School Development Plan 2021 – 22 overview

1. All recommendations and approved actions within our PIAP will be included within our School Development Plan. As a reminder our recommendations are as follows:
   a. R1 Raise standards at key stage 4, improve pupils' skills and develop their independence and resilience in learning
   b. R2 Improve the quality of teaching
   c. R3 Improve attendance
   d. R4 Strengthen leadership at all levels
   e. R5 Strengthen arrangements for self-evaluation and improvement planning, in particular the role played by middle leaders in this aspect of the school's work

1. SDP priority: Standards and progress overall (R1)		

1.1 Overall school standards:
✓ Implement our accelerated learning programme (ALP) (see WG Renew and reform: supporting learners' wellbeing and progression)
  ➢ Universal: enhanced provision for skills (see 1.3), identify and address forgotten or missed concepts
  ➢ Targeted: (see 1.2, 2.1)
  ➢ Specialist: (see 2.2, 2.3 & 4.1)
✓ Act on standards outcomes summer 2021:
  ➢ Final summative outcomes EKS3 TAs, GCSEs and vocational courses
  ➢ CATS & NNRTs
  ➢ Year 10 summer QLA
  ➢ Professional predictions years 7, 8 and 10
  ➢ Learner products and learning walks (June/July)
✓ Build on assessment lessons learnt from CAGs and CDGs
✓ Use vocational and GCSE subject adaptions to plan and teach revised SsoL.
	1.2 Standards achieved by groups of learners:
	✓ Fully implement the RADY project and develop and publish a whole school vulnerable learner strategy
	✓ Plan highly effective literacy, numeracy and emotional literacy interventions based on:
	  ➢ Outcomes of NNRTS/CATS/EKS3TAs
	  ➢ Weak on line engagement
	  ➢ Those returning with weak learning and relationships behaviours
	  ➢ Identified Additional Learning Needs
	  ➢ Accelerated Reader
	  ➢ HIT
	  ➢ Level up' and 'One Up' coaching strategy
	✓ Further refine our provision within the Student Support Centre to ensure students make progress in all aspects of school life (see 4.1)
	✓ Improve the standard of boys/eFSM literacy
	✓ Improve outcomes for all MAT learners and in particular eFSM learners
		1.3 Standard of skills (including independence & resilience in learning)
		✓ Developing the independence, resilience, self-regulation and metacognition habits of learners through a taught programme (PiXL LORIC/VESPA) (see 3.3 & 4.2)
		✓ Literacy:
		  ➢ Oracy including student voice and agency
		  ➢ Reading for understanding
		  ➢ Extended writing and writing sentences
		✓ Numeracy competence
		✓ Digital Competence
		✓ Informal Welsh:
		  ➢ Students to use informal Welsh in and out of the classroom

2. SDP priority: Wellbeing and attitude to learning (R3)		
2.1 Recover excellent attendance habits with all groups of learners: ✓ Refine and fully implement the school's Attendance Framework ✓ Identify and remove barriers to attendance for all groups of learners, especially: known persistent absentees, eFSM students, students with poor attendance/engagement record 2020/21 ✓ Implement a mentoring programme to support students in developing strong attendance habits ✓ Refine the critical role of the form tutor in establishing highly effective relationships with their form. ✓ Reduce exclusions through targeted and specialist interventions/provisions (see 1.2 & 4.1)	2.2 Strengthen the Wellbeing of our school community through: ✓ Implement the revised three year action plan based on the WG whole school framework on emotional and mental wellbeing ✓ Engage in the regional WG Wellbeing project ✓ Complete the School Health Research Network survey autumn 2021 and act on outcomes ✓ Become an Trauma Informed school through next tranche of training ✓ Planned programme of engagement with outside agencies ✓ Respond to the staff wellbeing survey and implement a planned programme of PL to increase the school's understanding & capacity to support students in developing strong wellbeing habits ✓ Implement mental health first aid as required	2.3 Develop positive attitudes to learning through: ✓ Developing a relationships policy based on EEF Framework (knowing students, teaching behaviours, classroom management, regular routines, targeted approaches, whole school consistency) ✓ Ensuring a common understanding of 'Ready to Learn' expectations
3. SDP priority: Teaching and learning experiences (R2)		

