

Lamphey Primary School



School Development Plan 2020-21 (ERW) (Reviewed August 2020).

Date Approved	September 2020	Date of Next Review	Spring Term 2021
<i>Signature</i>	Headteacher	<i>Signature</i>	Chair of Governing Body

To meet requirements of Education (School Development Plans) (Wales) Regulations 2014
(www.wales.gov.uk/topics/educationandskills/schoolshome/school-development-plans/?lang=en); Guidance document no: 155/2014

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Our School

Lamphey Primary School is situated in Lamphey Village, approximately 2 miles to the east of Pembroke. It was built in 1910, and has been remodelled with additional classrooms since 1967. It caters for pupils in the village and outlying districts and also from the towns of Pembrokeshire Pembroke Dock. Around 80% of pupils come from outside the catchment area. Approximately half of the pupils live in a rural setting.

This is an economically advantaged area with eight percent of pupils entitled to free school meals, which is below the local authority and all-Wales average. The rate of pupil mobility is low, and many pupils' parents are from professional backgrounds.

Currently there are 200.5 full-time equivalent pupils on roll, between the ages of three and 11 years. Children are accepted into the Nursery class on a part-time basis in the term immediately following their third birthday.

The majority of pupils come from homes where English is spoken as a first language. Less than two percent come from homes where Welsh is spoken at home. Nearly all pupils are of white British ethnicity.

Ten percent of pupils are designated as having additional learning needs, and three pupils have a statement of special educational needs.

AIMS

- to enlarge and develop the child's knowledge, experience and skills so that he/she/they can become a valuable contributor to society
- to ensure that children know how to behave with care, courtesy, good manners and are respectful
- to develop cooperative children who are happy, cheerful, enthusiastic, keen on school and eager to succeed
- to encourage pupils to become physically active, fully engaged with, and confident in their local natural environment, and develop a strong sense of well-being.
- to stimulate the emotional and social development of the children so that they will be able to realise their maximum potential
- to create an awareness of and a desire for the spiritual dimensions of life by giving the children knowledge of religions, particularly Christianity
- to give pupils opportunities, where appropriate, to develop and apply knowledge and understanding of the cultural, economic, environmental, historic and linguistic characteristics of Wales.

Mission statement

CHILDREN FIRST - PLANT YN GYNTA

2020/21

General Information

Full Name of School	WG No	WG Lang	Address
Lamphey Primary School	6682222	English	Lamphey, Pembroke, Pembrokeshire, SA71 5NW

Phone	Fax	e-mail	Website
01646 672249		Admin.lamphey@pembrokeshire.gov.uk	www.lampheyschool.co.uk

Staff

	Teachers	Support Staff	Admin	Caretaking	Cleaning	Lunchtime	Kitchen	Other	Total
No. of Staff	8.3	13	1	1	2	4	2	0	32.3

Classes

Names of classes and members of staff			Number of pupils									
Class	Teachers	Support Staff	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total	
Early Years FP	2	3	23	24	1						48	
Year 1	1	1			29						29	
Year 2	1	1				30					30	
Year 3	1	0					28				28	
Year 4	1	0						22			22	
Year 5	1	2							28		28	
Year 6	1	0								28	28	
			Total in each year	23	24	30	30	28	22	28	28	212

Pupils

Speak Welsh at home	English as Additional Lang	School Action	School Action Plus	Statement of SEN	Eligible for FSM	Looked after by local authority
0%	0%	1.4%	2.3%	1.4%	8%	0%

Roles and Responsibilities

Members of Staff		
Name	Post	Responsibility
Mr S Thomas	Headteacher	Safeguarding, Community Links, Family of Schools, Whistleblowing
Mrs M Thomas	Deputy Headteacher	Teaching & Learning, Training/Mentoring. LLC (English and Drama)
Mrs N Williams	Teacher/SMT	Foundation Phase, Health & Wellbeing, Pupil Participation, ALNCo
Miss E Alborn	Teacher/HLTA	Expressive Arts (Art & Design)
Miss A-M Lewis	Teacher	Language, Literacy & Communication (Welsh (Lead))
Mrs D Jones	Teacher	Health & Wellbeing (PE), Humanities
Mr R Price	Teacher	Science & Technology DCF
Miss C Pegg	Teacher	Maths & Numeracy, DCF
Miss A-M Lewis	Teacher	Expressive Arts (Music) (Lead)
Mrs H Guymer	Teacher	Humanities - (Lead)

