

PRIORITY 3: Develop the school's well-being provision to aim to 'Narrow the Gap' / CONTRIBUTION TOWARDS RAISING STANDARDS: 'Narrow the Gap' in attainment between children who suffer 'social poverty', vulnerable children, ALN children, FSM children and the rest of the school

LINK WITH THE SELF-EVALUATION REPORT:	1.1.2 Standards of groups of learners	1.2.2 Participation in learning	2.1.1 Needs of learners and the community
	1.1.3 Achievement and progress in learning	1.2.3 Community involvement	2.1.2 Provision for skills
1.1.1 Results and trends in performance	1.1.4 Skills	1.2.4 Social skills	2.2.2 Assessment of and for learning
			2.3.2 Specialist services/guidance

REASONS FOR THE PRIORITY	SUPPORTING EVIDENCE
<ul style="list-style-type: none"> A need to develop systems to track progress by groups of children – FSM and MAT. Develop better systems to identify the effect of targeting and the impact of spending PDG funding. 	SER FINDINGS
<ul style="list-style-type: none"> A need to strengthen target-setting, assessment and tracking procedures. 	GwE PRIORITIES
<ul style="list-style-type: none"> Targeting required to improve the performance of FSM pupils at the higher levels. 	GwE PRIORITIES
<ul style="list-style-type: none"> A need to strive to narrow the regular gap between the attainment of Girls and Boys at the end of Year 6 – expected levels and higher levels. 	CORE DATA 2014-15
<ul style="list-style-type: none"> A need to improve pupils' behaviour – during playtime and dinner time and reduce the number of exclusions. 	SER FINDINGS/CHILDREN'S QUESTIONNAIRES
<ul style="list-style-type: none"> A need to develop a greater awareness and understanding of effective intervention methods, implementing them in a timely manner. 	GwE PRIORITIES
<ul style="list-style-type: none"> A need to further develop attendance promotion systems – target groups and contact on the first day of absence. 	SER FINDINGS
<ul style="list-style-type: none"> The school is in the fourth attendance quartile for 2014-15 (93.7%). 	ATTENDANCE BENCHMARKS
<ul style="list-style-type: none"> A need to respond to the changes in the ALN procedure. 	LEA PRIORITY

ACTION	SER	SC/OUTCOMES	TIMETABLE/MONITORING	RESPONSIBILITY	COSTS
1.) Develop an Alternative Curriculum provision <ul style="list-style-type: none"> Develop links with Coleg Meirion Dwyfor to offer different educational experiences to Year 6 pupils annually. Encourage pupils who are reluctant to learn in the classroom to develop literacy and numeracy skills in various situations (including boys in particular). Develop a knowledge of their alternative provision for students. Develop collaboration with the College to offer similar sessions for primary school pupils. Indicate links with Literacy and Numeracy in the activities. Monitor the children's attitude towards activities linked to the Alternative Curriculum linked activities to assess impact on involvement in learning. 	1.1.4 1.2.2 1.2.3 1.2.4 2.1.1 2.1.2	<ul style="list-style-type: none"> Children able to link school work (specifically Literacy and Numeracy) to 'real life' situations and realize the value of education. Questionnaires indicating that 80% of children are motivated and that the activities have had a positive effect on involvement in learning. 	An agreed plan for the year with CMD in place by the week of 28.09.15. Questionnaires for children to gather initial information on motivation to work and career aspirations by the week of 07.03.15. A questionnaire at the end of the project to identify impact by the week of 04.07.15.	HEAD/ DEPUTY HEAD Y. 6 TEACHERS	Travel costs to CMD Pwllheli, Dolgellau and Coleg Menai = £700
2.) Strengthen links with parents/equip parents to assist children to improve their skills <ul style="list-style-type: none"> Establish a 'Family Learning Signature' scheme at the school to help parents identify strengths and 	1.1.2 1.1.3 1.1.4	<ul style="list-style-type: none"> 75% of parents invited to attend 'Family Learning Signature' meetings attending. Parents' questionnaires following 'Family Learning Signature' meetings noting that 	Organize collaboration with schools that have experience of implementing FLS by the week of 07.09.15.	HEAD	FLS costs - £1000

