



Ysgol Gynradd Bryncethin Primary School

School Development Plan (SDP) 2024 / 2025



This SDP is primarily based on targets identified following the evaluation of the 2023/2024 SDP and was informed by the school vision, national local priorities, progress made during the previous SDP, self-evaluation findings and ESTYN recommendations.

The 2023 / 2024 SDP was monitored and evaluated in line with the school's accountability plan, best endeavours due to the impact of the pandemic, and this SDP has been updated to reflect progress made up until July 2024. The SDP includes targets to July 2025. The Governing Body's School Development and Curriculum Committee meets termly to monitor progress towards the targets set in the School Development Plan and provides updates in the termly full Governing Body meeting.

School Context:

Bryncethin Primary School is in the village of Bryncethin, to the north of Bridgend, in the Bridgend local authority. It serves the communities of both Sarn and Bryncethin. The socio-economic background of the learners varies and spans most social groups. In September, 2001 Bryncethin Infants and Junior Schools merged to form Bryncethin Primary School. The character of the school was again changed in September, 2012 to include nursery age learners following the closure of Sarn Nursery School. An Early Years Unit was built in September 2013 to provide nursery provision on the same site as the primary school.

- The school has an Early Years unit made up of Nursery and Reception aged children
- There is a total of nine classes; Early Years Unit (Nursery and Reception), Year 1, Year 2, Year 3, Year 4, Year 5, Year 6 and a Learning Resource Base for children with moderate learning difficulties.
- The key stage 2 learning resource base provides provision for learners with moderate learning difficulties for learners from a wider area within the local authority. There are currently ten full-time learners within the facility.
- The numbers of learners has fluctuated over the last three years and now appears to be on a downward trend.
- The proportions of girls and boys have been generally equal over the last three years with a drop in the number of girls 2023 /2025.

Contextual Information

Staffing Levels	Headteacher	Deputy Headteacher	Teaching (full-time)	Teaching (part-time)	LSOs (full-time)	LSOs (part-time)	Assistants 1 to 1	Admin	Caretaker (part-time)	Supervisory Support Assistants
	1	1	7	3	4	2	6	1	2	8

Number on roll	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
All Learners	29	24	28	28	32	29	33	30	233
Male	16	14	14	19	16	15	17	13	124
Male (%)	55.17	58.33	50.0	67.86	50.0	51.72	51.52	43.33	53.22
Female	13	10	14	9	16	14	16	17	109
Female (%)	44.83	41.67	50.0	32.14	50.0	48.28	48.48	56.67	46.78
FSM		5	8	9	6	13	10	6	57
FSM (%)		20.83	28.57		18.75	44.83	30.30	20.0	24.46
ALN			1		4	5	3	2	15
ALN (%)			3.57		12.5	17.24	9.09	6.67	6.64
EAL				2	3	1	3		9
EAL (%)				7.14	9.38	3.45	9.09		3.86
In Care								1	
In Care (%)								3.33%	
Young Carer								1	
Young Carer (%)								3.33%	
Attendance (4.9.23 - 22.7.24)		91.49% (N2)	89.87% (Recep)	90.36% (Year 1)	91.89% (Year 2)	91.6% (Year 3)	92.39% (Year 4)	92.52% (Year 5)	91.45%
Persistent Absence >=10%		6	14	12	8	8	6	7	61

The school had a successful inspection in July 2018 when the recommendations were:

- To continue to promote the importance of regular attendance.
- Further improve the use of incidental Welsh.
- Map and develop learners' knowledge of the culture and heritage Wales.

Our school provides a safe and stimulating learning environment where every child matters. We encourage and help our learners to become ambitious, capable and confident learners that can flourish. We teach and support the development of skills, core values and wellbeing ready for learners to play a full part in life and work.

The school's vision is reflected in our motto: **Believing is Achieving / Credu i Lwyddo**

Outline Three Year Plan

2024-2025	2025-2026	2026-2027
Curriculum for Wales - Teaching and Learning Professional Standards Professional Learning - Areas of Learning and Experience: Expressive Arts Humanities Health and Well-being Science and Technology - ALN - Progression and assessment Languages, Literacy and Communication - English Narrowing the gap - Welsh/Bilingualism - Modern Foreign Languages Mathematics and Numeracy - Mathematics/Numeracy Narrowing the gap - DCF / ICT - Attendance - School Environment - Grant Funding	Curriculum for Wales - Teaching and Learning Professional Standards Professional Learning - Areas of Learning and Experience: Expressive Arts Humanities Health and Well-being Science and Technology - ALN - Progression and assessment Languages, Literacy and Communication - English Narrowing the gap - Welsh/Bilingualism - Modern Foreign Languages Mathematics and Numeracy - Mathematics/Numeracy Narrowing the gap - DCF / ICT - Attendance - School Environment - Grant Funding	Curriculum for Wales - Teaching and Learning Professional Standards Professional Learning - Areas of Learning and Experience: Expressive Arts Humanities Health and Well-being Science and Technology - ALN - Progression and assessment Languages, Literacy and Communication - English Narrowing the gap - Welsh/Bilingualism - Modern Foreign Language Mathematics and Numeracy - Mathematics/Numeracy Narrowing the gap - DCF / ICT - Attendance - School Environment - Grant Funding

Key**Purple – Possible monitoring activity****School Development Plan Actions / Progress – Autumn****Spring****Summer**

Target: Enhance Bryncethin's curriculum and develop children's knowledge of the culture and heritage of Wales.			
Leader: Headteacher and Deputy Headteacher			
Link Governor: Mrs M Johns			
Priorities	Progress		
	Autumn	Spring	Summer
1. Evaluate, revise and develop the second cycle of Bryncethin's curriculum offer, including learner progression.			
2. Support and assist staff to implement the ALN Bill effectively.			
3. Ensure learning and teaching is good or better in all classes			
4. Teachers explore opportunities for Bryncethin's curriculum to enhance learners' knowledge of the culture and heritage of Wales.			
Rationale			
<u>Priority 1</u> - Schools and practitioners should have a methodology for designing a curriculum which incorporates, where appropriate, opportunities for learning and consideration of cross-cutting elements. - Cross cutting themes should allow learners to consider local, national and international contexts and develop understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences. - The four purposes are also underpinned by integral skills which should be developed within a wide range of learning and teaching. - Recommendation made by CSC following a 'curriculum health check'. - When developing a curriculum schools should develop a vision for their curriculum. This will require schools and practitioners to consider the following: What should we teach and why? How should we teach it? How will this support our learners to realise the four purposes? - Schools and practitioners should have a vision to develop a curriculum which: contributes to learners' realisation of the four purposes and acquisition of the integral skills which underpin them; incorporates opportunities for the application of mandatory cross-curricular skills. - Progression in learning is a process of increasing depth, sophistication, engagement and learner control, over time, rather than of covering a body of content. - Progression in learning should always be at the heart of curriculum design. - Curriculum for Wales is mandatory for all primary aged children. Cluster curriculum content, expectation priorities and provision maps were reviewed during the 2023/2024 summer term. Year 1 of a 2-year curriculum cycle has been completed and reviewed. The 2nd year of the curriculum cycle is being planned to ensure an effective and consistent approach is developed. - All Language, Literacy and Communication Area of Learning and Experience and mandatory cross-curriculum skills teaching aligns to the Curriculum for Wales.			