Governing Body		
Name	LA/Parent/Co-opted	Responsibility
Mrs R Evans	Parent	Literacy & Communication (English)
Vacancy	Parent	
Mr J Lewis MBE	Community	Maths & Numeracy, Teaching & Learning
Mrs P Parkhurst	Community	Foundation Phase, Humanities (RE), Whistleblowing
Mr S Thomas	Headteacher	-
Mrs S Rees	Local Authority	Health & Wellbeing
Mr C Collins	Local Authority	Community Links
Mr H John	Parent	Health & Wellbeing (PE)
Vacancy	Parent	Expressive Arts
Mrs K Phillips	Local Authority	

Sarah Meiring	Teacher	Humanities

Mrs S Roblin	Staff Representative	Pupil Participation, Training
	Teacher Representative	-
Mr M Ridout	Community	ALN, Language, Literacy & Communication (Welsh), Attendance
Mr N Vince	Additional Community	

Available Resources & Grants

What resources does the school have to support the achievement of its priorities?

School Budget

Aspect	Sum
Staff Training/Supply cover	£8970
ICT Equipment	£5500
Course Materials	£
Furniture	£500

Additional Grants

Grant	Purpose	Sum
Education Improvement Grant (RCSIG) 2019/20		£6,520
Pupil Deprivation Grant – Statutory School Age (PDG) 2019/20		£19,550
Pupil Deprivation Grant – Early Years(PDG) 2019/20		£2,300
RRRS Grant		£5,236

Reviewing the impact of last year's SDP Sept 2019 - March 2020

Priority Targets & Success Criteria	Impact Did we meet our targets? What impact has this had on standards and provision? If targets have not been met, explain why and what will be done to address the situation	Evidence	RAG Progress
Improve standards of pupils' Welsh skills throughout the school, in particular in Key Stage 2.	<p>Bilingualism policy has been updated and shared with staff, ensuring a consistent approach to provision. The W2L co-ordinator demonstrated in the latest monitoring, a good understanding of where the school is in terms of standards and the next steps needed for progress. Monitoring of Welsh undertaken with staff demonstrated that a shift in mindset in all staff was evident. The drilling of language patterns is having a positive impact on the oracy skills of pupils. Challenge advisor and Governor for Welsh were actively involved in the school based moderation. The Governor for Welsh is working closely with the W2L co-ordinator and is challenging and supporting the school in improving pupil outcomes. Levels were agreed by Family of Schools at end of Key Stage 2 moderation. The percentage of pupils achieving level +4 at the end of Key Stage 2, has slightly risen.</p> <p>The school is actively striving to continue to improve standards and Mrs H. Guymer has been successful in her application to attend a Welsh sabbatical, for the academic year 2019/20. The school has recently appointed a new member of staff who has just completed a Welsh sabbatical. These actions will hopefully continue to improve the standards of Welsh taught across the school.</p>	Minutes of meetings Monitoring Confirmation from UTSD	GREEN
Raise overall level of attendance	Strategies as SDP have been implemented and attendance remains above Welsh Government's National Average.	Attendance 94.92	

<p>Ensure that the learning environment is appropriate to meet the personal development needs of all pupils.</p>	<p>The learning environment is now appropriate for all identified pupils. Monitored by ALNCO - no further action needed.</p>		<p>GREEN</p>
<p>To improve pupil outcomes by embedding the four purposes of the New Curriculum for Wales and ensuring that staff have a clear vision for delivering digital competence in the classroom and across the curriculum – shaping whole school practice.</p>	<p>Medium term planning has been modified to incorporate the new curriculum. AoLEs have been shared and the pedagogy and aims behind each area have been explained to staff. The school is modifying planning appropriately. SMT regularly attend training events which are then disseminated through staff meetings and the Curriculum for Wales is an agenda item at each meeting. The Deputy Headteacher has returned from a four-term sabbatical working predominantly on the new curriculum and gives training to staff on a regular basis. She has presented at a National Conference on the approaches of the new curriculum and the impact that this has had on standards. All Staff have a working folder on the new curriculum which is referred to on a weekly basis. Staff have identified two AoLEs which will be a focus for development from Autumn 2019 and will aim to provide a plaited planning approach. Governors have attended monitoring and challenge workshops lead by subject coordinators to discuss the progress made in relation to the new curriculum. The school is planning to host curriculum sharing evenings in which members of staff from other cluster schools can share practice and resources.</p>		
<p>Health and wellbeing - to continue to support the pupils and staff of the school, to include reducing teacher workload.</p>	<p>The school has chosen to work on and develop the Health and Wellbeing AoLE throughout the school as it's first targeted area. Resilience training has been offered to members of the SLT. All staff are to receive ACE training in September. The ALN policy , reviewed in 2017, continues to be used as the framework for support for all ALN pupils. Support staff are continuing to receive and develop training to fulfil their roles in delivering programmes of support. The school is continuing to work on its Teaching and Learning policy as well as its marking policy in order to adhere to Reducing the Workload of staff.</p>	<p>.</p>	<p>GREEN</p>