<p>areas for improvement in supporting their children’s education. Link the use of FLS with the Physical Literacy Middle Leadership project.</p> <ul style="list-style-type: none"> • Use ‘Family Learning Signature’ data to target any trends among groups of parents to offer them further support to assist their children’s education. Use Physical Literacy as a tool to develop better collaboration between the children and their parents. Collaborate on the FLS/School-to-School Physical Literacy project (with Ysgol Maesincla). • Continue to develop parents’ evenings systems to involve parents in the target-setting procedure, noting the parents’ role and how to provide support at home. • ‘Tric a Chlic’ – continue to provide a presentation for FPR and FP1 parents on how to develop their children’s phonic and early reading skills. Equip parents with the information to help their children at home. • A session for parents who are new to the Foundation Phase to explain the ethos and theory behind ‘learning through experiences’. 	1.2.3	<p>85% of them have realized the value of participating and have adapted their provision to support their children’s education.</p> <ul style="list-style-type: none"> • 90% of parents attending parents’ evenings each term and supporting their children’s education at home through working on their targets with them. • Foundation Phase parents’ questionnaires (summer term) noting that 75% of them use ‘Tric a Chlic’ equipment for parents at home to help to regularly develop phonics and reading. • Parents aware of the Foundation Phase ethos and supporting their children at home. 	<p>Present the FLS background to teachers by 07.09.15.</p> <p>Hold meetings with families by the week of 11.01.16.</p> <p>‘Tric a Chlic’ sessions for FLS parents by the week of 14.03.16.</p> <p>A presentation for new Nursery parents by the week of 20.06.16.</p>	<p>HEAD/FfH</p> <p>FfH</p> <p>HEAD</p> <p>FP CO-ORDINATOR</p> <p>HEAD</p>	<p>Release for schools’ collaboration meetings – 3 x £100 = £300</p> <p>Sian Vaughan costs (Tric a Chlic) - £350</p> <p>Upgrade Foundation Phase outdoor areas – £3,000</p>
<p>3.) Strengthen FSM and MAT pupils’ tracking and targeting systems</p> <ul style="list-style-type: none"> • Ensure that all FSM pupils who have performed below the standardized score of 100 in National Tests from Y. 2 to Y. 6 are regularly identified and targeted. • Teachers to regularly input assessments into Incerts and the SMT then to analyse the assessments (including test assessments too) so as to identify various groups of children. • Individual targets to be set for every individual and target groups identified. Additional one-to-one/ small group support for pupils who have not achieved a S.S. of 100 or who underachieve, using the ‘Tric a Chlic’ scheme, reading diaries, Trugs and ‘Dyfal Donc’ (Literacy), ‘Dyfal Donc’ (Numeracy) and Numicon (Numeracy). • Join Bangor University’s pilot scheme, ‘Headsprout’, to target eFSM children’s reading skills (on-line programme to target English reading skills). • Schedule periods to target MAT pupils at KS2 to ensure that they achieve the higher levels by the end of Y. 6. Use the PDG teacher’s free periods (9.00 to 9.30 a.m.) to target these pupils’ Literacy 	1.1.1 1.1.2 1.1.3 2.2.2	<ul style="list-style-type: none"> • The standardized scores of targeted children improving by 10+ within a target period of half a term (6 weeks). • National tests indicating an improvement in FSM children’s scores with the majority achieving 85+ at the end of the year. • ‘Headsprouts’ – target Y. 3 and Y. 4 pupils – an improvement in FSM cohort reading skills attainment and the standardized scores of targeted pupils above 85 with the school’s result exceeding the benchmarks median. • The percentage of children achieving L5+ at the end of KS2 placing the school above the median annually as regards national benchmarks and comparing favourably with family schools. 	<p>Every teacher to identify morning Literacy and Numeracy target groups and map support for half the term by the week of 28.09.15.</p> <p>Assess FSM pupils’ scores in the tests. Establish FSM target groups to receive an assistant’s support by the week of 28.09.15.</p> <p>Hold internal Reading and Numeracy tests at the end of term to identify progress made by target groups by the week of 14.12.15 (and then at the end of every term).</p> <p>Assess English tests’ results Y. 3/Y. 4 - 85+ above the benchmarks median – September 2016.</p>	<p>ALL TEACHERS</p> <p>SMT</p> <p>DEPUTY HEAD</p> <p>TARGET GROUPS’ ASSISTANT</p> <p>ALL TEACHERS</p> <p>SMT</p>	<p>Additional time for an assistant to complete the targeting of FSM groups - £5,000</p> <p>Contribution to ‘Headsprouts’ scheme - £900</p>