Priority 2

- The Additional Learning Needs Code is made under the Act (Additional Learning Needs and Education Tribunal (Wales) Act 2018), which, with this Code and regulations made under the Act, provides the statutory system in Wales for meeting the additional learning needs of children and young people. It is aimed at ensuring that children and young people's additional learning needs are identified early and addressed quickly to enable them to achieve their full potential.
- The requirements of the ALN bill has been phased in and the practices need to be embedded within the school.

Priority 3

- Pedagogy is at the heart of curriculum. In designing their curriculum, schools should consider the pedagogical approaches they will need to employ to support learners in realising the four purposes.
- Learner progression along a continuum of learning from ages 3 to 16 is central to the Curriculum for Wales. Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.
- The curriculum must: provide for appropriate progression which must be in accordance with the principles of progression set out in the Progression Code and have regard to this Framework guidance. The assessment arrangements must be informed by those principles of progression
- Assessment is intrinsic to curriculum design and its overarching purpose within the curriculum is to support every learner to make progress. It is integral to learning and teaching and it requires effective partnerships among all those involved, including the learner.
- The quality of teaching across the school is good. Most teachers have high expectations of learners and they plan carefully for the range of abilities in their classes, Estyn 2018. Classroom practice needs to be of a consistently good quality and needs to engage, support and challenge learners.
- Reducing the impact of poverty on learners' progression and attainment.

Priority 4

- Curriculum in Wales and for Wales - The Framework reflects Wales, its cultural heritage and diversity, its languages and the values, histories and traditions of its communities and all of its people.
- Instilling learners with passion and pride in themselves, their communities and their country is central to the four purposes. Learners should be grounded in an understanding of the identities, landscapes and histories that come together to form their cynefin.
- Provide regular opportunities for learners to develop their understanding of the culture and heritage of Wales - Bryncethin Primary Estyn 2018 recommendation.
- Provide regular opportunities for learners to develop their understanding of the culture and heritage of Wales - Bryncethin Primary Estyn 2018 recommendation.

Success Criteria

- Teaching is good or better in all classes. ([Learning Walks](#), [Book Scrutiny](#), [Listening to Learners](#))
- Monitoring shows that nearly all learners are able to discuss their learning and know the next steps in their learning journey. ([Learning Walk](#), [Listening to Learners](#))
- All teachers plan using the integral skills, four purposes and progression steps as the starting point. ([Planning Scrutiny](#), [Learning Walk](#))
- Effective strategies are in place to support both the physical and mental well-being of learners. ([Learning Walk](#), [Listening to Learners](#))
- All eFSM learners make expected or greater progress using assessment/attainment data. ([Data Analysis](#), [Class Action / ROCs Analysis](#))
- Long and medium term planning is strategically developed to achieve the requirements of the Welsh Curriculum. ([Planning Scrutiny](#), [Learning Walk](#))

- Learners with additional learning needs are identified and appropriate strategies are put in place to support their learning. ([Data Analysis](#), [Learning Walk](#), [Class Action / ROCs Analysis](#))
- Evidence of pupil influence in their learning journey is evident. ([Planning Scrutiny](#), [Learning Walk](#))
- All requirements of the Additional Learning needs bill are being implemented in-line with the timetable provided by Local Authority, Central South Consortium and Welsh Government. ([Class Action / ROCs Analysis](#))
- Pupils can discuss their learning journey and demonstrate a positive attitude to learning and identify the progress that they have made. ([Learning Walk](#), [Listening to Learners](#))
- Vulnerable learners show greater resilience. ([Learning Walk](#), [Listening to Learners](#))
- Independent learning tasks offer challenge and are not 'holding activities'. ([Learning Walk](#), [Listening to Learners](#), [Planning Scrutiny](#))
- Classroom tracking systems clearly show when learners have completed independent challenges. ([Learning Walk](#), [Listening to Learners](#))

Key Milestones

December	March	July
<u>Priority 1</u> • Curriculum design is an ongoing, cyclical process of engagement, design, planning, trialling, and evaluation. • Teachers have identified and planned for cross cutting themes in the autumn concept, where appropriate. • Teachers plan and consider why and how they teach. Integral skills are developed within a wide range of learning and teaching activities. • Progress is being made implementing the 'Embedding a whole school approach to emotional and mental wellbeing sessions.' <u>Priority 2</u> • Review processes used to meet the ALN bill are reviewed by the ALNCo and cluster to ensure that they are appropriate and effective. • The ALNCo has attended and disseminated relevant training including CSC, LA and cluster. • One-page profiles have been updated for pupils with ALN. • Review of ROCs ensures the effectiveness of interventions and support given to learners. <u>Priority 3</u>	<u>Priority 1</u> • The curriculum continues to evolve to meet the needs of our learners and enable their progress towards the four purposes (integral skills). • Teachers continue to identify and plan for cross cutting themes in the spring concept, where appropriate. • The Autumn Term concept has been evaluated and necessary refinements made. • Appropriate staff training has enabled good progress to implement the 'Embedding a whole school approach to emotional and mental wellbeing sessions.' <u>Priority 2</u> • ALN process meeting the requirements of the ALN bill are going well and the needs of ALN learners are addressed following statutory guidance. • The ALNCo continues to attend relevant training and disseminated strategies are having an impact in nearly all classrooms. • One-page profiles have been updated for pupils with ALN.	<u>Priority 1</u> • The curriculum continues to evolve to meet the needs of our learners and enable their progress towards the four purposes (integral skills). • Teachers continue to identify and plan for cross cutting themes in the summer concept, where appropriate. • The school continues to work with CSC and the cluster to ensure the curriculum meets the needs of learners. • The Spring and Summer Term concepts have been evaluated and necessary refinements made. • Appropriate staff training has enabled good progress to implement the 'Embedding a whole school approach to emotional and mental wellbeing sessions.' <u>Priority 2</u> • Nearly all learners with ALN are having appropriate support following the statutory guidance. • One-page profiles have been completed for all learners.

