthyn, Ruthin	£7,557.00	£20,916.00	£

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 OCT 2014)	Actual (to be completed JAN 2015)	
Literacy and Numeracy Identifier	Details of activities						
1. Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach to the requirements of the LNF	6 Teachers – Numeracy Course/Support (6x£180.00 supply cover) 6 Teachers – Literacy Course/Support (6x£180.00 supply cover)	£1080.00 (SEG)	No of teachers identified as requiring additional literacy and numeracy support	6			
			No of teachers receiving additional training	6			
		£1080.00 (SEG)	Average No of hours of support / teacher				
		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)					
2. Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning	Further develop use of INCERTS in whole school in order to make effective use of assessments, including analysis of data from the reading and numeracy tests.	£1,000.00 (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 targetted support			
				respond to the needs of MAT pupils			
			Percentage of all pupils achieving expected attainment	effectively target their grant spending plan			
				Foundation Phase teacher assessments	TBC	TBC	
				Key stage teacher assessments KS 2 or KS 3	TBC	TBC	
reading test data	TBC	TBC					
numeracy test data	TBC	TBC					
achievement of LT2+evel at the end of key stage 4	TBC	TBC					
3. Provide school leaders and teachers with support, in coordination with the National Support Programme, to implement the Literacy and Numeracy Framework	Further development of LNF with focus on planning, co-ordination, training and constant evaluation. Continuous CPD through courses as they become available. Resources to support LNF.	£2,000.00 (SEG)	No of schools supported by the NSP	Data to be collected centrally			
			Number of teachers supported by the NSP	TBC	TBC		
			Total No of hours of support from NSP	TBC	TBC		
			No of schools making satisfactory progress in the implementation of the L&NF	Data to be collected centrally			

4. 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		£xxx (SEG)	Number of OT recruited using agreed selection criteria			Data to be collected centrally	
			No Trained by NSP				
			Time in days				
			No of Schools supported				
			% Schools improving				
5. 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	Supply cover when required to release staff for CU Literacy and Numeracy. Review training requirements for staff re Catch-Up.	£500.00 (SEG)	Nature of programme	Name of Programme			Catch up
				1= one to one 2 = small group			1
				Contact time			1 hour a week
			No of staff trained to use the programme	Teachers			1
				LSA			3
				Total			4
			No and % of pupils supported	No			5
				% of school cohort			5
% of those targeted having made progress (need a measure)					100		
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)	Use data and assessment information to track and monitor pupils. Identify targeted pupils. Training in the application of quality standards and facilitating sharing good practice.	£1,200.00 (SEG)	No of learners identified as MAT		TBC	TBC	
			% of school cohort identified as MAT				
			Nature of programme	Name of Programme			Booster groups
				1= one to one 2 = small group			2
				Contact time			1 hour a week
			No of staff trained to use the programme	Teachers			8
				LSA			10
				Total			9
			No and % of pupils supported	No			30
				% of school cohort			25
% of those targeted having made progress (need a measure)					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 Oct 2014)		Actual (to be completed Jan 2015)		
Literacy and Numeracy Identifier	Details of activities			e-fsm	non e-fsm	e-fsm	non e-fsm	e-fsm	non e-fsm	
1. Use of the Sutton Trust Toolkit or a similar toolkit	Training and Support in use of STT.	£xxx(SEG) £500.00(PDG)	No of schools using the Sutton Trust Toolkit or a similar toolkit	Data to be collected centrally						
2. Support PLCs and local system leaders to use emerging lead practice in use of the Pupil Deprivation Grant to focus rigorously on closing gaps in attainment including the development of metacognition, peer tutoring and feedback	A) Additional learning support assistance (2 x .5 to support current staff in reducing the gap in attainment).	£11,000.00 (PDG)	Gap in attainment between e-FSM pupils and non e-FSM pupils has decreased over the 3 year period based on	Foundation phase teacher assessments					100	100
	B) Planning and support for FSM pupils.	£1500.00		Key stage teacher assessments KS 2 or KS 3					100	75
	C) Purchase of 6 x Laptops to focus on closing gaps in attainment.	£5,000.00		reading test data						
	D) Cover for staff to visit other schools to view and share good practice.	£500.00		numeracy test data						
	E) Purchase resources and pay for forest school training to develop Literacy and Numeracy skills.	£1,613.00		achievement of LT2+evel at the end of key stage 4						
	F) Develop community projects with schools in cluster.	£1,500.00		attendance						
				exclusions					0	0
				Estyn inspections (if relevant)						

3.Promote effective family and community engagement		£xxx(SEG) £xxx(PDG)	No of schools that have used PDG to fund initiatives to promote parental and community engagement and partnership working.	: Data to be collected centrally		
Communities First (if relevant):		£xxx(PDG) £xxx (Communities First Grant)	Number of planned activities to engage parents; Details of these activities and the evidence base for their selection; Number of parents attending;			
4 Good Quality Early Education (primary schools only)		£xxx(SEG) £xxx(PDG)	Number of planned activities to engage with non-maintained settings, childcare providers and Flying Start settings to share resources, expertise and support transition to school/Foundation Phase Details of these activities and continuous professional development of all staff involved Number of children supported.			
5.LAC	Focus on support for LAC pupil progress (training and supply cover)	£xxx(SEG)	Details of activities and continuous professional development of all staff involved Number of pupils supported			