and Numeracy.					
<p>4.) Continue to target attendance, developing good practices of ensuring high attendance:</p> <ul style="list-style-type: none"> Jointly with the Governors' attendance representative, use the attendance self-appraisal tool to identify matters requiring attention at the school. Hold regular meetings with the SMT to discuss attendance/absence to assess any attendance problems, e.g. is there a difference in FSM and non-FSM attendance and to identify statistics for different categories of attendance (e.g. holidays, health, regular absence) so as to target specific children/families. Establish a robust system of contacting parents if a pupil is absent (contact on the first day of absence). Continue to implement the 'Attendance Rewards Wall' every month to encourage children to attend school. Collaborate with catchment area schools to establish guidelines on holidays during school term. Formalize the system of parents having to seek consent to take their children away on holiday. Develop to target children whose attendance is below 95% (90% last year) by maintaining good practices of using SIMS to record absences and identify whom to target. Correspond with any child whose attendance falls below 95% each term to try and encourage fewer absences. Develop stronger links with the Welfare Officer, follow good practice guidelines and prepare action plans for individuals whose attendance is below 90%. 		<ul style="list-style-type: none"> The average attendance of the school's five to 11 year olds raising the school above the benchmarks median. No obvious difference between the average attendance of FSM pupils and that of the rest of the school's pupils. Fewer parents opting to take children on holidays during school time. Almost all children of statutory age with attendance of above 95% unless they have valid reasons, e.g. health problems. 	<p>SMT meeting and Governors' representative to complete the self-appraisal tool and identify areas for improvement by the week of 23.11.15.</p> <p>Weekly SMT meetings to include attendance on the agenda every month from September 2015.</p> <p>Arrangements for contact on the first day of absence in place by the week of 02.11.15.</p> <p>Agreed guidelines for holidays in Glan-y-Môr catchment area schools in place by the week of 11.01.16.</p> <p>A letter to parents of pupils whose attendance for the term is below 95% to be sent out at the end of each term.</p>	<p>HEAD</p> <p>SMT</p> <p>SMT</p> <p>HEAD/ ADMIN- ISTRATIVE OFFICER</p> <p>HEAD</p> <p>HEAD/ ADMIN- ISTRATIVE OFFICER</p>	None
<p>5.) Develop the school's care for the town's underprivileged children:</p> <p>A free After-school Children's Club</p> <ul style="list-style-type: none"> Collaborate with 'Cymru Kids' Clubs' to hold an After-school Club between 3.01 p.m. – 5.00 p.m. Fund places for FSM pupils through the PDG so that they do not have to pay. By charging non-FSM children to attend the club, reserves can be retained to provide free places or for FSM children. Provide healthy refreshments – fruits, milk, toast. <p>Homework Club</p> <ul style="list-style-type: none"> Schedule a Homework Club for KS2 classes – six 		<ul style="list-style-type: none"> Free All-round Care for the town's underprivileged children between 8.10 a.m. and 5.00 p.m. 80% of the FSM pupils using the provision, regularly completing homework and having access to information technology outside school hours. 	<p>This year's parents questionnaire to include a clause on the usefulness of the Breakfast Club and Clwb Cymerau – by the week of 07.12.15.</p> <p>Establish regular homework clubs in every KS2 class by the week of 04.01.16.</p> <p>Monitor the use of homework</p>	<p>HEAD</p> <p>KS2 TEACHERS</p> <p>SMT</p>	<p>Employ three supervisors for FSM pupils (£8 an hour for 2.5 hours a day) for 190 school days in a year = £11,400</p>