• Learners are being provided with scaffolding to help them discuss their learning journey. • Assessment approaches are being used to ensure the pace of learning and the progress learners make are appropriate. • Teachers identify whether support is required by individuals, supporting equity for all learners. • Teaching staff have participated in professional development opportunities to explore and develop pedagogy to ensure that learning and teaching is good or better in nearly all classes. • Staff have reviewed planning and include integral skills. • Teaching staff consider and use opportunities to incorporate cross-cutting themes, where appropriate. • Opportunities to use cross curricular skills are utilised. • Teachers use a range of assessment strategies to develop their understanding of the progress made by learners as they develop their knowledge, skills and engage with experiences. • Teachers planning shows what knowledge, skills and experiences that will support learners to progress both in the short term and over time. <u>Priority 4</u> • Teachers use the curriculum design map to clearly identify opportunities for learners to develop a knowledge of the culture and heritage of Wales in all AoLE. • Learners' work shows a knowledge of the culture and heritage of Wales.	• ROCs are used well and are having a good impact on ensuring interventions and support given to learners is having a good impact. <u>Priority 3</u> • Learners use scaffolding to help them discuss their learning journey well. • Assessment strategies are used with increasing effectiveness to ensure the pace and challenge of learning activities is appropriate, providing learners with sufficient and realistic challenge. • Teaching staff continue to explore and develop pedagogy to contribute towards ensuring that learning and teaching is good or better in nearly all classes. • Teachers continue to identify whether support is required by individuals, supporting equity for all learners. • Teaching staff use opportunities to incorporate cross-cutting themes, where appropriate. • Opportunities to use cross curricular skills are utilised well. • Staff and learners have reviewed and evaluated progress with individual learning targets. New realistic but challenging targets have been set for literacy and numeracy. • Learners have been given opportunities to influence learning activities. • Teacher's planning continues to build on the knowledge, skills and experiences required to support learners to make progress. <u>Priority 4</u> • Monitoring shows that learners have lots of opportunities to learn about the culture and heritage of Wales and they can share their knowledge and experiences with increasing confidence.	• ROC updates have ensured that interventions and support given to learners is having a good impact. • The effectiveness of interventions for learners and groups of learners has been evaluated. <u>Priority 3</u> • Teaching is good or better in nearly all classes. • Learning experiences for all learners, including those with ALN or those that are affected by poverty and disadvantage learn at the right pace with appropriate challenge and support. • Learners are given opportunities to influence how and what they learn, at appropriate times. • Assessment draws out evidence of understanding and progression, as learners develop their knowledge, skills and engage with experiences. • Teachers plan well to build on the knowledge, skills and experiences required to support learners to make progress. • Teachers use assessment well to develop their understanding of the progress made by learners as they develop their knowledge, skills and engage with experiences. <u>Priority 4</u> • Most learners can confidently share their knowledge about the culture and heritage of Wales.
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Priority 1: Evaluate, revise and develop the second cycle of Bryncethin's curriculum offer, including learner progression.				
Actions	When	Who?	Resources	Funding
Staff to continue to engage in training opportunities such as Central South Wales Professional Learning Opportunities, Central South Wales Challenge training and relevant training by other providers.	Each term	Staff	PLO CSC document Non-contact time	CSWC funding Professional Learning funding
AoLE teams to participate in relevant cluster / CSC / LA curriculum development activities	Each term	All teaching staff	Staff training time Non-contact time	
Teachers to review and continue to develop the medium-term curriculum planning documents, second time through the cycle, which focus on learning through the Four Purposes, What Matters statements and related Achievement Outcomes.	Each term	Teachers	Staff training time Leadership time PPA	
Health and Wellbeing team continue to update and monitor the Health and Well-being action plan on how to achieve identified priorities identified following participation in 'Embedding a whole school approach to emotional and mental wellbeing sessions' and using the PHW Wellbeing toolkit.	Each term	Wellbeing team	Meeting time	
Continue to review Indicators for the Welsh Network of Healthy School Schemes National Quality Award and add action to the Wellbeing team's action plan.	Each term	Wellbeing team	Healthy School documentation	
Continue develop the Health and Wellbeing AoLE using resources such as ELSA support, THRIVE assessments and SHRN data collection.	Each term	Health & well-being team	ELSA supervision sessions, THRIVE and PHW	
AoLE teams and teaching staff consider and utilise opportunities to incorporate cross-cutting themes, where appropriate, when developing the curriculum.	Each term	AoLE teams	Curriculum planning documents	
Continue to implement opportunities to use the cross curricular skills of Literacy, Numeracy and Digital Competence to ensure opportunities for the development of these mandatory skills.	Each term	Teaching staff	Literacy and Numeracy and Digital Competence Frameworks	
Staff to review the integral skills which underpin the Four Purposes and plan for the integration of these skills in teaching and learning activities.	Each term	Teaching staff	Agreed integral skills Teacher planning	
Continue to review and refine curriculum planning, short and long term, to ensure progression across the breadth of the curriculum.	Each term	AoLE teams Teaching staff	Meeting time	

Priority 2: Support and assist staff to implement the ALN Bill effectively.				
Actions	When	Who?	Resources	Funding
ALNCo to work with the Cluster and LA to continue to refine and develop actions meeting the requirements of the ALN Bill.	Each term	ALNCo	Non-contact time	EIG/Budget
ALNCo to disseminate information and provide relevant training to staff, each term, on ALN.	Each term	ALNCo	Non-contact time Staff meeting time	Budget
ALNCo to support teachers in completing the Process Map, Class Action monitoring forms (6-week action plan) for ALN and Record of Concern (running record of actions) review form.	Each term	ALNCo	Non-contact time Staff meeting time	Budget
All staff to update One Page Profiles (OPP) with pupils in their classes. OPPs to be updated each term for pupils with ALN and once per year for other pupils. OPP discussed in Phase meetings, monitoring of OPP Spring Term.	Each term	Teaching staff	Contact time PPA time	
Teaching staff to set One Page profiles as a home-task twice per year for parent and pupils to review and update where required.	Each term	Teaching staff	Home-task time	
Review interventions and ensure that they are effective.	Each term	ALNCo Teaching staff	Staff meeting time	Budget / leadership time
ALNCo / teachers to be involved in Person Centred Planning meetings for pupils requiring an Individual Development Plan (IDP).	Each term	ALNCo Teaching staff	Non-contact time	Budget
Continue to ensure that book scrutiny, moderation, other internal processes, clubs and teams include the consideration and inclusion of ALN	Each term	ALNCo All staff	Staff meeting time	
Continue to develop universal / ordinarily available provision using the Quality Teaching document. Link in with Cognition and Learning Training, Communication and Relationships Team and update the Universal Provision offer.	Term 1	Teaching staff ALNCo	Staff meeting time	
ALNCo and teaching staff to create Individual Development Plans (IDPs) for identified pupils.	Each term	Teaching staff ALNCo	Non-contact time	Budget
Staff to review Individual Healthcare Plans.	Term 1	ALNCo and class teachers	PPA Staff meeting time	Budget
Training for all staff on complex medical pupils: EpiPen and choking	Term 1	All staff	INSET Day / First Aid training	Budget

Priority 3: Ensure learning and teaching is good or better in all classes				
Actions	When	Who?	Resources	Funding
Embed systematic opportunities for pupils to develop their skills in evaluating and improving their own and their peers' learning.	Each term	Teaching staff	Staff meeting time / contact time	
Teaching staff to consolidate use of REAL PE and Jasmine platform with a focus on developing pupils' physical education skills across the range of disciplines.	Each term	Health & well-being team	REAL PE Jasmine platform	

		Teaching staff		
Staff to adapt the JIGSAW scheme to ensure that learning objectives are relevant and an appropriate pace is maintained.	Each term	Health & well-being team Teaching staff	JIGSAW scheme	
Teachers to continue to develop learning and teaching to ensure a range of pedagogy and integral skills are planned and implemented effectively.	Each term	Teachers	Staff training time Leadership time PPA	
Teachers continue to develop pupils' independent learning skills and opportunities.	Each term	Teachers	Staff training time Leadership time PPA	
Review and update, 'What excellent teaching looks like in Bryncethin' document.	Sept	SLT Teaching staff Governors	Teaching staff Governors	Staff training time
Regular book scrutiny to ensure the Assessment for Learning and Marking policies are applied consistently and that feedback moves the learning forward.	Each term	Literacy Leader SLT Teaching staff Governors	Literacy Leader SLT Teaching staff Governors	Leadership time
Continue to explore effective learning and teaching and ensure that there is consistency in strategies across the school. Discuss expectations for reading, writing, oracy, numeracy, curriculum and assessment.	Each term	Teaching staff	Staff training time	
Staff provide strategies and scaffolding for pupils to discuss their learning and wellbeing.	Each term	All teaching staff	Contact time	
Teachers and LSOs to continue to explore and develop pedagogy including the use of the outdoors.	Each term	All teaching staff	PPA time	
Embed effective assessment approaches and practices that deepen teachers' understanding of pupils' learning and their progress.	Each term	Teaching staff	Staff meeting time / contact time	
Embed systematic opportunities for pupils to develop their skills in evaluating and improving their own and their peers' learning.	Each term	Teaching staff	Staff meeting time / contact time	
Teaching staff to review the pedagogical principles to ensure a deep and thorough understanding of the principles and the research on which they are based. Teaching staff to select the most appropriate pedagogical approach in learning experiences.	Each term	Teaching staff	Pedagogical principles Teacher planning	
Staff to discuss and ensure the pace and challenge of expectations – the process of developing a shared understanding to explore whether expectations for learners are sufficiently challenging and realistic and whether any support is required by individuals, further supporting equity for all learners.	Each term	Teaching staff	Curriculum planning documents Monitoring Progress reviews	

