

Grant Planning Analysis - Professional Learning for Planned Grant - Financial Year 2019/20

School Name : Griffithstown Primary

Challenge Adviser: Jo Davies

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Grant Name Professional Learning Grant

Grant Name	Grant Total	Planned Exp
Professional Learning Grant	£9,807	£9,807
		£0

No.	National Mission (Predominant)	National Mission (Sub)	Planned Activity (Predominant)	Planned Activity (Sub)	Success Criteria	Funding Source	Type Spend 5r's	Cost	Type Spend 5r's	Cost	Evaluation
A	High quality education profession	Leaders working collaboratively to raise standards	16) Engagement with professional standards for teaching and learning programme.	17) Excellence in Teaching and Leaderships Framework (ETLF) for Headteachers and Deputy Heads, Senior Leaders and Middle Leaders and Teachers.	<ul style="list-style-type: none"> •Headteacher and Deputy Headteacher access ETLF programme and support development of all staff using the new standards and further develop SER processes using ETLF tools. •SLT and Middle Leaders access ETLF programme to support the development of the Professional Teaching and Leadership Standards (PTLS). •Lead development of using PTLS in professional learning and self-evaluation. •Class teachers access Professional Learning to support development against the PTLS. <p>Staff meetings will be planned to discuss the PTLS and provide staff with opportunities to understand the changes to the PM process. Staff will use the document to identify areas for development and these will inform their PM targets. *the PM round in 2019 - 2020 will require staff to have one shared PM target linked to the PIAP.</p> <p>We will use the School as a Learning Organisation questionnaire to identify aspects for development.</p>	Professional Learning Grant	Training / Development	£ 3,000			Green - Senior leaders attended the ETLF training and cascaded across all staff. The leadership team have been informed of the ETLF and this knowledge will be used to inform the next round of performance management.
B	High quality education profession	Leaders working collaboratively to raise standards	1) Access leadership programme to support Headship development, Aspiring Headteacher	18) Governors will attend training events planned by EAS and / or participate in school level activity.	<ul style="list-style-type: none"> •Headteacher invests in personal development linked to relevant career pathway. •Headteacher development against the new Professional Teaching and Leadership Standards (PTLS) •Performance Management reflects development against new PTLS. •Governors will be knowledgeable about the curriculum reform agenda and how the school will need to address this through the SDP. We will create a TLR post with responsibility for leading professional learning and curriculum development, and sharing information with the Chair of Governors. Information about curriculum reform/professional learning will also be shared with governors via the PM pay review process at the end of each PM cycle. 	Professional Learning Grant	Release	£ 2,367			Green - Non contact provided for leaders to discuss new approach to PM regarding the ETLF. All teachers and TAs involved in the process and all targets set and achieved. Staff are responsible for keeping a log of leadership opportunities and experiences, and these are shared during the PM discussion. All staff recognise their role as leaders in the school and are eager to be involved or lead initiatives. The role of the TLR link with governors will be developed during 2019 - 2020

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C	High quality education profession	Leaders working collaboratively to raise standards	6) Access leadership programme to support senior leadership development.		<ul style="list-style-type: none"> Senior leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school. All senior leaders monitor an aspects of school data, e.g. tracking data, ALNCo provision, MAT data and all leaders contribute to the development of the SER and PIAP. Senior Leaders within school/cluster all identify PL needs against PTLs. 	Professional Learning Grant					
D	High quality education profession	Leaders working collaboratively to raise standards	5) Access leadership programme to support middle leadership core development.		<ul style="list-style-type: none"> Middle leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school. Middle leaders attend relevant meetings and share best practice with via staff meetings. One member of staff has applied for the middle leadership training course for 2019-2020 Middle Leaders within school/cluster all identify PL needs against PTLs. 	Professional Learning Grant					
E	High quality education profession		11) Allocate a PL lead role within the school.		<ul style="list-style-type: none"> The PL lead has time to carry out and disseminate their leadership role. The PL lead has 1/2 day per week to review, plan, monitor and evaluate developments in curriculum reform and professional learning. The PL lead attends all cluster meetings and identifies and attends relevant CPD opportunities across the region and beyond. All information is shared with staff and forms actions that impact on raising standards at Griffithstown. 	Professional Learning Grant		£ 1,500			Amber - non contact time allocated for monitoring, evaluating and reviewing the impact of professional inquiry activities.