3.1 In line with our Learning manifesto extend the range and quality of teaching approaches to raise standards students achieve and respond to the challenge of the CfW:
✓ Further refine the teaching of literacy across the curriculum (see 1.3 & 3.3)
✓ In line with the aspirations set out in our Learning Manifesto:
  ➢ Develop a team of instructional coaches who lead staff in using the Walkthrus resources and ADAPT model (see 5.1)
  ➢ Refine the Peer Enquiry Cycle based on the ADAPT model
	3.2 Curriculum development:
	✓ Ensure our curriculum enrichment offer meets the needs of all learners including activities that promote wellbeing
	✓ Implement the Curriculum for Wales (see strategic plan and EAS SDP CfW planning document)
	  ➢ Building on our AoLE Learning Manifestos develop a learner progression framework that includes reference to curriculum, pedagogy and assessment
	  ➢ Trial aspects of the year 7 curriculum
	  ➢ Work alongside our partner primary schools
	  ➢ Work with pilot EAS schools on the new CfW
		3.3 Extend range and standard of whole school provision for skills:
		✓ Developing the independence, resilience, self-regulation and metacognition habits of learners through a taught programme (PiXL LORIC/VESPA) (see 1.3 & 4.2)
		✓ Literacy:
		  ➢ Oracy including student voice and agency
		  ➢ Reading for understanding
		  ➢ Extended writing and writing sentences
		✓ Numeracy competence
		✓ Digital Competence

3. SDP priority: Teaching and learning experiences (R2)		
✓ Develop a coherent approach to embedding highly effective use of technology into learning that supports teachers decision making and dialogue with learners Implement a policy for cover work and QA set work ✓ Develop effective use of the school site and local community to enhance the delivery of outdoor and authentic learning opportunities.	➢ Review the curriculum model ✓ Improve work related learning including work experience in line with the WG Careers and Work Related (CWRE) guidance ✓ Develop our Religion, Values and Ethics (RVE) and Relationships and Sexuality (RSE) in line with revised statutory guidance	✓ Informal Welsh: ➢ Staff to model use of informal Welsh in and out of the classroom

4. SDP priority: Care, support and guidance			

4.1 Strengthen inclusion and ALN (include safeguarding in here)
✓ ALL SLT to undertake L2 safeguarding PL
✓ Implement the ALN Code of Practice
✓ Further develop the range of interventions (WB, ALN & SSC) set out in a comprehensive graduated provision map that allows our students to engage successfully in mainstream lessons (see 1.2)
✓ Ensure all LAC and vulnerable students have access to bespoke mentoring
✓ Further develop nurture group provision including the development of play activities
✓ Revisit our provision for DACW and H&WB to further develop student understanding of:
   ➢ equality and diversity issues
   ➢ safe behaviours to minimise sexual harassment incidents
✓ Further refine use of the Student Support Centre (See 1.2)
	4.2 Personal development:
	✓ Developing the independence, resilience, self-regulation and metacognition habits of learners through a taught programme (PiXL LORIC/VESPA) (see 1.3 & 3.3)
	✓ Further develop students voice and agency through the Senedd
	✓ Develop the student leadership team
	✓ Develop a KS3 wellbeing ambassadors scheme
		4.3 Community and parental engagement
		✓ Embed effective communication strategies with harder to reach parents
		✓ Introduce School Cloud for parents' evenings
		✓ Develop a blend of parental engagement activities that use virtual and on-site approaches
		✓ Engage in local community and charity activities
			4.4 Excellent partnership with our partner primary schools:
			✓ Develop a made in Croesyceiliog Cluster CfW
			✓ Strengthen Voice 21 approaches
			✓ Strengthen cluster ALN approaches
			✓ Further refine our transition processes
			✓ Develop common approaches to emotional and mental health wellbeing in line with the new WG framework (see 2.2)