<p>classes, one afternoon a week, for every class.</p> <ul style="list-style-type: none"> • Access to school resources to do their homework – internet, laptops, computers, iPads, information books. 			<p>clubs at the end of the year - – the numbers using the clubs and the percentage of FSM children – by the week of 06.06.16.</p>		
<p>6.) Reduce class sizes at KS2 so that FSM pupils are educated in smaller groups by implementing the following:</p> <ul style="list-style-type: none"> • Reduce average class sizes in Y. 5/Y. 6 from 32 to 24 for Literacy and Numeracy lessons. Employ an additional teaching staff member to work part-time (0.5) with target groups which will include FSM pupils. FSM pupils who are not lower tier and in this group benefit from education in smaller classes. 		<ul style="list-style-type: none"> • Incerts assessments indicating that 75% of Y. 5 and Y. 6 pupils make a higher than expected leap in a year in Literacy and Numeracy (KS2 = a leap exceeding 0.5 of a curricular level). • The percentage of pupils achieving L4+ and L5+ at the end of KS2 placing the school above the median annually in national benchmarks and comparing favourably with family schools. • No obvious difference from one year to the next in results achieved by FSM and non-FSM pupils. 	<p>Hold internal Reading and Numeracy tests at the end of term to identify the progress of target groups by the week of 14.12.15 (and then at the end of each term).</p>	<p>ALL TEACHERS</p>	<p>Employ a 0.5 PDG teacher = £16,000</p>
<p>7.) Develop a provision to identify and support vulnerable children</p> <ul style="list-style-type: none"> • Establish a 'PASS' questionnaire scheme for children aged four to 11 to monitor their attitude towards school, work and life, under nine different categories. Target individuals and groups who obtain low scores within the categories using the scheme's resources. • Collaborate with other schools to identify good practices to support children who display difficult behaviour/emotional problems. • School-to-School collaboration (with Ysgol Maesincla and Ysgol yr Hendre) and with GwE on piloting the 'Pivotal Education' behaviour programme – a programme that teaches pupils how to behave appropriately and teaches staff how to respond appropriately and consistently to challenging behaviour. Designate two staff members to attend the training so that they can instruct the remaining workforce to follow the programme and implement it during the year. • Further develop the 'Seasons' programme to include more children who have experienced a loss in their lives. 		<ul style="list-style-type: none"> • Children who display negative attitudes towards life or school identified early on through the 'PASS' questionnaire. • The findings of the second 'PASS' questionnaire indicating an improvement in the aforementioned children's attitude towards work and showing that the targeting sessions are working. • Strong links with other schools that have good practices of supporting children's behaviour/emotional problems developing the school's capacity to support these children. • The 'Pivotal Education' behaviour programme becoming embedded throughout the school so as to prevent any exclusions during 2015-16. • The 'Seasons' programme held twice a year with up to 18 pupils a year receiving support to cope with loss in their lives. 	<p>Place an order for the 'PASS' scheme and provide all teachers with a presentation on its content by the week of 07.09.15.</p> <p>The children to complete the 'PASS' questionnaire by the week of 12.10.15.</p> <p>Establish a network of firm collaboration and share good practices, meeting each term.</p> <p>Two staff members attending 'Pivotal Education' training by 21.03.15.</p> <p>The entire staff trained, and the 'Pivotal Education' programme implemented from 18.04.16.</p> <p>The first 'Seasons' group session by the week of 16.11.15 with the second by 18.04.16.</p>	<p>HEAD</p> <p>HEAD ALL TEACHERS</p> <p>HEAD DEPUTY HEAD</p> <p>HEAD</p>	<p>'PASS' questionnaire – £1,200</p> <p>Release for schools' collaboration meetings – 3 x £100 = £300</p> <p>Pivotal Education Training = £1800</p>