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F	High quality education profession	Leaders working collaboratively to raise standards	22) Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates.		<ul style="list-style-type: none"> All PL leads work collaboratively across cluster/s to drive professional learning and curriculum reform. We have completed three cycles of 'Lesson Study', which involves teachers working in triads to plan, deliver and evaluate a series of three linked lessons over a period of three days. The initial cycle was completed in Griffithstown, involving all teachers. The next two cycles have included teachers from Y4 across the cluster and Y2 teachers across the cluster. The PL disseminates the resources and information to all staff and completes the arranged gap tasks. All staff are leaders at Griffithstown and have opportunities to lead both internally, e.g. Healthy Schools, UNCRC Programme, and in supporting other schools relevant to their roles and responsibilities, e.g. STEM LNS, Maths LNS Senior leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school, e.g. ALNCo training, Foundation Leader meetings Senior Leaders within school/cluster all identify PL needs against PTLs, SDP and PM. We have established AOLE teams but need to review in light of recent staff developments. 	Professional Learning Grant					Lesson Study' has improved links between staff and helped to reduce the variance in the quality of teaching in school and across the cluster.
G	High quality education profession		23) Release for the lead Teaching Assistant (TA) trainer in the school to attend the train the trainer with cluster Professional Learning leads.	25) Teaching Assistant National programme x 2 per school.	Griffithstown has two trained staff and they cascaded the national TA programme to all TAs throughout the school.	Professional Learning Grant	Training / Development	£ 440			Green - HLTA and TA3 attended a series of ETLF training and then cascaded the information to all TAs over two sessions.
H	High quality education profession	Leaders working collaboratively to raise standards	12) Attend regional SLO workshops to support the understanding of the framework.	27) The Headteacher and the PL Lead will attend the regional workshops.	<ul style="list-style-type: none"> All staff aware of the research and approach to Schools as Learning Organisations (SLO). All staff contribute to the SLO snapshot evaluation of the school. The school generate a snapshot in spring term 19. Leaders use the outcome of the SLO snapshot to inform self-evaluation activity and the next iteration of the SDP for 2019/2020. 	Professional Learning Grant		£ 500			Amber - SLO completed areas for development identified in plan. Professional inquiry is a feature identified in the SLO questionnaire and we will be completing a series of PI events throughout the year, incorporating teachers and TAs.