Priority 4: Teachers explore opportunities for Bryncethin's curriculum to enhance learners' knowledge of the culture and heritage of Wales.				
Actions	When	Who?	Resources	Funding
Staff to use the curriculum design map which includes opportunities for pupils to apply knowledge in all Areas of Learning and Experience.	Each term	Teaching staff	Staff meeting time	
Staff to continue to discuss curriculum topics and share ideas on how learners' skills can be developed whilst enabling learners to apply knowledge and understanding of the cultural, economic, environmental, historic and linguistic characteristics of Wales.	Each term	Teaching staff	Staff meeting time	
Welsh Leader to monitor Curriculum Cymreig provision.	Each term	Welsh Leader Teaching staff	Staff meeting time	

Target: Continue to improve children's oracy, reading, writing and spelling including communication in Welsh.			
Leader: Languages, Literacy and Communication Team			
Link Governor: Mrs K Wright and Mrs M Johns			
Priorities	Progress		
	Autumn	Spring	Summer
1. Enhance the approach to the teaching of writing across the curriculum.			
2. Continue to evaluate and maintain an effective approach to the teaching of oracy, listening, writing, reading and spelling across the curriculum.			
3. Ensure the use of Welsh across the curriculum.			
Rationale			
<u>Priority 1</u> - Curriculum for Wales is mandatory for all primary aged children. - The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. - Improving learners' progression by ensuring their learning is supported by a range of knowledge, skills and experience. <u>Priority 2</u> - The quality of teaching across the school is good. Most teachers have high expectations of learners and they plan carefully for the range of abilities in their classes, Estyn 2018. Classroom practice needs to be of a consistently good quality and needs to engage, support and challenge learners. - Self-evaluation has shown that learners continue to need support in developing writing, reading and spelling. - A few learners, especially the more vulnerable learners who have little support from home to develop their skills, make limited progress in reading. - Reducing the impact of poverty on learners' progression and attainment. - Learning and experience in this Area aims to enable learners to communicate effectively using Welsh, English and international languages. - Progression in the refinement and sophistication of skills moves from literal and simple communicative purpose to more abstract, inferred or implied and nuanced levels of meaning with more complex purposes. - As learners move along the continuum of learning, learners will build on basic linguistic skills to develop a capability that enables them to overcome a range of communicative challenges successfully. <u>Priority 3</u> - Curriculum for Wales is mandatory for all primary aged children. - The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. - Improving learners' progression by ensuring their learning is supported by a range of knowledge, skills and experience. - Our ambition as Welsh Government is to see the number of people able to enjoy speaking and using Welsh reach a million by 2050 - Cymraeg 2050 – A million Welsh speakers. - Improve learners' Welsh oracy and reading skills – Bryncethin Primary Estyn 2018 recommendation. - Learning and experience in this Area aims to enable learners to communicate effectively using Welsh, English and international languages. - As learners move along the continuum of learning, learners will build on basic linguistic skills to develop a capability that enables them to overcome a range of communicative challenges successfully.			

Success Criteria		
- Teachers plan for writing following core expectations for each year group that include expectations for progression and increased challenge. (Planning Scrutiny, Book Scrutiny) - Pupils apply their writing skills across AoLEs and across a range of contexts. (Planning Scrutiny, Book Scrutiny, Listening to Learners, Learning Walk) - Teaching of writing, reading and spelling is good or better in all classes. (Book Scrutiny, Listening to Learners, Learning Walk) - Nearly all learners make expected progress in reading. (Data Analysis, Class Action / ROCs Analysis) - Nearly all learners achieve their individual spelling target. (Data Analysis, Class Action / ROCs Analysis) - Most learners make expected or above progress in reading measured using the reading scheme, key words, phonic knowledge and the National Tests (Years 2 to 6) and a school-based reading test (learners' reading age in-line with or better than their chronological age). (Data Analysis, Class Action / ROCs Analysis) - All Language, Literacy and Communication Area of Learning and Experience and mandatory cross-curriculum skills teaching aligns to the Curriculum for Wales. (Planning Scrutiny) - Learners with additional learning needs are identified and appropriate strategies are put in place to support their learning. (Data Analysis, Class Action / ROCs Analysis) - Assessment strategies are effective in identifying the strengths of learners and areas for improvement. (Planning Scrutiny, Book Scrutiny, Listening to Learners) - Monitoring shows that feedback whether verbal or written is effective in helping nearly all learners to improve their work. (Book Scrutiny, Listening to Learners, Learning Walk) - More able and talented learners are identified and provided with appropriate challenge. (Book Scrutiny, Listening to Learners, Learning Walk) - Reading resources and provision reflects diversity, inclusion, Welsh identity and culture. (Planning Scrutiny, Book Scrutiny, Listening to Learners) - Teaching is good or better in all classes. (Listening to Learners, Learning Walk) - Most learners make expected or above progress in oracy, reading and writing measured using the updated CSC Welsh 2nd language Continuum of Welsh Language Patterns. (Data Analysis, Listening to Learners - Oracy and standards in Welsh, Planning Scrutiny) - Pupils write in a range of forms. (Planning Scrutiny, Book Scrutiny, Listening to Learners) - Pupils write for a range of purposes and audiences. (Planning Scrutiny, Book Scrutiny, Listening to Learners) - Pupils apply their writing across the curriculum and in unfamiliar contexts. (Planning Scrutiny, Book Scrutiny, Listening to Learners)		
Key Milestones		
December	March	July
<u>Priority 1</u> - Suggested core expectations that include progression and increased challenge for each year group are being used. - Opportunities for using literacy skills are being applied across AoLEs in a range of contexts. <u>Priority 2</u>	<u>Priority 1</u> - Suggested core expectations that include progression and increased challenge for each year group are being used with increasing confidence. - Opportunities for using literacy skills are being applied across AoLEs in a range of contexts well.	<u>Priority 1</u> - Suggested core expectations that include progression and increased challenge for each year group are being well. - Opportunities for using literacy skills are being applied across AoLEs in a range of contexts consistently well.