All teachers and leaders to use the standards to inform their reflection and planning of professional learning and this will be a matter for individual professional judgment.

Training has been delivered to all teachers. Teachers are now using the teaching standards to support their progression against their performance management targets. Teaching standards will be used to set performance management targets. Staff have received training on how to utilise the Personal Learning Passport to identify, support and evidence their classroom and leadership practice.



Targets and Strategies for Our Priority Areas Year 1: 2020-2021

Our Immediate Priorities

By the end of July 2021, we aim to ensure that:

1	<ul style="list-style-type: none">• Covid –19 - Supporting the health and wellbeing of all stake holders within the school community.
2	<ul style="list-style-type: none">• Improve standards of pupils’ Welsh skills throughout the school, in particular in Key Stage 2.
3	<ul style="list-style-type: none">• To focus and prioritise the application of Key Skills across the curriculum.
4	<ul style="list-style-type: none">• To embed blended learning to ensure the delivery of the New Curriculum for Wales with specific focus on ICT/DCF

<ul style="list-style-type: none"> Priority area 1: Covid-19 Supporting the health and wellbeing of all stakeholders within the school community 	
Source of priority and evidence : Implementing Welsh Government Guidance on the Corona Virus pandemic.	
Targets	Success Criteria
<ul style="list-style-type: none"> Current risk assessments following WAG and PCC statutory guidance. Talk, think, thank time to be implemented in every class daily. Outdoor learning to be a priority across the school All pupils and staff are aware and when identified have access to support during this time. Regular updates to inform and support parents with specific guidance on blended and distance learning 	I M P A C T <ul style="list-style-type: none"> All pupils, staff, parents and Governors feel fully supported and safe within the school.

Actions/ Strategically planned tasks to deliver target success criteria	Responsibility	Start	End	Resources	Cost	Monitoring (Milestones)	RAG
<ul style="list-style-type: none"> Up to date and current risk assessments following WAG and PCC guidance. 	Simon Thomas	September 2020	Ongoing	WG documentation		Presentation to all staff and Governors - Governors and staff meetings.	
<ul style="list-style-type: none"> Talk, think, thank time to be implemented in every class daily. 	Margot Thomas	September 2020	Ongoing	Presentation by SMT to all staff. PPA		All pupils to receive daily session.	

<ul style="list-style-type: none"> • Outdoor learning to be a priority across the school 	Simon Thomas	September 2020	Ongoing	PPA		Timetable produced for the use of outdoor areas. All classes regularly use the outdoors	
<ul style="list-style-type: none"> • All pupils and staff are aware of support available during this time 	Simon Thomas	September 2020	Ongoing	Presentation by SMT		Regular staff meetings and staff newsletter to inform staff of support available.	
<ul style="list-style-type: none"> • Regular updates to inform and support parents with specific guidance on blended and distance learning 	Simon Thomas Sarah Roblin	September 2020	Ongoing	Google Classroom training for all staff	£0	Regular information sheets and letters sent out to parents via social media and email.	
Evaluation							
Further Actions							

Priority area 2: • To improve standards of pupils' Welsh skills throughout the school, in particular at Key Stage 2.

Source of priority and evidence : Data analysis, Lesson observations, performance management, work scrutiny and subject moderation.