5. SDP priority: Leadership and management				

5.1: Effective leadership practices:
✓ Bespoke leadership PL for the Extended Leadership Team
✓ Develop the coaching and mentoring capacity of all leaders (instructional coaching)
✓ Highly effective use of school collaboration:
   ➢ Development of leadership capacity at Croesy
   ➢ Contribution to system wide leadership
✓ Embed the formal partnership with KHS
	5.2 GB development
	✓ Further develop the link governor role
	✓ Further develop involvement of governors in a range of small but often self-evaluation activities
		5.3 Refine SE and DP so that it underpins the school response to WG National Mission:
		✓ Refine our Peer Review & Enquiry Cycle so that:
		   ➢ The school has an excellent understanding of strengths and areas for development
		   ➢ Collaborative triads/pairs use an instructional & ADAPT approach
		✓ Using our Gantt self-evaluation & development planner align our approaches to the expected WG school self-evaluation and improvement guidance at whole school and ML level using quantitative and qualitative evidence
		✓ Develop the use of skills portfolios to illustrate standards
		✓ Set new Strategic Equality Plan targets that align to key school wellbeing foci
			5.4 Professional learning
			✓ Redesign our PL model ensuring entitlement for all & uses a blend of approaches and encourages cross subject/school collaboration
			✓ Engage in regional PL and national networks to support the school in developing the capacity to:
			   ➢ fully implement the CfW
			   ➢ fully implement the new ALN code of practice
			✓ Development of instructional coaches and use of ADAPT model
			✓ Support teachers in embedding highly effective use of technology into learning that support teachers' decision making and dialogue with learners.
				5.5 Effective use of resources
				✓ Develop an investment plan
				✓ Develop an action plan to establish highly effective community use of school resources out of hours
				
				5.6 Strengthen systems and structures to support excellent staff wellbeing:
				✓ Act on outcomes of staff survey July 2021 responding to staff wellbeing needs
				✓ Develop a staff forum that contributes to the strategic direction of the school with a particular focus on staff wellbeing.

Overview of Croesyceiliog School Pupil Development Grant spend April 2021-March 2022

- ✓ The total number of pupils on school roll for September 2021 is 1206
- ✓ The school's eFSM population years 7 through to year 11 is 328 students. This equates to 27.2%of the school population.
- ✓ This is an uplift in the school's eFSM population compared to the previous year.
- ✓ The total allocation of PDG to this school for April 2021 to March 2022 is £282,900
- ✓ The school undertakes the following activities in order to support pupils facing the challenges of poverty and deprivation, including:
  - ➢ Development of highly effective whole school literacy activities that include use of Voice 21 oracy strategies;
  - ➢ Introduction of the Accelerated Reader programme;
  - ➢ Development of highly effective whole school numeracy activities that address basic skills deficits and promote mastery learning;
  - ➢ Development of highly supportive emotional literacy intervention for identified students;
  - ➢ Identification and tracking of literacy and numeracy levels of all students and use of bespoke interventions to support pupils with skills below expected levels;
  - ➢ Development of literacy and numeracy form time activities that developed mastery of basic reading and numeracy skills;
  - ➢ Development of literacy and numeracy 'rich tasks' across the curriculum that provide opportunities for students to practice these skills in a new context;

- ➢ Sustaining positive school to home communication through embedding our Leader of Wellbeing roles;
- ➢ Ensure all eFSM students have access to a suitable digital device at home;
- ➢ Revision and accelerated learning programme activities;
- ➢ Mentoring for specified pupils to identify and remove barriers for learning;
- ➢ Additional resources to underpin and support eFSM learners in the classroom and through extended learning opportunities;
- ➢ Highly effective use of a student resource centre and adapted curriculum to meet the needs of identified learners;
- ➢ Development of small group core provision within the student resource centre that allows our most vulnerable students to be successful;
- ✓ The school spends 79.5%of the PDG grant at KS3.
- ✓ The school's PDG and all other grant plans have been scrutinised by the Governing Body and approved by Torfaen LA and the Education Achievement Service.
- ✓ All costs are included in the schools grant planning sheet and progress towards these priorities are reported every term to the GB Resources Committee.