• Phonological awareness and phonics continues to be taught well in PS1 before the start of the phonics programme. • A few classes have visited the library. • Most learners can read a range of fiction/non-fiction texts which are age / stage appropriate and are progressively complex. • The majority of learners meet age-related expectations when participating in class-based activities such as guided group reading, shared reading and when reading aloud. • Teachers continue to support and extend learners to develop their comprehension skills in line with expectations. • Learners identify texts that they have read for pleasure or have been read to. • Many learners continue to use strategies such as visualisation, mnemonics and words within words when spelling words, age appropriate. • Most learners enjoy sharing and celebrating their writing achievements and the work of others. • Teaching of spelling across the school continues to be purposeful and effective. <u>Priority 3</u> • The Criw Cymraeg have worked with learners and classes to embed the use of Welsh. • In nearly all classes the new CSC Continuum is used by the Welsh Leader, teachers, Criw Cymraeg and learners. • The Criw Cymraeg has been selected to provide support to improve the development of Welsh across the school. • Criw Cymraeg run a Welsh lunchtime club for all KS2 classes weekly.	<u>Priority 2</u> • Phonological awareness and phonics continues to be taught very well in PS1 before the start of the phonics programme. • Around half of the classes have visited the library. • Most learners can read a range of fiction/non-fiction texts which are age / stage appropriate and are progressively complex well. • Many learners meet age-related expectations when participating in class-based activities such as guided group reading, shared reading and when reading aloud. • Teachers continue to support and extend learners to develop their comprehension skills in line with expectations well. • Learners are able to identify texts that they have read for pleasure or have been read to and express a preference. • Many learners continue to use strategies such as visualisation, mnemonics and words within words when spelling words, age appropriate well. • Most learners continue to enjoy sharing and celebrating their writing achievements, in a variety of context, and the work of others. • Teaching of spelling across the school continues to be purposeful and effective. • Teachers' assessments show that most learners have made progress since the Autumn Term. <u>Priority 3</u> • The Criw Cymraeg have continued to work with learners and classes to embed the use of Welsh.	<u>Priority 2</u> • Phonological awareness and phonics continues to be taught very well in PS1 before the start of the phonics programme. • All classes have visited the library. • Nearly all learners can read a range of fiction/non-fiction texts which are age / stage appropriate and are progressively complex well. • Nearly all learners meet age-related expectations when participating in class-based activities such as guided group reading, shared reading and when reading aloud. • Teachers continue to support and extend learners to develop their comprehension skills in line with expectations very well. • Learners are able to identify texts that they have read for pleasure or have been read to and express a preference and giving reasons. • Many learners continue to use strategies such as visualisation, mnemonics and words within words when spelling words, age appropriate very well. • Most learners enjoy sharing and celebrating their writing achievements, in a variety of contexts, and the work of others and do so with increased confidence. • Teaching of spelling across the school continues to be purposeful and very effective. • Most learners have made progress since the Autumn Term with teacher assessments. <u>Priority 3</u> • The Criw Cymraeg have worked very well with learners and classes to embed the use of Welsh. • In nearly all classes the CSC Continuum is used very well by the Welsh Leader, teachers, Criw Cymraeg and learners.
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- Teachers continue to link the CSC Continuum language patterns with the curriculum and resource it appropriately. - A baseline of learner's use of Welsh has been completed and the regular use of Welsh is encouraged. - Most learners have made good progress in the use of Welsh. - Class buddies are used to support the teaching of Welsh.	- In nearly all classes the CSC Continuum is used well by the Welsh Leader, teachers, Criw Cymraeg and learners. - Criw Cymraeg continue to run a Welsh lunchtime club for all KS2 classes weekly. - Teachers continue to link the CSC Continuum language patterns with the curriculum and resource it appropriately. - A review of learner's use of Welsh has been completed and analysed. - The regular use of Welsh is supported by the Criw Cymraeg and Welsh Leader and encouraged with appropriate challenge and support. - Most learners have made good progress in the use of Welsh. - Class buddies continue to support the teaching of Welsh well.	- Criw Cymraeg have run a Welsh lunchtime club for all KS2 classes weekly. - Teachers link the CSC Continuum language patterns with the curriculum well and resource it appropriately. - An final assessment of learner's use of Welsh has been completed and analysed. - The regular use of Welsh is supported by the Criw Cymraeg and Welsh Leader and encouraged with appropriate challenge and support has been effective. - Most learners have made good progress in the use of Welsh. - Class buddies have supported the teaching of Welsh very well.
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Priority 1: Enhance the approach to the teaching of writing across the curriculum.

Actions	When	Who?	Resources	Funding
Skills Progression Chains, which include core expectations for each year group, are used during the Journey of the Writer process to ensure the skills pupils use build on prior learning and are progressive.	Each term	Teaching staff	Contact time	
Teachers use the Literacy and Numeracy Framework structure to develop pupils' literacy skills consistently across the curriculum.	Each term	Teaching staff	Contact time	

Priority 2: Continue to evaluate and maintain an effective approach to the teaching of oracy, listening, writing, reading and spelling across the curriculum.				
Actions	When	Who?	Resources	Funding
Listening				
Teachers continue to plan for collaborative activities – revise roles in groups, using a consistent approach.	Each term	Teaching staff	PPA / contact time	
Speaking				
Opportunities are provided to pupils to use a wide variety and range of progressive speaking strategies/activities well.	Each term	LLC AoLE team	PPA / contact time	
Phonics				
Staff use a phonic programme effectively including a range of multi-sensory/kinaesthetic approaches are used across.	Each term	Teaching staff	Phonics resource	
Reading				
Staff continue to use a wide range of texts to read and study which are progressively complex and the texts chosen are accessible and staff provide pupils with appropriate support where necessary.	Each term	Teaching staff	Range of texts	
Inviting reading spaces and appropriate, suitably challenging reading material and readily available to pupils in school.	Each term	Teaching staff	Leadership / General time	
Writing (including spelling)				
Teachers to ensure consistency in the writing process and agree the build-up to writing. Teachers to ensure that learners understand how to build the skills and content of writing before they write extended pieces.	Each term	Teaching staff	Staff meeting time	
Teachers embed the vision and practices for spelling and ensure that they are consistently implemented.	Each term	Teaching staff	Staff meeting time	
Teachers continue to plan and use a wide range of strategies to support learners as spellers, for example, visualisation, mnemonics, words within words. They are growing in independence at using them.	Each term	Teaching staff	Contact time	
Teachers to implement Skills Progression Chains that outline the writing skills expected for each text type within each year group / Progression Step.	Each term	Teaching staff	Contact time	
Literacy				
Teachers use the Literacy and Numeracy Framework structure to develop pupils' literacy skills consistently across the curriculum.	Each term	Teaching staff	Contact time	

Priority 3: Ensure the use of Welsh across the curriculum.				
Actions	When	Who?	Resources	Funding
Continue to implement the updated CSC Welsh Language Continuum and add resources used to year group expectations.	Term 1	LLC AoLE team	CSC Continuum	
Criw Cymraeg' to continue to lead Welsh initiatives within the school. Criw Cymraeg to include two members from each class from years 2, 3, 4. Criw Cymraeg Year 5 and Year 6 to include five members each.	Each term	Welsh Leader Learners	Curriculum time	
Welsh Leader to continue to support staff and learners on embedding expectations of teaching Welsh.	Each term	Welsh Leader Teaching staff	Staff training time	
Welsh Leader, staff and learners continue to embed the Cymraeg Campus, Siarter Iaith. Welsh Leader and Criw Cymraeg to continue to provide support and guidance,	Term 1	Welsh Leader All staff Criw Cymraeg	Staff meeting time	