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I	High quality education profession		21) Improving teaching and learning: Access regional PL programmes; The Excellent Teacher Programme, OLEVI etc.		<ul style="list-style-type: none"> Improved quality of teaching and learning for individually identified teachers. We have an embedded ethos of collaboration and enquiry established at Griffithstown. All staff meetings provide opportunities to develop and reflect on pedagogy and high expectations. All staff to have appropriate time to research and time is set aside for professional inquiry. All staff have a CPD file containing their professional development records. 	Professional Learning Grant					Amber - 100% of teaching was good or better in 2018-19 and teachers are committed to reflecting on and developing their practice. We need to identify more opportunities for staff to implement aspects of their research and provide feedback on outcomes.
J	High quality education profession		7) Access the regional coaching and mentoring development programme for identified staff.		<ul style="list-style-type: none"> Staff use coaching techniques to support their workforce to become self-improving in their approaches to teaching and learning within and beyond the school. 	Professional Learning Grant					
K	High quality education profession		8) Access the regional Curriculum Reform programme days 1-4 and disseminate back at school/cluster.	13) Attend the spring term 2019 programme and dissemination back at school.	<p>The PL lead shared days 1-4 with staff. Staff now have a greater understanding of curriculum reform.</p> <ul style="list-style-type: none"> All staff have the opportunity to reflect on the curriculum reform during staff meetings and INSET. We have established AOLE teams but these need reviewing due to recent staff changes. Pupil voice informs AOLE and topic planning. We have Young Ambassadors for the UNCRC and other pupil voice groups, e.g. school council and Criw Cymraeg ensures that our pupils are prepared for the realisation of the new curriculum. Learners are confident with their understanding of the Four Purposes. 	Professional Learning Grant		£ 500			Amber - non contact time to work with and disseminate to governors, ensuring that all governors understand the changes to the curriculum and PL actions that have been completed by staff and impact on pupil progress.
L	High quality education profession		9) Accessing regional Research and Enquiry Sessions e.g. Critical Collaboration and Professional Enquiry (CCPE) with University of Stirling. Development of research and enquiry in school etc.		<p>The PL lead attends cluster meetings and ensures that good practice is shared and developed in all participant schools.</p> <ul style="list-style-type: none"> Staff obtain accreditation for improving their knowledge of the requirements of curriculum reform and impact positively within their own school on the realisation of Curriculum for Wales. The PL Lead has completed the work with Stirling University and is working with staff in school to deliver opportunities for professional enquiry through a series of staff meetings and INSET. <p>The PL lead attends cluster meetings and ensures that good practice is shared and developed in all participant schools.</p>	Professional Learning Grant		£ 1,000			Green - PL Lead completed the work with Stirling University and has disseminated back to staff.
M	High quality education profession		19) Identified staff enrol in the Post Graduate Certificate for Curriculum for Wales in conjunction with University of Wales, Trinity St. David.		<ul style="list-style-type: none"> Staff obtain accreditation for improving their knowledge of the requirements of curriculum reform and impact positively within their own school on the realisation of Curriculum for Wales. 	Professional Learning Grant					

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N	High quality education profession		24) School staff access specialist support from a range of Learning Network Schools linked with identified need(s).		<p>We have engaged with an LNS school re: Welsh 2nd Language to support this strand within the PIAP.</p> <p>We are an LNS for Maths and STEM and have provided a series of training sessions at Griffithstown and provided, staff meetings, twilights and INSET for schools across the region.</p> <p>LNS leads in the school have attended 'mastery' training and confirmed that our approach to authentic and practical maths is appropriate. Our leads share new developments in staff meetings and organise triads to enable staff to view each others practice.</p> <p>Our LNS leads also provide new staff with training in our approach to maths and ensure consistency across school.</p>	Professional Learning Grant					<p>Amber - At least one teacher from all year groups have attended training for language packs or pedagogy. LNS providers have also visited school to monitor targets and actions set for individual teachers regarding W2L. The school is on track with this aspect of the PIAP.</p> <p>Green - We have provided intensive support for three schools during 2018-2019 and will support three new schools in 2019-2020.</p> <p>Green - All staff in Griffithstown are confident in delivering effective maths lessons. Consistency is established across both phases.</p>
O	Leaders working collaboratively to raise standards		14) Attendance of Headteachers and PL leads at spring term review of regional curriculum and professional learning event.		<ul style="list-style-type: none"> •Review of progress of the curriculum and review model. We are developing the outcomes of the SLO questionnaire, which will inform the PIAP. •All leaders and learners contribute to shaping requirements of draft curriculum feedback in summer term. 	Professional Learning Grant					<p>Amber - We have amended our school planning format to accommodate the new curriculum.</p> <p>Amber - We are developing a curriculum topic map to ensure that topics are broad enough to incorporate a practical and creative learning to ensure pupils have a full awareness of the Four Core Purposes by the end of KS2</p>