Grant plans   Pupil Development   Accelerated Learning and Professional Learning Grants

National Mission	SDP & PIAP Ref.	Estyn	Planned activity (What are you going to do?)	Success criteria/targets
High quality education profession	1.1b	IA1	A programme of professional learning (PL) is provided to further improve the quality of teaching, learning and assessment (see SDP & PIAP 3.1 & 5.4) so standards achieved by nearly all students improve and aspirational school targets are met.	ü Overtime most students are able to demonstrate the expected progress in their learning; ü Most students demonstrate in their lessons and in their work: Ø the expected standard commensurate with their age and ability; Ø resilience and strong engagement in their learning; ü Most students take pride in their work, complete set tasks in full, undertake proof reading tasks, correcting errors and strive for accuracy in all they do.
Excellence, Equity and Wellbeing	1.1c	IA1	A comprehensive intervention programme for all students, in all year groups, where weaknesses are identified in classes, subjects and groups of students	Analysis of HLTA tracking sheet evidences student progress (entry/exit data)
Leaders working collaboratively to raise standards	1.1e	IA1	Embed the agreed understanding of expected standards achieved by students across the curriculum for literacy, numeracy, digital competence and attitude to learning through: i. the provision of whole school PL on agreed expectations of common 'key parameters ii. introduction and application of skills through 'rich tasks' across the curriculum that provide challenge within a variety of contexts Additional non contact time for three cross curricular leads - 9 hours in total per fortnight.	ü Student standards at KS3 and KS4 are in line or above expected outcomes. (See school & local targets 2021/22 page 10); ü Overtime most students are able to demonstrate the expected progress in their learning; ü Most students demonstrate in their lessons and in their work: Ø the expected standard commensurate with their age and ability; Ø resilience and strong engagement in their learning;
Leaders working collaboratively to raise standards	1.1h	IA1	Establishing Student Review Sessions (SRS) where students discuss progress towards their own targets and identify actions to improve their outcomes. PiXL subscription and booklets. Pixl subscription £3750 & photocopying £1250	tudent standards at KS3 and KS4 are in line or above expected outcomes. (See school & local targets 2021/22 page 10);
Excellence, Equity and Wellbeing	1.2a	IA1	Improve outcomes based on 'Raising Achievement of Disadvantaged Young People' (RADY) principles for our eFSM and vulnerable learners	Improve standards and provision for all groups of students so that: ü Outcomes for all groups of students and in particular eFSM students and boys are in line or above expected progress and standards of similar students;

National Mission	SDP & PIAP Ref.	Estyn	Planned activity (What are you going to do?)	Success criteria/targets
Excellence, Equity and Wellbeing	1.2a	IA1	Ensuring all eFSM students have access to their own suitable digital device	Improve standards and provision for all groups of students so that:ü Outcomes for all groups of students and in particular eFSM students and boys are in line or above expected progress and standards of similar students;
Transformational Curriculum	1.2d	IA1	Introduce accelerated reader into years 7 and 8: Costs for resources, licences etc.	ü Outcomes for all groups of students and in particular eFSM students and boys are in line or above expected progress and standards of similar students;
Transformational Curriculum	1.2d	IA1	Specific intervention for Studdent Support Centre students	ü The curriculum meets the needs of most students and in particular those at risk of disengaging in their learning; ü Most students are engaged in their learning and have positive relationships with their teachers and fellow peers ü Barriers to attendance are overcome and identified groups evidence an improving attendance profile;
High quality education profession	1.2f	IA1	Further refine provision within the Student Support Centre to ensure students make progress in areas of school life. SCC lead salary	he curriculum meets the needs of most students and in particular those at risk of disengaging in their learning; ü Most students are engaged in their learning and have positive relationships with their teachers and fellow peers ü Barriers to attendance are overcome and identified groups evidence an improving attendance profile;
High quality education profession	1.2g	IA1	Improve outcomes for all MAT students through: i. Development of a provision map for all MAT learners and track engagement in all activities ii. Ensuring all eFSM MAT learners have an ILP that is used by staff to secure strong outcomes.	Outcomes for MAT students are in line or exceed expectations;

National Mission	SDP & PIAP Ref.	Estyn	Planned activity (What are you going to do?)	Success criteria/targets
Transformational Curriculum	1.3a	IA1	Lexonixc intervention resources - licences etc.	Most students demonstrate in their lessons and in their work:Ø successful literacy skills, including speaking and listening, reading and writing across the curriculum;Entry and exit SAS scores show progress.
Excellence, Equity and Wellbeing	2.1a	IA2	Recover strong attendance habits with all groups of learners by: i. Refining and implementing in full the school's attendance framework that clearly outlines responsibilities for all members of the community ii. Identifying and removing barriers to attendance for all groups of learners, especially, known persistent absentees and eFSM students iii. Implement a targeted mentoring programme to support identified students (See SDP&PIAP 1.1l iii & 4.1d) iv. Embedding the critical role of the form tutor in establishing highly effective relationships with their form v. Reduce exclusions through early identification of need and targeted and specialist interventions (See SDP 1.1l iii, iv, 1.2a, c, d & e Leaders of Wellbeing salaries year 7, 8 and 9	Recover and improve attendance so that: ü Most students report high levels of confidence in coming to school; ü The curriculum meets the needs of most students and in particular those at risk of disengaging in their learning; ü Most students are engaged in their learning and have positive relationships with their teachers and fellow peers ü Barriers to attendance are overcome and identified groups evidence an improving attendance profile; ü Provision for the most vulnerable is re-establishing strong attendance habits and positive attitudes to learning; ü Bespoke provision for the most vulnerable secures safe behaviours and minimal exclusions;