Targets	Success Criteria
<ul style="list-style-type: none"> To achieve the Silver Award for the 'Siarter Iaith Cymraeg' displaying evidence in all areas of the award, therefore achieving all aspects of the award. To further develop and increase the evidence and coverage of cross-curricular Welsh lessons To further improve standards of attainment in Welsh. To ensure that pupils become fully engaged in Welsh culture by having greater opportunity to compete in local and national events. To utilise the skills and understanding of staff who have accessed the sabbaticals to develop the skills of all staff. Local community invited to attend presentations on the impact and importance of speaking Welsh (when current restrictions have been lifted) 	<p>I M P A C T</p> <ul style="list-style-type: none"> Completion and success in achieving the SilverAward for the 'Siarter Iaith Cymraeg.' Strong evidence to show progression in all areas. Strong evidence of pupils using Welsh at all times of the school day. Rigorous assessment process to reflect the breadth and achievements in all ten areas Termly cross-curricular lessons to be taught through the medium of Welsh in all classes. Evidence in books/ folders will display the breadth and quality of the teaching and learning. Achievement in targets for end of KS2- Level 5- 20% Adapted schemes of work in line with the new curriculum.

Actions/ Strategically planned tasks to deliver target success criteria	Responsibility	Start	End	Resources	Cost	Monitoring (Milestones)	RAG
Welsh Subject Leader to work alongside RP and HG to jointly monitor the provision across the school	SMT Subject Coordinator with support from key staff (RP/HG)	Autumn Term- by October 2020	September 2021			Work scrutiny. Portfolio of evidence Reports to Governing Body. Lesson observations.	

Coordinator to provide an action plan which is shared with the staff and Governing Body	Coordinator	September 2020	Nov 2020			Action plan shared with staff and Governing body	
Welsh Subject Leaders to devise a folder of evidence in support of the assessment, working with all staff to lead and develop a range of initiatives.	Subject Coordinator with support from key staff (RP/HG)	September 2020	March 2021			Portfolio of evidence produced.	
Welsh Subject Leaders to provide examples of language patterns and possible supportive materials for staff who are less confident in using Welsh.	Subject leader with support from key staff (RP/HG)	October 2020	March 2021			Support materials produced and shared with staff.	
Welsh Subject Leaders to continue to raise the profile of Welsh through a number of key, whole school events throughout the year.	Subject leader with support from key staff (RP/HG)	October 2020	July 2021			Calander of events produced and shared with staff in the Autumn term	
All teaching staff (and support staff where possible) to plan in-depth termly lessons that teach cross-curricular topics through the medium of Welsh. Discrete planning time to be arranged with Welsh Subject Leaders in order to best-support language patterns and provide examples.	Subject leader with support from key staff (RP/HG) All staff	October 2020	June 2021			Planning shared with all staff. Half termly	

Share expertise in Welsh across and between all classes to enable improvement in standards	Subject leader with support from key staff (RP/HG) All staff.	September 2020	On-going			Joint planning undertaking between staff. Termly	
Improve the oracy skills of pupils so that Welsh is more evidently used during unstructured times of the day, evident during learning walks through appropriate modelling, reward systems, development of Welsh game areas, investment in Welsh outdoor games and the creation and use of 'Welsh Playtimes' / 'Cymraeg amser chwarae.'	Subject leader with support from key staff (RP/HG) All staff and pupils.	September 2020	On-going			Weekly celebration of the use of welsh across the school by staff and pupils.	
Welsh Subject Leaders to support the development of Criw Cymraeg members by further involvement in curriculum matters, e.g. sharing ideas for Welsh events, deciding upon Welsh speakers to come to visit, involved in decision making with outdoor Welsh games to be sourced, etc.	Subject leader with support from key staff (RP/HG) All staff and pupils.	September 2020	On-going			Criw Cymraeg members to lead weekly class assemblies.	

Evaluation
Further Actions

Priority area 3: To focus and prioritise key skills across the curriculum

Source of priority and evidence : Standards of attainment, work scrutiny lesson observations, performance management, subject moderation, Support and challenge visits.

Target	Success Criteria
<ul style="list-style-type: none"> Ensure that there is a current baseline of pupils' standards across the school. Intervention and support provided to pupils under-achieving Resources and training provided to ensure all staff are able to identify and support all pupils across the school 	<p>I M P A C T</p> <ul style="list-style-type: none"> Key skills are improved across the school

Actions/ Strategically planned tasks to deliver target success criteria	Responsibility	Start	End	Resources	Cost	Monitoring (Milestones)	RAG
English profiles for every pupil to map literacy skills	Mrs M Thomas	Sept	October				
Numeracy profiles for every pupil to map numeracy skills	Miss C. Pegg	Sept	October				
ALNCo to work with staff to identify pupils requiring intervention and catch programmes.		October	On-going				
Outside agencies contacted if pupils identified requiring specialised interventions or programmes.. IEP's written by Class teacher with support and guidance from ALNCo		October	On-going				
ALN resources identified and purchase where needed		October	On-going				

Whole staff training on identified needs. (Audit)	Mrs N. Williams	October	On-going				

Evaluation
Further Actions

Priority area 4:

To embed blended learning to ensure the delivery of the New Curriculum for Wales with specific focus on ICT/DCF.