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P	Excellence, Equity and Wellbeing		32) The Wellbeing Lead will attend regional workshops to support the ACE developments.	31) The school will work with the cluster to develop and implement the agreed cluster Wellbeing Strategy.	<p>•School improvement results in leadership, teaching, learning in participant / school in area of identified need. ACE training has been delivered in school and the ACE trainer will deliver to the governors on 9.12.19. Our lead is an ACE Awareness Trainer for the cluster.</p> <p>•Griffithstown was one of the first schools in the EAS to gain Dementia Awareness status and we achieved South Wales Argus School of the Year in recognition for this accolade. We continue to develop wellbeing through regular pupil visits to two local care homes. These links are tweeted every week on our Twitter page.</p> <p>•Increased engagement - The school has completed mindfulness training with a psychologist from the Aneurin Bevan Trust. The principals of this training are embedded across the school. The principals of Growth Mindset are also embedded across the school. We have 6 characters who represent the best features of a healthy mind, e.g. perseverance, and these are referred to in assemblies and lessons. One assembly per half term is dedicated to the story of the Growth Mindset character or a famous person or story that represents the theme.</p> <p>The performance of vulnerable learners are tracked on RAG sheets and INCERTs. SLT members are responsible for monitoring and reviewing data and ensuring that all groups of learners make at least good progress from their starting point.</p>	Professional Learning Grant		£ 500			<p>Green - the Wellbeing lead has disseminated the ACE training to staff in school and led training for staff in all cluster schools. This training has informed our approach to supporting pupils with their social/emotional needs as recorded on the school's intervention provision map. ACE training has informed identification of vulnerable pupils along with the PASS survey that is conducted two time per academic year. Staff complete referral forms to the Wellbeing lead and appropriate intervention is established. This informs the Provision Map that is monitored by the ALNCo. The school is in the process of developing a Nurture Room to support social and emotional interventions.</p> <p>Green - Continued strong links with local care homes.</p> <p>Green - The school continues to work with the LA to deliver the Strive for 95 policy.</p>
Q	Excellence, Equity and Wellbeing		29) The school will identify the most appropriate member of staff to attend the regional PDG workshops.		<p>•PDG allocation is based upon evidence of impact.</p> <p>•The progress of vulnerable learners is tracked effectively, and individual learners make increased rates of progress from their starting points.</p> <p>•The interim impact of the PDG indicates at least 'satisfactory' impact on the progress of learners.</p> <p>PDG is focused on staffing to support targeted interventions with the aim to ensure that all FSM pupils attain at least the expected level at the end of each academic year. PDG is also focused on improving attendance for FSM pupils and the identified staff work closely with the G/T community to ensure that attendance is not a barrier to learning.</p> <p>Develop an FSM provision map in 2019-2020 to monitor and challenge all FSM performance at expected and expected +1.</p>	Professional Learning Grant					<p>Amber - Nearly all FSM pupils achieve the expected level at the end of each year but only a minority achieve expected +1. However, all FSM pupils achieve their targeted level.</p> <p>We will develop a FSM provision map to work alongside the ALN map to ensure that all intervention and support for all FSM pupils can be better monitored and challenged to attempt to increase the percentage of expected +1 pupils.</p>

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R	Excellence, Equity and Wellbeing		20) Identified staff will receive bespoke support from the Wellbeing LNS schools to support professional development priorities.	30) The school will plan to engage with the Family and Community Network strategy.	<p>We have achieved Bronze and Silver awards for the UNCRC Rights Respecting Schools programme. UNCRC Rights are embedded via class mascots called 'Griffy' who spend parts of the week with pupils. Families complete a diary of activities and rights that are enjoyed while with Griffy. Diary entries are shared with the rest of the class, thus reinforcing the rights. Rights are discussed in lessons and rights are incorporated into policies.</p> <p>PASS survey completed two times per year and information informs the identification process for pupils that need intervention. The ACE training also informs the wellbeing intervention process. Intergenerational project is well established with links to Panteg Hospital and Rowan House and Widdershins Day Centre. Y3 to Y6 involved. Y3 pupils visit Widdershins Day Centre every Monday and Y4 - Y6 visit either Rowan House or Panteg Hospital every Friday during Golden Time. The Infant pupils are all trained in dementia awareness via the book 'The Elephant that Forgot'. Family and Community Engagement Sessions include a series of Maths training sessions to support our TAPAS and authentic maths approach.</p>	Professional Learning Grant					<p>Green - UNCRC rights are embedded across the school.</p> <p>Green - ACE is embedded and is part of the information that informs pupil identification for social / emotional intervention.</p> <p>Green - Our dementia awareness project continues to thrive and develop caring and empathetic citizens</p> <p>Green - We are informing families of good practice, e.g. TAPAS and ensuring that parents can support learning at home.</p> <p>Amber - We are in the process of developing W2L learning opportunities for families and liaising with staff at Ysgol Panteg.</p>