National Mission	SDP & PIAP Ref.	Estyn	Planned activity (What are you going to do?)	Success criteria/targets
Excellence, Equity and Wellbeing	2.1a	IA2	Recover strong attendance habits with all groups of learners by:i. Refining and implementing in full the school's attendance framework that clearly outlines responsibilities for all members of the community ii. Identifying and removing barriers to attendance for all groups of learners, especially, known persistent absentees and eFSM studentsiii. Implement a targeted mentoring programme to support identified students (See SDP&PIAP 1.1l iii & 4.1d) iv. Embedding the critical role of the form tutor in establishing highly effective relationships with their formv. Reduce exclusions through early identification of need and targeted and specialist interventions (See SDP 1.1l iii, iv, 1.2a, c, d & eAdditional leaders of Wellbeing	Recover and improve attendance so that: ü Most students report high levels of confidence in coming to school;ü The curriculum meets the needs of most students and in particular those at risk of disengaging in their learning;ü Most students are engaged in their learning and have positive relationships with their teachers and fellow peersü Barriers to attendance are overcome and identified groups evidence an improving attendance profile;ü Provision for the most vulnerable is re-establishing strong attendance habits and positive attitudes to learning;ü Bespoke provision for the most vulnerable secures safe behaviours and minimal exclusions;
Excellence, Equity and Wellbeing	2.2a	IA2	i. Engagement in the regional WSA pilot project	Strengthen the wellbeing provision of our school community/students so that: ü Most report positive levels of wellbeing and they feel safe in school; ü Most show a good level of understanding of how to maintain positive mental health
Excellence, Equity and Wellbeing	2.2b	IA2	Become a Trauma Informed School (TIS)	Strengthen the wellbeing provision of our school community/students so that: ü Most report positive levels of wellbeing and they feel safe in school; ü Most show a good level of understanding of how to maintain positive mental health

National Mission	SDP & PIAP Ref.	Estyn	Planned activity (What are you going to do?)	Success criteria/targets
High quality education profession	3.1b	IA3	Embed the agreed Teaching & Learning strategy that exemplifies what good and excellent teaching and learning looks like,	Improve the quality of teaching so that: ü The overall quality of teaching across the school is typically good or better in most lessons;ü Most teachers plan lessons that:Ø have high expectations of all students in terms of standards as well as their attitude to learning;Ø have a range of challenging activities that allow nearly all students to make progress in their learning;Ø provide meaningful opportunities for students to be active participants in their own learning.ü Most teachers plan how and when to use effective questions to move nearly all students on in their learning so they develop their knowledge, skills and understanding commensurate with their age and ability.ü In most lessons students reinforce their literacy and numeracy skills through appropriate tasks in a wide variety of contexts securing skills outcomes at least in line with expectations.ü Nearly all student outcomes evidence comprehensive use of feedback, including written, verbal, peer and self-assessment, allowing nearly all to make progress in their learning and secure outcomes commensurate with their age and ability.
Leaders working collaboratively to raise standards	3.1d	IA3	Extend the partnership work with cluster primary schools to develop a shared understanding of pedagogy and student progression KS2 to KS3	Minutes from cluster primary meetings and log of CfW activities document developing cross phase understanding of learner progression.