Target: Develop the teaching of mathematics and numeracy.			
Leader: Numeracy Leader			
Link Governor: Mrs H McAndrew			
Priorities	PROGRESS		
	Autumn	Spring	Summer
1. Embed the maths scheme and develop assessment strategies and the method used to track pupils.			
2. Continue to develop the teaching and learning of numerical reasoning throughout the school			
Rationale			
<u>Priority 1</u> - Curriculum for Wales is mandatory for all primary aged children. - The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. - Analysis of National Test data has shown that learners need further support in developing numerical skills and applying their knowledge in a range of context including financial management. - Reducing the impact of poverty on learners' progression and attainment. <u>Priority 2</u> - The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. - Analysis of National Test data has shown that learners need further support in developing numerical skills and applying their knowledge in a range of context including financial management.			
Success Criteria			
- Most learners make expected or above progress in mathematics measure using National Tests (Years 2 to 6) or school based assessment/scheme tasks. (Data Analysis, Listening to Learners, Planning Scrutiny) - The quality of teaching across the school is good. Most teachers have high expectations of learners and they plan carefully for the range of abilities in their classes, Estyn 2018. Classroom practice needs to be of a consistently good quality and needs to engage, support and challenge learners. (Listening to Learners, Learning Walk, Book Scrutiny) - Improving learners' progression by ensuring their learning includes a range of knowledge, skills and experience. (Planning Scrutiny, Listening to Learners, Learning Walk, Book Scrutiny) - The use of the mathematics scheme is used effectively. (Planning Scrutiny, Listening to Learners, Learning Walk, Book Scrutiny) - Reducing the impact of poverty on learners' progression and attainment. (Data Analysis, Learning Walk) - All Numeracy and Mathematics Area of Learning and Experience and mandatory cross-curriculum skills teaching aligns to the Curriculum for Wales. (Planning Scrutiny) - Nearly all learners are able to discuss their learning. (Listening to Learners, Learning Walk) - Learners with additional learning needs are identified and appropriate strategies are put in place to support their learning. (Planning Scrutiny, Class Action / ROCs Analysis) - Assessment strategies are effective in identifying the strengths of learners and areas for improvement. (Planning Scrutiny, Listening to Learners, Learning Walk, Book Scrutiny)			

- Feedback, whether verbal or written, to learners is effective in helping nearly all learners to improve their work. ([Listening to Learners](#), [Learning Walk](#), [Book Scrutiny](#))
- More able and talented learners are identified and provided with appropriate challenge. ([Planning Scrutiny](#), [Listening to Learners](#), [Learning Walk](#), [Book Scrutiny](#))
- Most learners are able to identify or apply numeracy skills in different contexts. ([Planning Scrutiny](#), [Listening to Learners](#), [Learning Walk](#), [Book Scrutiny](#))

Key Milestones

December	March	July
<u>Priority 1</u> • Teachers' use the scheme of work with increased confidence and it's use is becoming embedded into the school. • National test data has been analysed to identify the progress being made by individual learners and groups of learners. • Baseline assessments have been completed (Autumn Number: start of term and end of term assessments, Reasoning: start of term and end of term assessments) and the results analysed to ensure challenge and support is provided to all learners. • Learner realistic and challenging targets have been set. • Teaching staff have discussed and reviewed feedback given to learners to ensure that effective strategies are used to move their learning forward. • The scheme for nursery aged pupils has been introduced. • Opportunities for using Numeracy skills within AoLEs are being exploited. • Teachers continue to plan 'Real-life' contexts to introduce and explore mathematical concepts, as well as to consolidate them, for example during enterprise weeks to work within a budget and/or calculate profit and loss. • Financial management has been incorporated into concept planning	<u>Priority 1</u> • Teachers use the scheme of work with increased confidence and its effective use is becoming embedded in the school. • Learner progress reviews have been used to evaluate learner's progress realistic and challenging targets have been reviewed and new targets set as appropriate. • Spring assessments have been completed and analysed (Spring: Number: end of term assessments, Reasoning: start of term and end of term assessments) • Teaching staff continue to discuss and refine feedback given to learners to ensure that effective strategies are used to move their learning forward. • Support has been given for the implementation of the Nursery scheme of work. • Opportunities for using Numeracy skills within AoLEs are being exploited well. • Financial management continues to be incorporated into concept planning. <u>Priority 2</u> • Strategies for developing learners' numerical reasoning skills are beginning to be effectively implemented. • Learners are beginning to attempt problem solving using strategies well that they have been taught. • Teachers continue to plan effectively 'Real-life'	<u>Priority 1</u> • Teachers use the scheme of work with increased confidence and it's effective use is becoming embedded in the school well. • National test data from the Summer Term has been analysed to analyse the progress being made by individual learners and groups of learners. • Summer term assessments have been completed (Summer: Number: end of term assessments, Reasoning: start of term and end of term assessments) and the results analysed to evaluate the progress made by individuals and groups of learners. • Feedback provided by teaching staff to learners is effective in supporting learner progress. • Financial management is being incorporated into concept planning <u>Priority 2</u> • Strategies for developing learners' numerical reasoning skills are effectively implemented. • Most learners attempt problem solving successfully. • Teachers plan 'Real-life' contexts to introduce and explore mathematical concepts, as well as to consolidate them, for example during enterprise weeks to work within a budget and/or calculate profit and loss

Priority 2 - Strategies for developing learners' numerical reasoning skills are being implemented and teaching staff have taught learners appropriate selected strategies to use when solving problems. - Learners are attempting problem solving using the strategies that they have been taught.	contexts to introduce and explore mathematical concepts, as well as to consolidate them.	
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Priority 1: Embed the maths scheme and develop assessment strategies and the method used to track pupils.

Actions	When	Who?	Resources	Funding
Embed the mathematical scheme of work.	All year	Numeracy Leader	White Rose Mathematics scheme of work	Budget
Assess learners' numerical procedural ability September, December, April and June/ July using White Rose assessment tasks.	September, December, April and June/July	Teaching staff	White Rose Assessment activities	
Use the online National Test assessment. Teachers to use information on strengths and areas to develop and share information with learners and parents.	October / November June/July	Teaching staff	Online National Numerical Procedural test	
Assess learners' numerical reasoning ability October/November and June using the mathematical scheme's reasoning assessment tasks. Teachers to use information on strengths and areas to develop and share information with learners and parents.	October / November June/July	Teaching staff	Online National Numerical Reasoning test	
Teachers to use National test feedback to develop numeracy targets.	Autumn term	Teaching staff	Online National Numerical Reasoning test	
Track the performance of individuals and groups of learners.	Each half term	ARR Leader SLT	SIMS Tracking PPA time	Budget
Monitor learners' progress towards targets via Learner Progress Reviews, focussing on individuals and groups Gender and vulnerable groups.	Nov Jan May	Phase Leaders Teachers	SIMs tracking Leadership time	Budget
Monitor vulnerable learners' progress towards targets using Learner Progress Reviews.	Each term	ARR Leader SLT	SIMs tracking Leadership time	Budget
Teachers use the Literacy and Numeracy Framework structure to develop pupils' numeracy skills consistently across the curriculum.	Each term	Teaching staff	Contact time	

Priority 2: Further develop the teaching and learning of numerical reasoning throughout the school				
Actions	When	Who?	Resources	Funding
Continue to embed numerical reasoning in teacher's planning with the introduction of a problem of the week.	Each term	Teaching staff	PPA time	Budget
Teachers to continue to plan for the use of 'Real-life' contexts to introduce and explore mathematical concepts, as well as to consolidate them.		Teaching staff	PPA time	Budget
Learners to be given the opportunity to investigate how statistics and data can be used to support informed inferences and decisions.	Each term	Teachers Learners	Contact time	
Teacher training and sharing of good practice sessions on the teaching of problem solving and numerical reasoning using White Rose Maths. See above for problem solving activity.	Each half term	Numeracy leader Teaching staff	Staff meeting time	

