

**School Improvement Plan  
Cynllun Datblygu Ysgol**

2025/2026

**Cymuned Ddysgu Ebbw Fawr**Ebbw Fawr Learning Community

Our School Improvement Plan (SIP) provides a high-level overview for the future development of Ebbw Fawr Learning Community. The SIP serves as a plan to achieve the three-year vision for the progress of pupils’ learning and raising standards of the school.

# **Key priorities for EFLC 3-16**

* Reduce budget deficit via grants, partnerships, and fundraising.
* Align staffing/resources to key priorities, focusing on RADY/eFSM.
* Ensure consistent vision, values, and evaluation across phases.
* Align priorities with national/local strategies (T&L, CfW, RADY, etc.).
* Increase governor involvement through direct monitoring.
* Embed 3–16 RADY, Equity, and DARPL policy building on current practice.
* Strengthen cluster work on anti-racism.
* Secure approval and timely build of secondary extension.

# **Key Priorities for Primary and Secondary Phase**

1. Raising achievement of all learners with a focus on specific groups of learners, in particular, eFSM, MAT and ALN
2. Develop pupils’ literacy, numeracy, Welsh and digital skills across the curriculum
3. Implement the Curriculum for Wales across 3-16 and develop a shared understanding of progression.
4. To develop a high-quality self-improving education profession with a focus on improving teaching and learning
5. Continue to improve attendance and the provision of wellbeing for all learners and staff

Table of Contents

1. Whole School Priorities
2. Secondary Phase Priorities
3. Primary Phase Priorities
4. Grant Planning aligned to School Improvement Plan

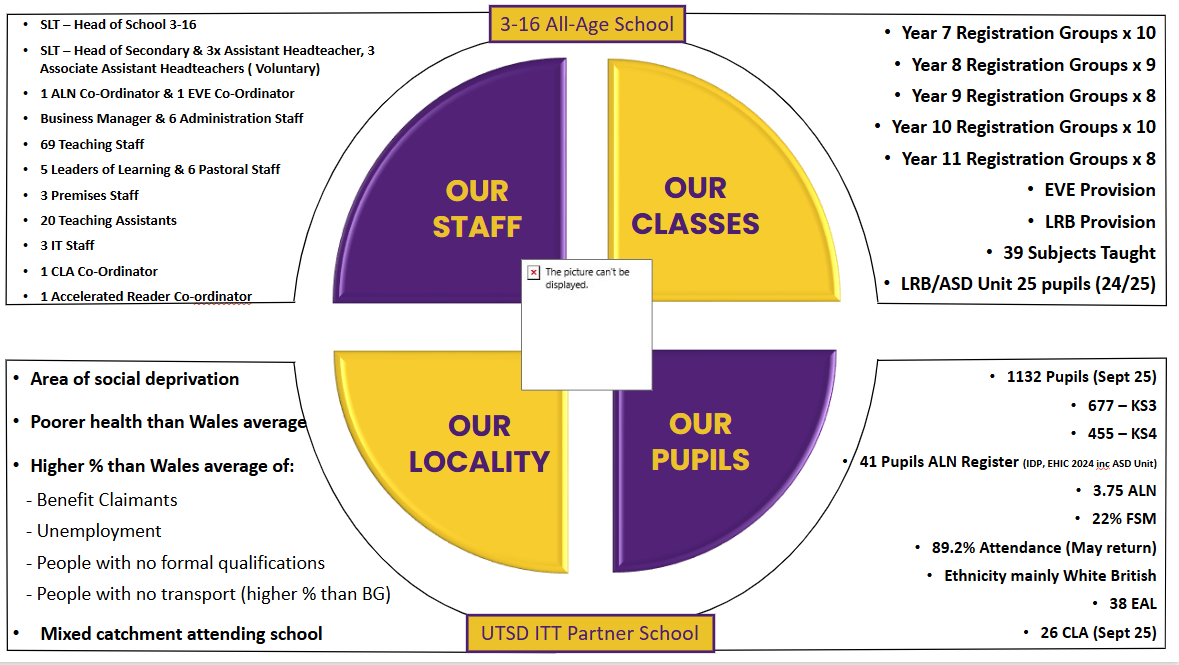
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| **3-16 Whole School Priorities 2025-2026** | | | | | | | |
| **Improvement Actions** | **Success Criteria** | **How will progress be monitored?** | **Staff Lead** | **Monitor** | **Time**  **scale** | **Resources/External support** | **Impact – Including links to FADEs** |
| Continue to reduce the large budget deficit by adopting a proactive and comprehensive approach to alleviate the burden and uphold standards, which includes securing grants, building strategic partnerships and holding community fundraising events. | Deficit  Grants won  Strategic partnerships developed with local businesses | Deficit reduced | MTh | Gov Body | On-going | LA support and SIP  Grant Planning Tools  Management Time |  |