Source of priority and evidence:

Targets	Success Criteria
<ul style="list-style-type: none"> • A curriculum which is authentic and engaging to the pupils of Lamphey Primary School and which develops within them an independent ability to apply knowledge and skills both within the class and at home. • Develop ICT skills using Google Classrooms as a tool for blending learning • Map curriculum for 2020/2021 in Foundation Phase/Lower KS2/ Upper Key Stage 2 by half term • AoLE teams to oversee balance and progression in learning maps 	<p>I M P A C T</p> <ul style="list-style-type: none"> • Schemes of work are dynamic and rich encompassing Areas of Learning and Experience of all children. • Comparative data identifies good progression in the majority of classes. • Subject moderation and lesson observations identify an increase in standards across the whole school. • Children are confident in accessing and completing work prior, during and after classroom teaching using ICT and blending learning.

Actions/ Strategically planned tasks to deliver target success criteria	Responsibility	Start	End	Resources	Cost	Monitoring (Milestones)	RAG
<p>Developing the work already undertaken to reflect AoLE's –</p> <ul style="list-style-type: none"> • Curriculum leaders • Curriculum timetabling. • Curriculum delivery. 	SMT	Sept 2020	July 2021	Non-contact time	3days @£150	December 2020 Review of focus strategies	

<p>Training on each AoLE for all staff.</p> <p>Raise awareness of –</p> <ol style="list-style-type: none"> 1. What matter statements. 2. Content of Progression steps 3. Plaited Learning approach 4. Pedagogy 5. Examples of delivery 6. Classroom environment 	SMT	Sept 2020	July 2021	Non-contact time INSET TRAINING Twilight		Weekly SMT Meetings	
<p>Professional learning connects work based learning and external expertise.</p>	SMT	Sept 2020	July 2021	Expert of the Mantle Debra Kidd and Hywel Roberts The Magenta Principals _Mike Hughes Visible learning in the classroom. S Clarke and J Hattie. Empathy Lab (Family of Schools)	None	December 2020. Use of strategies within daily practice	
<p>To continue to embed the profile of the Four Purposes of the New Curriculum throughout the school</p> <p>- To develop a system so that pupils can reflect on the four purposes during their learning.</p>	SMT	On-going Baseline Assessment Sept 2020	On-going		Supply cover ½ day	All learners to have the 'Four Purposes' of the New Curriculum within theme/topic books and to then review on a weekly basis with self-reflection opportunities built into lessons. Staff will be aware of the four	

- To create whole-school and class displays that present the four purposes and highlight work completed/ targets for improvement						purposes and will effectively use these to 'shape' their practice and to inform pupils of next steps. All classes will have a display that celebrates success/ targets for next steps, highlighting the four purposes.	
Pupils are actively involved in curriculum development so that it is relevant, challenging and valued learning.	SMT Subject coordinators Pupils	Autumn Term 2020	On-going	PPA	N.A	Development of child friendly policy. Evaluation of planning Work scrutiny. Reports to Governing Body	
Redesigning the curriculum – Areas of Learning and Experience, Pedagogy and Strategies	Head teacher SMT Staff	September 2019	Summer 2019	<ul style="list-style-type: none"> Redesigning of long, medium and short term planning. Pedagogical development. Embedding of Four Purposes in daily lessons. 	INSET PPA	Whole Staff training by Cluster NLOL Research based teaching Key stage Curriculum Meetings Modelled lessons Learning Walks	
Outside provider to train staff in the delivery of Google Classrooms.	Mis C. Pegg SMT Teaching Staff	September 2020	Summer 2021		Welsh Government Grant	Evaluation of provision Work scrutiny. Reports to Governing Body	

<p>Google Classroom is the main vehicle for linking home and school learning Regular support given to parents to help them support their child at home</p>							
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Evaluation
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Further Actions