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S	Excellence, Equity and Wellbeing		28) The school will begin the work on the cluster More Able developments.		<ul style="list-style-type: none"> •The aspirations for MA learners across the cluster will increase working closely with subject leaders from West Mon School •There will be a common understanding of the criteria and provision for MA learners. The Griffithstown Policy for MA Learners identifies 'More' Able as those working at Expected +1 and 'Most' able working at expected +2. Those children who are 'most' able are in receipt of an IAP and these are monitored and reviewed by the MAT leader. •Individual Pupil tracking indicate strong value added outcomes. •A link cluster representative will be identified. •Learners will be identified from the school MA register who will engage in school and cluster activities. Griffithstown identifies a group of pupils in Y5 who participate in regular learning sessions with a MAT link from West Mon. •The school will assist in designing and implementing 'Master Classes' and More Able related events and activities within the cluster for identified More Able learners. •Collate learner voice feedback following attendance and participation in events and masterclasses. •Complete an end of financial year FADE evaluating activities and events (this will be made into a More Able playlist and shared on the Regional Hub). <p>A group of three pupils were identified from Y5 to attend a cluster University link project, identified from a criteria including FSM. The project was a success and will be repeated in 2019-2020</p>	Professional Learning Grant					<p>Green - teams of MAT pupils have visited West Mon and participated in West Mon lead MAT activities in Griffithstown. The pupils involved all achieved expected +1 data at the end of the year.</p> <p>Green - The FSM pupils who attended the university link all achieved equivalent 2:1 degrees and parents accompanied the pupils to the graduation at Exeter university. Pupil's expectations and ambitions were raised during this process and all pupils met their targets.</p> <p>Green - MAT register updated annually.</p> <p>Green - MAT identified on planning and RAG tracking sheets.</p> <p>Green - Inspirational MAT celebrities are displayed on our G/T display board to encourage resilience and aspiration in our G/T</p>

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T	Excellence, Equity and Wellbeing	High quality education profession	26) The ALN Lead will engage in all regional activity to support the realisation of the revised Code of Practice.	10) All staff will have access to PL to support the introduction of the new Bill.	<p>•The school will have engaged fully in all regional activity with the ALN Transformation plan.</p> <p>The Griffithstown ALNCo has attended all cluster meetings and shared developments at SLT. Staff meetings and meetings with link governor are planned for 2019-2022 to ensure that changes are fully understood and implemented.</p> <p>•The school will have made at least 'satisfactory' progress in meeting the priorities within the ALN priorities within the SDP. We have reviewed our ALN Provision Map to ensure that all intervention for ALN and 'Basic Skills' pupils is identified and updated regularly. All staff complete and review intervention for 'basic skills' pupils half termly and the information and data is shared with the ALNCo to complete monitoring and scrutiny - and ensure that all pupils who are not working at the expected level have sufficient challenge and support.</p> <p>•The governing body are fully informed about the changes. The governing body are informed by regular meetings about the Provision Map and progress of learners and challenge the progress of all ALN/Basic Skills learners</p> <p>•Parents are fully informed about the changes. We will include information about the new ALN Bill in a parent handbook which will be developed as part of the PIAP.</p>						<p>Green - New provision map in place and all staff are fully involved in the identification, planning and review of ALN and Basic Skills pupils.</p> <p>Green - Governors monitor the provision and performance of ALN and Basic Skills pupils.</p> <p>Green - Families of pupils who are ALN or Basic Skills understand the provision and support that their child receives and families contribute to the development and review process of IDPs.</p> <p>Amber - Handbook needs to be completed</p>