| To ensure resources and staffing levels support key priorities with a focus on maintaining RADY/eFSM through all relevant priorities | Attendance Officers  Pastoral Staff  TAs support ALN  RADY champion  EVE provision  Specialist behaviour support | Improved data  Attendance  Behaviour  ALN  ALN/RADY outcomes | MTh | Gov Body | On-going | Ensure grant planning  Reflects key priorities  PDG/EYPDG total  Total 430k |  |
| To ensure alignment across phases in whole school vision, values, priorities and monitoring and evaluation | Stakeholders aware  Key priorities identified across development planning and performance development reviews | Pupil Voice  Assemblies  Parental voice  PDR  ME Calendars | CL / SR / MTh | Gov Body | On-going | Management Time |  |
| To ensure alignment of school priorities with national and local strategies in particular: T/L, Recycling, Attendance, CfW, Reading, RADY, Self-Evaluation | Strong MER  Robust SERs  Detailed SIPs, RAG rated termly  RADY policy | RAG rated SIP  Gov minutes  SIP reports ( Bev Cole) | CL / SR | MTh | On-going | Management Time |  |
| To continue to develop governor involvement in monitoring school priorities by collecting first hand evidence | Governors involved in learning walks cross phase  Calendar of events  Behaviour and safety  Healthy Eating  Learning and Teaching – Environment | Gov’s Monitoring Fade Reviews written on each area and contributing to whole school self-evaluation | MTh | Gov Body | July 2026 | Governor Meetings  Governor Reviews |  |
| Embed the 3-16 policy for RADY, Equity and DARPL building on the good practices of anti-racism weeks, professional learning and respect intervention campaign. | Policies embedded | Learning Walks  Pupil Voice  Book Looks  PL Offer | CL / SR | MTh | July 2026 | Management Time |  |
| Continue to develop a cluster approach for developing an anti-racism approach. | Cluster approach embedded | Cluster Minutes | CL | MTh | On-going | Cluster Grant Funding |  |
| To ensure secondary extension is approved and built to time | Extension completed by Jan 2026 | Monthly meetings with LEA | MTh | Gov’s | Jan 2026 | 3m band B |  |