National Mission	SDP & PIAP Ref.	Estyn	Planned activity (What are you going to do?)	Success criteria/targets
High quality education profession	3.1f	IA3	In line with the aspirations set out in our Learning Manifesto and actions in 3.1b:i. develop a team of instructional coaches who lead the staff in using the 'Walkthru' resources and Attempt, Develop, Adapt, Practise, Test (ADAPT) model (See SDP&PIAP 5.4a iv)	INSET professional learning feedback evidences staff understanding of the overview of instructional coaching approach, how to use the Walkthru resource and the ADAPT modelExLT meetings document discussion on integration of Walkthru resources to support the PECObservations of learning and scrutiny of learner products evidence improvements in the range and quality of pedagogical approaches. Staff reflections within their PEC reports are positive of instructional coaching, resources and the ADAPT model
Leaders working collaboratively to raise standards	3.1g	IA3	Facilitate opportunities for the sharing of best practice, modelling and shadowing as appropriate.	ü The overall quality of teaching across the school is typically good or better in most lessons;
Transformational Curriculum	3.1i	IA3	Fully evaluate online learning approaches 2020/21 and plan to further develop blended learning approaches to support future curriculum development (See SDP&PIAP 1.3c)	ML RAGed DPs, SE and emerging priorities document key areas of foci. Reports to SLT, ExLT and T&L GB committee document refinement of our blended learning approaches.
Transformational Curriculum	3,2a	IA3	fImplement our strategic Curriculum for Wales (CfW) plan, through: i. full engagement in the regional consortia's National PL programme – CfW ii. reviewing our current curriculum model and agree our design principles so this enhances the progressive development of cross curricular skills across the curriculum. iii. refining our AoLE Learning Manifestos, building on planning commenced Feb 2021 and CfW days experiences iv. develop authentic learning experiences through links with our local community and curriculum enrichment opportunities	Exec HT reports to GB, Link governor for curriculum reports to GB and AHT TLS reports to T&L GB committee document progress towards implementation of the CfW Evaluation of PL feedback and actions points from meetings indicates progress towards implementation.

National Mission	SDP & PIAP Ref.	Estyn	Planned activity (What are you going to do?)	Success criteria/targets
High quality education profession	4.1b	IA4	Continue to develop our ALN approaches in line with the new ALN Code of Practice (See strategic ALN plan)	Reports to SLT, GB and ALN link governor evidence effective tracking of ALN interventions and impact reports evidence positive ALN student academic and social progress v expectations. Exec HT meetings with DoI (ALNCO), ALN GB link governor and SLT document progress towards actions identified in ALN strategic plan. Parental feedback through person centred reviews and questionnaires
High quality education profession	4.1b	IA4	Continue to develop our ALN approaches in line with the new ALN Code of Practice (See strategic ALN plan) Additional NCT time for Director of Inclusion x 5 hours @ £1000 per hour	Reports to SLT, GB and ALN link governor evidence effective tracking of ALN interventions and impact reports evidence positive ALN student academic and social progress v expectations. Exec HT meetings with DoI (ALNCO), ALN GB link governor and SLT document progress towards actions identified in ALN strategic plan. Parental feedback through person centred reviews and questionnaires
Excellence, Equity and Wellbeing	4.1d	IA4	All LAC and vulnerable students access bespoke mentoring (Baxter project)	Evaluation of LAC student outcomes v personalised and academic targets.
Excellence, Equity and Wellbeing	4.1e	IA4	Further develop nurture group provision including the development of play activities (employ a nurture HLTA)	LM meeting action points document development and monitoring of nurture provision. ü most students report they have excellent relationship with staff and their peers; ü most students report their individual needs are met; ü most students engage positively with all support offered;