Key Stage 2 Targets 2020 to 2022

	2018 Current Year 6				2019 Current Year 5				2020 Current Year 4			
	<i>Boys</i>	<i>Girls</i>	<i>Pupils</i>		<i>Boys</i>	<i>Girls</i>	<i>Pupils</i>		<i>Boys</i>	<i>Girls</i>	<i>Pupils</i>	
No of pupils in Year	16	13	29		14	16	30		10	19	29	
English Level 4+	15	13	28	97%	14	15	29	97%	9	19	28	97%
English Level 5+	6	7	13	45%	4	5	9	30%	3	8	11	38%
Maths Level 4+	15	12	27	93%	14	15	29	97%	9	19	28	97%
Maths Level 5+	10	8	18	62%	5	4	9	30%	5	9	14	48%
Science Level 4+	15	13	28	97%	14	15	29	97%	9	19	28	97%
Science Level 5+	8	6	14	48%	6	7	13	43%	5	9	14	48%
CSI (Core Subject Indicator)	15	12	27	93%	14	15	29	97%	9	19	28	97%
Welsh 2nd Language 4+	13	12	25	86%	11	15	26	87%	7	16	23	79%
Welsh 2nd Language 5+	0	4	4	14%	6	7	13	43%	1	5	6	21%

Foundation Phase Targets 2018 to 2019

	2018				2019			
	<i>Boys</i>	<i>Girls</i>	<i>Pupils</i>		<i>Boys</i>	<i>Girls</i>	<i>Pupils</i>	
No of pupils in Year	14	16	30		11	14	25	
Language, Literacy & Communication in English Outcome 5+	14	16	30	100%	11	14	25	100%
Language, Literacy & Communication in English Outcome 6+	9	10	19	63%	2	4	6	24%
Mathematical Development Outcome 5+	14	16	30	100%	11	14	25	100%
Mathematical Development Outcome 6+	9	8	17	57%	3	4	7	28%
Personal and Social Development, Well-being and Cultural Diversity Outcome 5+	14	16	30	100%	11	14	25	100%
Personal and Social Development, Well-being and Cultural Diversity Outcome 6+	11	8	19	63%	1	4	5	20%
Foundation Phase Indicator	14	16	30	100%	11	14	25	100%

High Level Priorities & Targets Years 2 and 3: 2021-23

Summary of High Level Priorities & Targets

Year 2 and 3 (2021-23)

Priority	Target	Estimated Cost	Source
<ul style="list-style-type: none"> Excellence in teaching. 	80 % good 20% outstanding	CPD £500	Performance management
<ul style="list-style-type: none"> To implement the new curriculum – Donaldson Report 	Focus areas – Language , literacy and communication, Mathematics and numeracy, Science and Technology.	CPD £2000	Donaldson Report
<ul style="list-style-type: none"> To provide excellence in health and wellbeing across the school to pupils and staff. 	Extend and promote learners experiences as set out in the Donaldson Report	CPD £500	
<ul style="list-style-type: none"> To embed the Digital Competence Framework. 	Ensure a working policy is in place and progression of pupils is monitored and tracked in line with Framework	£500	Donaldson Report. Scheme of work and Policy
<ul style="list-style-type: none"> To protect pupils from abuse and neglect. 	All staff to be trained appropriately – To include safeguarding and child protection. Ensure attendance is closely monitored and procedures are followed to improve attendance - Target 96.5%.	£300	Safeguarding and Attendance Policy
<ul style="list-style-type: none"> Enabling the Welsh Learner to thrive. 	Ensure that LA Welsh Scheme of work is embedded. KS 2 Outcomes 86% level 4+.	£700	KS 2 -TA Policy and scheme of work
<ul style="list-style-type: none"> To provide strong leadership that expects collaboration and excellent provision for all. 	Leaders at Lamphey Primary School, at every level working together in a self-improving system, providing mutual support and challenge to raise standards.	£500	Support and Challenge. School Self Evaluation

All staff to receive training to develop their skills in order to deliver high quality learning and support

Monitoring Milestones 2020-21

	Priority 1	Priority 2	Priority 3	Priority 4
September 2020				
October 2020				
November 2020				
December 2020				
January 2021				
February 2021				
March 2021				
April 2021				
May 2021				
June 2021				
July 2021				