Target: Continue to raise standards in ICT.			
Leader: ICT / DCF Leader			
Link Governor: Mrs H McAndrew			
Priorities	PROGRESS		
	Autumn	Spring	Summer
1. Support staff to continually improve the implementation of the Digital Competence Framework (DCF)			
2. Collate evidence to achieve the 360 degrees Safe Cymru eSafety framework Level One status			
Rationale			
<u>Priority 1</u> - Curriculum for Wales is mandatory for all primary aged children. - The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. <u>Priority 2</u> - Self-evaluation using the 360 degree safe Cymru tool, identifies that there are key areas for development with ICT / DCF both in terms of our whole-school approach and developing the ICT provision in relation to e-safety. - Schools Health Research Network (SHRN) released data in April 2023 showed that Bridgend are within the top four authorities for children who are involved in online negative behaviour. As a result this will be a schools and authority-wide focus for next school year.			
Success Criteria			
- The teaching of ICT / DCF skills is good or better in all classes. (Listening to Learners, Learning Walk, Book Scrutiny) - More able and talented learners are identified and provided with appropriate challenge. (Listening to Learners, Learning Walk, Book Scrutiny) - Most learners are able to apply ICT skills in different contexts. (Listening to Learners, Learning Walk, Book Scrutiny) - Nearly all learners are aware of online safety. (Listening to Learners, Learning Walk, Book Scrutiny) - Nearly all learners are aware of appropriate online behaviour. (Listening to Learners, Learning Walk, Book Scrutiny) - Children will be safer online in school and outside of school and understand how to help others. (360-degree Safe award progress)			
Key Milestones			
December	March	July	
<u>Priority 1</u> - Staff continue to implement the DCF vision statement. - The curriculum concept includes opportunities for DCF skills and teachers plan for opportunities to practice DCF skills. - IT equipment sustainability plan has been updated. - The DCF Leader continues to participate in BCBC strategy meetings and continues to implement agreed priorities.	<u>Priority 1</u> - DCF skills covered in the previous concept have been reviewed and progress monitored. - The Spring Term curriculum concept has been reviewed to ensure that it includes opportunities for DCF skills. - The DCF Leader continues to participate in BCBC strategy meetings and agreed actions have been implemented well. - Digital Leaders have observed what goes on in other schools relating to digital safety and	<u>Priority 1</u> - DCF skills covered in this academic year's concepts have been reviewed and progress monitored. - The Summer Term curriculum concept has been reviewed to ensure that it includes opportunities for DCF skills. - The DCF Leader continues to participate in BCBC strategy meetings and agreed actions have been implemented effectively. - Digital Leaders and staff implemented good	

- Digital Leaders have or arranged to observe what goes on in other schools relating to digital safety and technology and bring back and develop positive aspects in Bryncethin. - Digital Leaders are providing support to learners on the use of technology in other classes. <u>Priority 2</u> - Digital Leaders have reviewed e-safety work completed in the last academic year and continue to plan the way forward. - All staff provide evidence for the 360-degree Safe award. - The importance of ESafety has been promoted by Digital Leaders.	technology and shared with staff / classes aspects to develop in Bryncethin. - Digital Leaders continue to provide support to learners on the use of technology in other classes and this is having an impact on the use of technology and this is evident in pupils work. <u>Priority 2</u> - All staff continue to provide evidence for the 360-degree Safe award. - ESafety has been promoted across the school community and wider using a St David's Day competition and the creation of an ESafety video.	practice in other schools well. - Digital Leaders have had a good impact on the use of technology in other classes and this is evident in pupils work. <u>Priority 2</u> - The 360-degree Safe award has been achieved.
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Priority 1: Support staff to continually improve the implementation of the Digital Competence Framework (DCF)

Actions	When	Who?	Resources	Funding
Staff and governors to review the school DCF vision statement. All staff received non-negotiables that were discussed during the Summer Term.	Term 1	DCF Leader	Staff meeting time Governing body meeting time	
DCF Leader to ensure staff to plan for good coverage of the DCF throughout AoLEs, using the SOW.	Each term	DCF Leader	Leadership time	Budget
Opportunity for ICT/DCF Leader to work with colleagues from cluster and BCBC schools to ensure good practice.		DCF Leader	Leadership time	Budget
Staff to continue to share good practice during phase meetings and staff training sessions.	Each term	Teaching staff	Phase meetings Staff meeting time	
Staff to participate in relevant continuing professional development opportunities, available via CSC and through online SOW, AoLE training and concept planning	Each term	All staff	Non-contact time	EIG
Digital Leaders to attend other school(s) to observe good practice.	Term 1 or Term 2	Digital Leaders		Budget
IT equipment sustainability schedule to be updated. IT lead has weekly meetings with engineer (JE), at present new equipment is being set up ready for classes to use.	Term 1	DCF Leader	Leadership time Admin staff time	Budget
Digital Leader to support other learners with use of technology and promote the good use of digital skills across the curriculum, including crating and judging a Digital St David's Day competition.	Each term	DCF Leader Digital Leaders		

Priority 2: Collate evidence to achieve the 360 degrees Safe Cymru eSafety framework Level One status				
Actions	When	Who?	Resources	Funding
DCF Leader to continue to work with staff to ensure all aware of the 360 degree safe Cymru tool priorities. Ongoing, additional DCF Lead attend all relevant ESafety meetings with the BCBC focus group.	All year	DCF Leader	360 degree safe Cymru accreditation	
Staff to continue to engage with the 360 degree safe Cymru framework through Hwb. ESafety Lead to review online 360° Safe documentation and maintain 360 degree safe Cymru accreditation and continue working towards Level One.	Each term	Staff DCF Leader	Leadership time 360 degree safe Cymru self review tool	EIG
Continue to work with the DCF professional learning groups to share good practice in developing policies and activities to improve the school's community online safety knowledge.	Each term	DCF Leader Digital Leaders	Non-contact time to attend meetings	EIG
Work with BCBC Digital Leaders Group to tackle online negative behaviour (young people and children who are sending nudes and sexually explicit images of themselves using technology).	Each term	DCF Leader Digital Leaders	BCBC Digital Leader team	EIG
Digital Leaders to support other pupils with developing online safety knowledge and skills, including creating a Esafety video for the website and presenting information in a school assembly.	Term 2	DCF Leader Digital Leaders	Contact time Non-contact time Recording resources	

Target: Implement recommendations made by Estyn 2018			
Leader: Headteacher			
Link Governor: Mrs C Miles			
Priorities	PROGRESS		
	Autumn	Spring	Summer
1. To continue to promote the importance of regular attendance			
2. Further improve the use of incidental Welsh			
3. Map and develop learners' knowledge of the culture and heritage Wales			