Three-Year SIP overview

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| Link to National and Local Priority | Key Priority  2025-2026 | Key Priority  2026-2027 | Key Priority  2027-2028 |
| Strong and Inclusive school committed to excellence  Plan for teaching that secures good progress particularly for vulnerable learners.  Assessment, evaluation and accountability which support a self-improving system | Continue to raise standards for all groups of learners by:   * Strengthen self-evaluation and improvement planning processes to focus more on impact of learning * Evaluating current curriculums * Further embedding RADY approaches to ensure sustained good progress is made in T/L * Ensure all pupils achieve highest outcomes against capped 9 through a bespoke curriculum * Ensure FSM pupils achieve highest outcomes against capped 9, including developing bespoke curriculums where needed * Monitoring the attendance of groups further by adopting the EWS pathway system and adopting a more robust approach to tracking attendance 3-16 * Developing a whole school approach to improving attitudes towards learning by reducing numbers of FTEs by continuing to embed relationships behaviour policy and looking at alternative curriculums. | Continue to raise standards for all groups of learners by:   * Evaluating curriculum provision * Robust M/E Calendar * Creating bespoke curriculums * Ensuring English, Mathematics and Science outcomes are above similar schools in the top, middle and bottom groups of learners * Ensuring FSM pupils achieve highest outcomes against capped 9 * Improving attendance further by monitoring effectiveness of the EWS and tracking system * Monitoring effectiveness of the behaviour and relationships policy | Continue to raise standards for all groups of learners by   * M/E Calendar * Bespoke curriculums * English, Mathematics and Science outcome to be above similar schools in the top, middle and bottom groups of learners * Ensure FSM pupils achieve highest outcomes against capped 9 |
| Plan for teaching that secures good progress particularly for vulnerable learners. | Continued focus to raise standards of pupils’ literacy  , and digital skills to impact on outcomes and to provide consistent skill development across all areas of the school to include:   * Continue to embed whole school literacy policy with a continued focus on improving reading, extending opportunities for writing and introduction to oracy * Improving provision of digital skills * Continue to embed a whole school numeracy policy with a focus on those subjects that are numeracy rich * Continue to embed a curriculum provision for RSE diversity and careers using pupil voice to inform. Increased focus on authentic links within departments | Continued focus to raise standards of pupils’ literacy, numeracy, and digital skills to impact on outcomes and to provide consistent skill development across all areas of the school.   * Evaluate curriculum provision to analyse provision for RSE and careers * Evaluate current provision and impact. | Continued focus to raise standards of pupils’ literacy, numeracy, and digital skills to impact on outcomes and to provide consistent skill development across all areas of the school. |
| Strong and Inclusive school committed to excellence | Continue to work on the Cymraeg Campus award - Welsh language development strategy.  Collaborative further with other schools and share good practice. | Evaluate Welsh language provision and strategy for effectiveness | Further embed the Welsh language development strategy  Collaborative further with other schools and share good practice. |
| Assessment, evaluation and accountability which support a self-improving system | Evaluate departmental curriculums for CfW and evaluate KS3 termly for purposeful learning.  Continued commitment to professional development for all staff using Ebbw Fawr Project Pawb and a bespoke Walkthru approach | On-going evaluation of CfW schemes of learning.  Continued commitment to professional development for all staff | On-going evaluation of CfW schemes of learning.  Continued commitment to professional development for all staff |
| Assessment, evaluation and accountability which support a self-improving system | Continued focus on improving and developing teaching and learning to impact positively on pupil outcomes and standards, specifically:   * Continued focus on embedding and improving key aspects of teaching including Project Pawb and key Walkthru principles through coaching * Further training for all staff on challenge and expectation, independent learning, literacy, AfL and progression principles | Continued focus on improving and developing teaching and learning to impact positively on pupil outcomes and standards, such as:   * Ensure staff expertise meets the needs of learners * Increased uptake of learning coaches | Increased numbers of coaches  Continued commitment to professional development for all staff |
| Developing a strong and inclusive school committed to excellence, equity and wellbeing | Continue to implement the whole school approach to behaviour, mental health and wellbeing including:   * Evaluation of behaviour policy * Increased pupil, staff and parental voice * Increased support for vulnerable families and learners in the current economic climate * Whole school strategies to tackle sexual harassment * Whole school strategies to meet changes in recycling laws and embed a sustainable culture * Whole school strategy for DARPL | Further embed the whole school wellbeing strategies including wellbeing, sustainability, safety etc | Continued implementation of developed stakeholder voice activities |
| Developing a high-quality education profession | Continued focus on improving and developing middle leaders to evaluate and monitor progress and learning effectively | Further embed the work of the middle leaders as drivers of the school | Continued commitment to professional development for all middle leaders |

* **PLT – Head of Primary, Assistant Head & ALNCo**
* **8 Full-time & 1 Part-time teacher**
* **1 HTLA leading the nursery**
* **Family Engagement Officer**
* **10 TAs**