National Mission	SDP & PIAP Ref.	Estyn	Planned activity (What are you going to do?)	Success criteria/targets
Excellence, Equity and Wellbeing	4.4e	IA4	Develop common cluster approaches to emotional and mental wellbeing in line with the new WG WSA	Cluster actions points document sharing of WSA pilot project information, discussion of scoping tool and identification of common approaches. ü Successful early identification of ALN/vulnerable students through effective sharing of information.
Leaders working collaboratively to raise standards	5.5a	IA5	i. A continued bespoke senior and middle leader programme of PL focussed on 'leadership of teaching and learning' 2 X ML attending national ML programme	ü Nearly all line management minutes show consistency and rigour in actions taken by all senior and most middle leaders and a shared and consistent understanding of the quality of teaching and learning within their own areas and, in the case of the senior leaders, across the school;
Leaders working collaboratively to raise standards	5.5aiv	IA5	Fully implementing the programme of support to teachers whose teaching is typically judged to be adequate or unsatisfactory and are consequently on support plans	ü Most teachers complete the PM cycle successfully and evidence their impact on improving standards and teacher and learning;
Leaders working collaboratively to raise standards	5.1h	IA5	Develop networks with other schools across the region to: i. Develop the leadership capacity at Croesy ii. Contribute to system wide leadership	ü Nearly all line management minutes show consistency and rigour in actions taken by all senior and most middle leaders and a shared and consistent understanding of the quality of teaching and learning within their own areas and, in the case of the senior leaders, across the school
Leaders working collaboratively to raise standards	5.1h	IA5	Embed the partnership between Croesyceiliog and King Henry VIII Schools to secure strong current and future senior leadership structures and develop the leadership capacity within and across both schools to secure sustainable models of school improvement and highly effective learning organisations, specifically ii. Extended ML partnership working opportunities	Nearly all line management minutes show consistency and rigour in actions taken by all senior and most middle leaders and a shared and consistent understanding of the quality of teaching and learning within their own areas and, in the case of the senior leaders, across the school

National Mission	SDP & PIAP Ref.	Estyn	Planned activity (What are you going to do?)	Success criteria/targets
Transformational Curriculum	3.20	IA3	) Ensure our curriculum enrichment offer meets the needs of all learners including activities that promote wellbeing. Monlife (5362) and Upbeat costs £4451	Further develop our curriculum so that: ü it meets the needs of all learners; ü is trialling CfW approaches in preparation for initial implementation of CfW for year 7 Sept 2022 ü contributes to the development of well-rounded students in line with the four purposes ü it is developed alongside our cluster primary schools ensuring a learning continuum for our students
Leaders working collaboratively to raise standards	1.10	IA1	Continue with the high quality programme of after school master classes to address learning gaps and area for reinforcement identified in core and non-core subjects. These sessions will be in the form of : ü Pre-recorded webinar sessions ü After school classroom sessions ü Non-digital resource packs for independent study. Approximately 80 – 100 targeted students Additional salary - hours	Nearly all identified students attend master class sessions. Nearly all identified students show improved achievement in low stakes assessments. Nearly all identified students show improved resilience and strong engagement in their learning.
Leaders working collaboratively to raise standards	1.10	IA1	Further develop and create high quality resources including: ü instructional video clips; ü infographics and Knowledge Organisers of key concepts and subject content; ü writing skeletons to support extended writing; ü other learning activities so students can independently address forgotten or missed concepts. Relaunch and promote active use of GCSE POD, Hegarty Maths and Educake and produce bespoke student playlists that focus on identified gaps in learning and support independent study. This will be a universal offer for all students however there will also be students who are given target resources to use weekly by their learning coach (see 4) Addiional salary - hours	Nearly all identified students engage in use of on-line resources Nearly all identified students show improved achievement in low stakes assessments. Scrutiny of engagement of on-line tools evidence nearly all students are undertaking independent study. Learning coach logs document improving engagement and A2L of targeted students.

National Mission	SDP & PIAP Ref.	Estyn	Planned activity (What are you going to do?)	Success criteria/targets
Leaders working collaboratively to raise standards	1.20	IA1	Organise a programme of high quality master classes over October and February half terms to: ü address learning gaps identified in subject areas; ü provide focussed interventions for identified students; ü To support completion of Non-Examination Assessments (NEA) and preparation for key assessments both internal and external. Approximately 60 – 80 targeted students	Nearly all identified students attend master class sessions. Close the gap between teacher predictions of student attainment vs targets Scrutiny of ATL data and Classcharts points show improvement in identified students Improved achievement in low stakes assessments.
Leaders working collaboratively to raise standards	1.20	IA1	To establish a Study Club that will take place in the Library on a Monday – Thursday 3.10pm - 4.10pm ü To support completion of homework ü Completion of Non-examination assessment ü Exam/test preparation ü Allow students access to a digital device Double staffed at key points of the year	Attendance logs of student engagement
Excellence, Equity and Wellbeing	1.20	IA2	Develop a team of subject mentors to provide quality personalised support for identified students. This team will: ü Maximise engagement in master classes and use of on-line resources ü Mentor students on a weekly basis, focussing on reinforcing subject content and on their attitude/readiness to learn ü Set personalised targets , to develop independent learning skills, resilience and checking in on well-being. Approximately 20-25 students Additional non contact time of 12 hours = 12 X £1,000	Mentoring logs and improving subject knowledge and engagement evience in progress v targets.
Leaders working collaboratively to raise standards	1.30	IA1	Students to complete baseline assessments to support interventions. Focus on improving literacy skills. The baseline assessments results will be used by DoF to: ü Ensure identified skills deficits addressed during lesson starters, home learning or through longer term planning such as SoL review.	School analysis of baseline tests identifies clearly skills deficits and key groups of students requiring additional support. Peer Review whole school SE activities evidence adaptions made to learning resources to address skills deficits. Analysis of Year 7 progress v targets data evidence improving academic profile.