PDG Spending Plans

Target: Further advance the well-being, care and support for all learners including improving children's attendance in school.			
Leader: Headteacher			
Link Governor: Mrs M Johns and Mrs J Morgan			
Pupil Development Grant (PDG) 2024 / 2025: £79,350			
Early Years Pupil Development Grant (EYPDG) 2024 / 2025: £28,750			
Priorities	PROGRESS		
	Autumn	Spring	Summer
1. Provide effective intervention programmes to support vulnerable learners.			
2. Develop strategies to lessen the impact of disadvantage such as improving learner, family and community engagement.			
3. Continue to improve attendance.			
Rationale			
<u>Priority 1</u> - Reducing the impact of poverty on learners' progression and attainment. - Learners have the right to the best possible health and protection from harm. - Good well-being is fundamental to learners' progress and achievement. - The requirements of the ALN bill has been phased in and the practices need to be embedded in the school. <u>Priority 2</u> - Research shows that at age seven, the degree to which families engage with their child's learning has six times more influence over the child's educational attainment than the quality of the school, Desforges and Abouchaar (2003) The impact of parental involvement, parental support and family education on pupil achievement and adjustment. <u>Priority 3</u> - The school has aspired to achieve an attendance target on 95% for several years but has not achieved it. - Improve strategies to increase attendance – Estyn 2018 recommendation. - During the pandemic the Welsh Government relaxed the requirement for schools to report on attendance. However, post pandemic the Welsh Government and school recognises the importance of learners' regular attendance to achieve their learning potential.			
Success Criteria			
- Learners are able to discuss their learning and know the next steps in their learning journey. (Listening to Learners, Learning Walk) - All vulnerable learners make expected or greater progress using assessment/attainment data. (Data Analysis, Class Action / ROCs Analysis) - Learners with additional learning needs are identified and appropriate strategies are out in place to support their learning. (Data Analysis, Class Action / ROCs Analysis, Book Scrutiny, Learning Walk) - All requirements of the Additional Learning needs bill are being implemented in-line with the guidance / updates provided by the Local Authority, Central South Consortium and Welsh Government. (Class Action / ROCs Analysis, Book Scrutiny)			

- Vulnerable learners show greater resilience. ([Listening to Learners, Learning Walk](#))
- All stakeholders are aware of the importance of Childrens' regular attendance in school. ([Newsletters, Letters, Attendance Meetings](#))
- Families made aware of the importance of children attending school. ([Newsletters, Letters, Attendance Meetings](#))
- Learners signposted to support to achieve an attendance of 92%+ where appropriate. ([Data Analysis, Letters, Attendance Meetings](#))
- Improved attendance of vulnerable learners. ([Data Analysis, Attendance Meetings](#))

Key Milestones

December	March	July
Priority 3 • Parents and carers are aware of the importance of children's regular attendance in school. • Administrative staff continue to follow up learner absence on the first day of absence. • Senior leader / administrative staff work with the EWO and families to support learners with attendance below 92%. • Classes with good attendance are celebrated.	Priority 3 • Parents and carers continue to be made aware of the importance of children's regular attendance in school • Administrative staff continue to follow up learner absence on the first day of absence • Senior leader / administrative staff continue to monitor and work with the EWO and families to support learners with attendance below 92% • Classes with good attendance are celebrated.	Priority 3 • Parents and carers continue to be made aware of the importance of children's regular attendance in school. • Administrative staff continue to follow up learner absence on the first day of absence. • Senior leader / administrative staff monitor and work with the EWO and families to support learners with attendance below 92%. • Classes with good attendance are celebrated.

Priority 1: Provide effective intervention programmes to support vulnerable learners.

Actions	When	Who?	Resources	Funding
Intervention programmes for individuals and groups of learners planned following test and progress results using the Wellcomm programme.	All year	Deputy Headteacher ALNCo Teaching staff	Staff training Contact time	PDG / EYPDG: £1,000 Programme £2,000 LSO staffing Budget
Interventions programmes for individuals and groups of learners planned following test and progress results using Speech Links.	All year	Deputy Headteacher Teaching staff	Speech Links licence Staff training Contact time	PDG Budget £1,000 Programme £2,000 LSO staffing
Interventions programmes for individuals and groups of learners planned following test and progress results using Language Links.	All year	Teachers Teaching staff	Language Links licence Staff training Contact time	PDG Budget £1,000 Programme £2,000 LSO staffing
Interventions programmes for individuals and groups of learners planned following DEST test and progress results.	All year	Teachers Teaching staff	DEST licence Staff training Contact time	PDG Budget £1,000 Programme £1,000 LSO staffing

Interventions programmes for individuals and groups of learners planned following test and progress results using reading intervention strategies.	All year	Teachers LSOs	Contact time	PDG £39,500 LSO staffing Budget
Intervention programmes for individuals and groups of learners planned following test and progress results using numeracy intervention strategies.	All year	Teachers LSOs	Contact time	PDG £39,500 LSO staffing Budget
Intervention programmes for individuals and groups of learners planned. Staff and parents identify learners for the ELSA intervention using ELSA trained staff.	All year	Teachers ELSA staff		PDG Budget £15,000 LSO staffing
Identify and track learners' social skills using a wellbeing questionnaire. Following analysis of the results support planned and provided for identified learners using class-based group sessions.	All year	Teachers LSO	Contact time	PDG £0 Budget
In class support with literacy and numeracy activities.	All year	Teachers / LSOs	Contact time	PDG Budget
ALNCo to continue to access THRIVE training. Purchase the THRIVE software. Identified learners to be assessed using the THRIVE tools and interventions provided.	All year	ALNCo LSOs	Training Assessment time Contact time	PDG £277 Programme £3,000 LSO staffing Budget
Analysis of data to identify gaps and inform teaching, learning and interventions.	Each term	ARR Leader Administration	Leadership time	Budget
Electronic tracking system used to monitor the progress of learners and groups of learners.	Each term	All staff ARR Leader	SIMS tracking	Budget
Monitor the progress of vulnerable learners' towards targets via Learner Progress Reviews.	Each term	Senior Leadership Team	Leadership time	Budget
Further develop the role of learners in forming decisions that affect their education through school learner voice groups and the UN Rights of the Child Framework.	Each term	Staff member	Learner voice Committee meetings UN Rights of the Child Framework	PDG Accreditation: £600 Budget

Priority 2: Develop strategies to lessen the impact of disadvantage such as improving learner, family and community engagement.				
Actions	When	Who?	Resources	Funding
Develop strategies to lessen the impact of disadvantage through improving family and community engagement. Sessions to work in partnership with parents to support learners' literacy and numeracy development.	Each term	Teachers LSOs	Non-contact time	Budget
Provision of access to a range of after school/dinner time clubs – study skills, cultural, sporting, ICT, including provision of financial support for enrichment activities.	Each term	School staff	School enrichment activities School clubs	Budget
Offer parental engagement sessions to develop working in partnership with the school and provide support opportunities for families.	Each term	Admin staff Outside providers LSO	Non-contact time	Budget

Priority 3: Continue to improve attendance.				
Actions	When	Who?	Resources	Funding
Attendance will be followed up from the first day of absence.	All year	Admin staff	Emails / telephone calls / letters	
Rigorous monitoring and follow up of attendance data: ➤ School attendance and Late letters sent to parents/carers ➤ Attendance meetings arranged ➤ Support such as Early Help offered ➤ EWO/School support meetings arranged ➤ EWO support/challenge explored	All year	Admin/EWO/ Headteacher	Tracking /EWO/ Letters home	Budget
A policy of no term time absences will be made explicit with regular newsletter reminders.	All year	Headteacher	Newsletters	
Good class attendance will be recognised each week.	All year	Admin staff Headteacher	Attendance certificates Stickers	
Raise parent and learner awareness of the impact of attendance and punctuality on learner achievement through a range of initiatives such as a parental engagement sessions.	Each term	Admin staff LSO	Non-contact time	Budget
The importance of attendance emphasised in parent / carer workshops.	All year	Teachers	Attendance registers	
Attend to Achieve letters sent each term informing parents / carers about their child/ren's current attendance and the impact of missed learning opportunities.	Each term	Admin staff	Attend to Achieve letters	