COSTS	
RESERVES	£4,000
EIG	£3,750
PDG	£34,200
TOTAL	£41,950

SUCCESS INDICATORS	EVIDENCE
<p>1.) Develop an Alternative Curriculum provision</p> <p>a) The children motivated, the activities having had a positive effect on involvement in learning as the children are able to link school work (specifically Literacy and Numeracy) to 'real life' situations and realize the value of education.</p>	<p>a) Questionnaire at the end of the project identifying a positive effect by the week of 04.07.15.</p>
<p>2.) Strengthen links with parents/equip parents to assist children to improve their skills</p> <p>a) 75% of parents invited to attend 'Family Learning Signature' meetings attending. 85% of these parents realizing the value of participating and having adapted their provision to support their children's education.</p> <p>b) 90% of parents attending parents' evenings each term and supporting their children's education at home by working on their targets with them.</p> <p>c) Parents supporting their children's education at home from a very young age – aware of the Foundation Phase ethos to support their children at home (FPN onwards) and using 'Tric a Chlic' equipment for parents at home to help to regularly develop phonics and reading (FPR onwards).</p>	<p>a) Audit of FLS impact by the week of 22.02.16</p> <p>b) Questionnaire following parents' evenings – the week of 9.11.15</p> <p>c) 'Tric a Chlic' questionnaire for FPR parents by the week of 25.04.16 Presentation for parents of new Nursery pupils by the week of 20.06.16.</p>
<p>3.) Strengthen FSM and MAT pupils' tracking and targeting systems</p> <p>a) Robust tracking and targeting systems – the standardized scores of targeted children improving by 10+ within a target period of half a term (six weeks).</p> <p>b) National Tests indicating an improvement in FSM children's scores with the majority achieving 85+ at the end of the year.</p> <p>c) 'Headsprouts' – targeting Y. 3 and Y. 4 pupils – an improvement in FSM cohort reading skills attainment and the standardized scores of targeted pupils above 85 with the school's result exceeding the benchmarks median.</p> <p>d) The percentage of children achieving L5+ at the end of KS2 placing the school above the median annually as regards national benchmarks and comparing favourably with family schools.</p>	<p>a) Internal Reading and Numeracy tests held at the end of term to identify the progress made by target groups by the week of 14.12.15 (and then at the end of each term)</p> <p>b) National Tests' results report – September 2016</p> <p>c) English Tests' results report Y. 3/Y. 4 – September 2016 Bangor University data as part of the scheme</p> <p>d) End of KS data analysis report – September 2016.</p>
<p>4.) Continue to target attendance, developing good practices of ensuring high attendance</p> <p>a) The average attendance of the school's five to 11 year olds raising the school above the benchmarks median.</p> <p>b) No obvious difference between the average attendance of FSM pupils and that of the rest of the school's pupils.</p> <p>c) Almost all children of statutory age with attendance of above 95% unless they have valid reasons, e.g. health problems.</p>	<p>a) Ffynnon Data comparison</p> <p>b) SMT's termly report to the Governing Body</p> <p>c) Minutes of SMT meetings – part of the monthly agenda.</p>
<p>5.) Develop the school's care for the town's underprivileged children</p> <p>a) Free 'All-round Care' for the town's underprivileged children between 8.10 a.m. and 5.00 p.m.</p> <p>b) 80% of the FSM pupils using the provision, regularly completing homework and having access to information technology outside school hours.</p>	<p>a) Parents' questionnaire – the usefulness of the Breakfast Club and Clwb Cymerau – by the week of 07.12.15</p> <p>b) Monitor the use of the homework clubs at the end of the year – the numbers using the clubs and the percentage who are FSM children – by the week of 06.06.16.</p>
<p>6.) Reduce class sizes at KS2 so that FSM pupils are educated in smaller groups by implementing the following:</p> <p>a) Y. 5 and Y. 6 pupils making a better than expected leap in a year in Literacy and Numeracy. 75% on track to make a better than expected leap (a leap exceeding 0.5 of a curricular level).</p> <p>b) The percentage of pupils achieving L4+ and L5+ at the end of KS2 placing the school above the median annually in national benchmarks and comparing favourably with family schools.</p> <p>c) No obvious difference from one year to the next in results achieved by FSM and non-FSM pupils.</p>	<p>a) Termly Incerts assessments End of KS data analysis report – September 2016</p> <p>b) End of KS data analysis report – September 2016</p> <p>c) End of KS data analysis report – September 2016.</p>
<p>7.) Develop a provision to identify and support vulnerable children</p>	

- a) The findings of the second 'PASS' questionnaire indicating an improvement in the attitude of children who have negative feelings towards life or school and work, and showing that the targeting sessions are working.
- b) Strong links with schools that have good practices of supporting children with behavioural problems and the 'Pivotal Education' behaviour programme becoming embedded throughout the school so as to prevent any exclusions during 2015-16 and an improvement in the behaviour of challenging children throughout the school.
- c) The 'Seasons' programme – up to 18 pupils a year receiving support to cope with loss in their lives and realizing the value of participating in the sessions.

- a) Compare the first and second 'PASS' questionnaire – the week of 25.04.16
- b) Pupils' annual questionnaires
Exclusions audit 2015-16
- c) End of 'Seasons' programme questionnaire.