National Mission	SDP & PIAP Ref.	Estyn	Planned activity (What are you going to do?)	Success criteria/targets
Leaders working collaboratively to raise standards	1.30	IA1	Complete WRAT testing to identify: ü Appropriate Lexonic interventions for students with a standardised score of 100 and below for the Level 2 course and 90 and below for the level 1 course ü 100 pupils in total in this year group will complete 6 week courses	Most students' entry and exit data demonstrates improvement Level 1 students graduate to level 2 course
Excellence, Equity and Wellbeing	2.10	IA2	Year 7 October and |February half term club Three carousel sessions: ü Sport ü Literacy and welling ü Numeracy and ICT Identified students (approx. 15 students per day) to attend sessions in: ü Literacy through wellbeing ü Physical activities ü Numeracy and ICT session. The support programme will Identify target areas of transition that still need attention after initial survey of students' behaviours and attitudes to learning. Main focus will be on eFSM students who are identified as having weak literacy, numeracy or emotional literacy skills	Mentoring logs evidence improved engagement in learning and current attendance Classcharts student reports used to show improvement Post half term A2L reports evidence increased engagement in learning
Excellence, Equity and Wellbeing	2.1a	IA2	Implement a targeted mentoring programme for vulnerable and LAC learners LAC mentor	ü Barriers to attendance are overcome and identified groups evidence an improving attendance profile; ü Provision for the most vulnerable is re-establishing strong attendance habits and positive attitudes to learning; ü Bespoke provision for the most vulnerable secures safe behaviours and minimal exclusions;
Excellence, Equity and Wellbeing	2.1a	IA2	Implement a targeted mentoring programme for vulnerable and LAC learners LAC mentor (PDG growth 8464)	ü Barriers to attendance are overcome and identified groups evidence an improving attendance profile; ü Provision for the most vulnerable is re-establishing strong attendance habits and positive attitudes to learning; ü Bespoke provision for the most vulnerable secures safe behaviours and minimal exclusions;

National Mission	SDP & PIAP Ref.	Estyn	Planned activity (What are you going to do?)	Success criteria/targets
Leaders working collaboratively to raise standards	1.10	IA1	Evaluate and act on all summative outcomes summer 2021 to identifying and addressing areas where provision or outcomes were below expectations,	Raise standards across the school, specifically at key stage 4, improving students' skills and develop their independence and resilience in learning, so that: ü Student standards at KS3 and KS4 are in line or above expected outcomes. (See school & local targets 2021/22 page 10);
Leaders working collaboratively to raise standards	1.10	IA1	Address all changes to examination subject adaptions in revised SsoL securing well planned lessons in line with our Learning Manifesto expectations.	Raise standards across the school, specifically at key stage 4, improving students' skills and develop their independence and resilience in learning, so that: ü Student standards at KS3 and KS4 are in line or above expected outcomes. (See school & local targets 2021/22 page 10);
Leaders working collaboratively to raise standards	1.10	IA1	Additional literacy intervention for targeted students , in all year groups, where literacy skills weaknesses are identified in classes, subjects and groups of students with a particular focus on those most affected by disrupted learning.	A comprehensive intervention programme for all students, in all year groups, where weaknesses are identified in classes, subjects and groups of students. Exit data evidences impact of intervention on learning
Leaders working collaboratively to raise standards	1.20	IA1	Purchase additional resources for eFSM learners	ü Outcomes for all groups of students and in particular eFSM students and boys are in line or above expected progress and standards of similar students;