Pupil Development Grant 2020-21

School Spending Plan

Date

Summary of proposed spend

Total Pupil Development Grant	£21,850
Early years allocation	£2,300

EYPDG OBJECTIVES Priorities to be addressed.	Actions to be taken	Desired Outcomes	Actual Outcomes	Staffing costs	Other costs
<p>Raise standards and improve provision for Basic Skills pupils in Numeracy and literacy. To include early years intervention.</p> <p>To promote, advise and improve the capacity of parents to teach and support of reading skills at home, especially focussing on high frequency words. To improve the breadth and coverage of reading books with pupils reading at home on a daily basis.</p>	<ul style="list-style-type: none"> • Identify the needs of the 2 pupils. • Deliver appropriate programmes such as, fine and gross motor skills (Hands on Literacy), speech and language, and developing short and long term memory, Dyslexia support (Lexia) <p>To provide half-termly online 'Reading Workshops' to help support parents engage and support reading at home. Workshops to focus on decoding, comprehension and reading for enjoyment alongside high frequency word practice.</p>	<ul style="list-style-type: none"> • Identify the needs of the 2 pupils. • Deliver appropriate programmes such as, fine and gross motor skills (Hands on Literacy), speech and language, and developing short and long term memory <p>Improved performance and attainment in reading levels.</p> <p>Enhanced reading of high frequency words (as shown through assessments on a monthly basis).</p> <p>Increased confidence in parents in delivering and supporting reading strategies (as measured by parent questionnaires)</p> <p>Whole school embedded use of</p>		£2,300	

<p>Up-skilling Support Staff to raises their professional profile and status, and makes them feel more valued</p>	<p>Health and wellbeing, numeracy and literacy training for support staff as identified in the School Development Plan</p>	<p>‘Reading Goals’ project. All pupils to show improved reading skills and breadth of strategies (as per reading assessment).</p> <p>Staff become up-skilled and are able to support identified pupils.</p>			
<p>PDG OBJECTIVES Priorities to be addressed.</p>	<p>Actions to be taken</p>	<p>Desired Outcomes</p>	<p>Actual Outcomes</p>	<p>Staffing costs</p>	<p>Other costs</p>
<p>Raise standards and improve provision for Basic Skills pupils in Numeracy and literacy. To include early years intervention. (The Sutton Trust)</p> <p>To monitor attendance and liaise closely with families and outside agencies.</p>	<ul style="list-style-type: none"> • Identify the needs of the pupils. • Deliver appropriate programmes such as, fine and gross motor skills (Hands on Literacy), speech and language, and developing short and long term memory (Mastering Memory). • Monitor attendance. • Contact parents directly if any children have not attended school and there has been no communication between the home and the school. 	<ul style="list-style-type: none"> • Identify the needs of the pupils. • Deliver appropriate programmes such as, fine and gross motor skills (Hands on Literacy), speech and language, and developing short and long term memory (Mastering Memory). 		<p>Staff 1 - 22 hrs Level 3 – April 20 to March 21 - £13740</p> <p>Staff 2 – 20 hrs Level 1, October 20 – March 21 - £5130</p>	<p>LEXIA £2000</p> <p>Edukey £500</p> <p>Numicon</p>

	<ul style="list-style-type: none"> • Discuss concerns with parents. • Visit home if appropriate. • Contact outside agencies as appropriate. 				
<p>Raise standards and improve provision for Basic Skills pupils in Numeracy and Literacy. To include early years intervention. (The Sutton Trust)</p> <p>Identify MAT pupils and ensure that they are challenged academically.</p> <p>To monitor attendance and liaise closely with families and outside agencies.</p>	<ul style="list-style-type: none"> • Identify the needs of the pupils. • Deliver appropriate programmes such as, fine and gross motor skills (Hands on Literacy, Read, Write Inc, Numicon Maths, Guided Reading.), speech and language, and developing short and long term memory (Mastering Memory). <p>Higher Order Reading sessions undertaken with identified pupils.</p> <ul style="list-style-type: none"> • Monitor attendance. • Contact parents directly if any children have not attended 	<p>To raise the standards of achievement in Literacy and Numeracy to be in line or higher than National Guidelines. (National Numeracy and Literacy Assessments, End of Key Stage Teacher Assessments)</p>			

	<p>school and there has been no communication between the home and the school.</p> <ul style="list-style-type: none"> • Discuss concerns with parents. • Visit home if appropriate. • Contact outside agencies as appropriate. 	<p>Attendance target of 96% is attained by nearly all pupils</p>		<p>£6125</p>	
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If adding or changing priorities please indicate where these have taken place.

Spend related to I.C.T. has to be indicated and authorised by the lead I.C.T. officer in the authority.
Huw Benbow Pembrokeshire and Greg Morgan, Carmarthenshire.

Spending Plan for Recruit, Recover and Raise Standards funding

(To be used in academic year 2020-21 please see breakdown of breakdowns per year)

- This plan should indicate the number of pupils included and an outline of the curriculum and staffing solutions proposed.
- Where schools are working in collaborative partnerships or cluster arrangements a single plan will be acceptable

School	School Name – Lamphey Primary School	
Family schools	Lead Head teacher: Simon Thomas Contact email: head.lamphey@pembrokeshire.gov.uk	
Focus Area as determined by the criteria in the Grant Terms and Conditions (provided separately)	Pembroke	
Focus Area as determined by the criteria in the Grant Terms and Conditions (provided separately)	<p>The expectation of the funding is to help schools meet the demands of the Recruit, Recover, Raise Standards: Accelerating Learning Programme as announced by the Minister for Education on the 9 July 2020.</p> <p>The primary purpose of the funding is therefore to enable investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure</p>	
Total Grant	£8965	
Ensure that the priorities match the Focus Area and also comply with any funding criteria. Priorities must meet the grant criteria and be linked to your SDP. This will take account of any recommendations arising from categorisation. A full breakdown of costs against each activity must be included.	Costs	
Priority 1 : Literacy, numeracy and digital competence within a broad and balanced curriculum <i>(please include the number of pupils included and outline of curriculum and staffing solutions proposed)</i>	Total - £ £5236	
<u>Activities to meet priority 1:</u>	<u>Breakdown of costs</u>	
<ul style="list-style-type: none"> • To appoint a part-time member of staff to support the ALNCO and the ELSA in the delivery of focused support for learners so they achieve their potential (particularly eFSM and MAT pupils). 	£5,236	

<ul style="list-style-type: none">• The appointed member of staff will support the ALNCO/ teaching staff in the assessment process to identify a baseline.• Identified pupils to receive extra support across the curriculum to raise literacy, numeracy and digital competence.• The appointed staff will help to ensure the quality of tracking in the school so that class teachers know what each child needs to learn to move forward.	
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<p>Priority 2 : Development of independent learning skills <i>(please include the number of pupils included and outline of curriculum and staffing solutions proposed)</i></p>	<p>Total - £1867.5</p>
<p><u>Activities to meet priority 2:</u></p> <p>Schools to have appropriate guidance and support to ensure that pupils are greeted back to school safely</p> <ul style="list-style-type: none"> • To appoint a part-time member of staff to support the ALNCO and the ELSA in the delivery of focused support for learners so they achieve their potential (particularly eFSM and MAT pupils). • The appointed member of staff will support the ALNCO/ teaching staff in the assessment process to identify a baseline. • Identified pupils to receive extra support across the curriculum to raise independent learning skills. • The appointed staff will help to ensure the quality of tracking in the school so that class teachers know what each child needs to learn to move forward. 	<p><u>Breakdown of costs</u> £1867.5</p>
<p>Priority 3 : Support and engagement through coaching <i>(please include the number of pupils included and outline of curriculum and staffing solutions proposed)</i></p>	<p>Total - £1867.5</p>
<p><u>Activities to meet priority 3:</u></p> <ul style="list-style-type: none"> • To appoint a part-time member of staff to support the ALNCO and the ELSA in the coaching of learners so they achieve their potential (particularly eFSM and MAT pupils). • The appointed member of staff will support the ALNCO/ teaching staff in the assessment process to identify a baseline. • Identified pupils to receive extra coaching across the curriculum. • The appointed staff will help to ensure the quality of tracking in the school so that class teachers know what each child needs to learn to move forward. 	<p><u>Breakdown of costs</u> £1867.5</p>

Total Spend including additional funds allocated by the schools

£8,965

Glossary of Abbreviations

SMT	Senior Management Team
ALNCO	Additional Learning Needs Co-Ordinator
LSA	Learning Support Assistant
HLTA	Higher Learning Teaching Assistant
PPA	Planning, Preparation and Assessment
PDG	Pupil Deprivation Grant