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| EFLC Secondary Improvement Plan 2025-2026 | | | | | | | | |
| **School Priority 1:** Raising achievement of all learners with a focus on all groups including disadvantaged, MAT and ALN | | | | | | | | |
| **Self-evaluation-why?**  In the secondary phase, many pupils make at least suitable progress, and a few make strong progress in lessons and over time.  In 2025, the school achieved its highest ever Capped 9 score of 387.75, significantly exceeding the target of 362 and continuing a strong upward trend. This reflects the impact of a broad, inclusive curriculum and sustained improvements in teaching and learning. All but one pupil achieved 9 qualifications, and 99.5% met the Level 1 threshold, with the only exception being a learner on roll through an Education Welfare Service agreement.  Performance at the Level 2 threshold (including English and Maths) rose to 51.7%, a modest improvement from 2024, though slightly below the 2025 target of 53%. The 5A/A\* measure increased to 12.08%, the highest since 2022, indicating improved stretch and challenge for more able learners. However, improving outcomes for MAT learners remains a priority and in 2025/26 the school will continue to enhance its provision and tracking of MAT pupils.  Core subject performance was particularly strong in Science, with an average point score of 38.8, exceeding the school’s target of 38 and marking the highest result in five years. Welsh Second Language also showed a significant recovery, with 53.9% achieving Level 2, up from 41.2% in 2024, reflecting the impact of targeted curriculum development. Literacy remained stable at 38.4 points, while numeracy improved to 37.3 points. Although Level 2 numeracy outcomes dipped to 57%, falling short of the school’s target of 61.8%, this remains approximately 5% above the all-Wales WJEC figure of 52.1%, indicating relative strength in this area.  Crucially, eFSM learners exceeded their targets across all prior attainment bands:   * Capped 9 for eFSM learners rose to 359.95, nearly 20 points above target, narrowing the gap with non-eFSM learners. * Top third eFSM learners achieved 397.57, exceeding both their target and the overall school average. * Middle and lower third eFSM learners also exceeded targets, reflecting the impact of RADY and targeted intervention strategies. * 100% of eFSM learners achieved the Level 1 threshold   Although the CLA and ALN cohort was small with 4 learners and 8 learners respectively, outcomes were mixed. CLA and ALN learners exceeded targets in some areas, including Capped 9, but gaps remain in others. These groups will continue to be closely monitored to ensure equity of progress and in particular progress of ALN learners against targets on IDPs will be a focus.  Gender-based analysis shows that both male and female learners exceeded their Capped 9 targets, with females achieving a particularly strong average of 394.99 (target: 374.83) and males achieving 381.12 (target: 367.57). However, male learners underperformed in Level 2 English and Maths against school targets and this will remain a focus through the school’s existing ‘golden group’ strategies.  Fixed-term exclusions increased by 22%, rising from 147.5 days in 2023–24 to 180.5 days in 2024–25. For the first time since the pandemic, the school also permanently excluded two pupils following serious incidents. Exclusions are concentrated within a small cohort: ten learners account for over half of the total days lost, including several complex CLA cases. The school is working with cluster primary ALNCos to improve early identification, establish IDPs and strengthen transition for pupils with greater needs. Reducing exclusions through targeted interventions and preventative strategies remains a key priority.  Key Stage 3 literacy and numeracy standards continue to improve in 2024/25, supported by robust tracking using GL reading assessments and NNT scores. Around a third of KS3 learners read 2 years or below their chronological age. However, from baseline testing in the Autumn term, reading standards show consistent gains across all year groups. The Year 7 cohort made the strongest progress, with mean standardised scores increasing by 5.6, including notable improvements among eFSM learners (+7.4) and males (+6.7). Year 8 achieved a mean increase of 4.3, with females (+6.2) and eFSM learners (+7.7) showing particularly strong gains. Year 9 improved by 4.9 on average, with balanced progress across genders and a 4.4-point rise for eFSM learners. Almost all English classes recorded increases in standardised scores, resulting in an overall increase in mean reading age of approximately 0.9 years across all of KS3. These outcomes demonstrate the impact of targeted reading strategies and classroom support, while highlighting the importance of continuing interventions for learners who are below standard. Despite these standards, improving literacy levels of our learners remain a priority.  Numeracy outcomes, tracked through NNT scores, also show positive progress when following cohorts across KS3. The Year 7 cohort from 2023/24, now Year 8, improved ≥115 scores from 22% to 25%, with <85 scores stable at 14%, reflecting progress for higher-attaining learners alongside a small number of pupils requiring further support. The Year 8 cohort from 2023/24, now Year 9, increased ≥115 scores from 16% to 25%, with <85 scores steady at 16%, demonstrating effective support for more able learners while continuing to focus on those less able learners. eFSM learners have made particularly notable gains: the Year 7 cohort (now Year 8) increased ≥115 from 3% to 13%, though <85 rose from 25% to 32%, while the Year 8 cohort (now Year 9) rose ≥115 from 10% to 21%, with <85 stable at 26%. Overall, cohort tracking confirms that targeted interventions and whole-school strategies are successfully improving outcomes for higher-attaining learners while supporting lower-attaining pupils, particularly within the eFSM group. | | | Key goals   * Raise outcomes for MAT learners by improving 5A/A\* achievement and using a more robust tracking system. * Improve Level 2 English and Maths outcomes, with particular focus on boys. * Continue to raise literacy and numeracy across KS3 and KS4, including reading progress and narrowing gaps for eFSM and ALN learners. * Reduce exclusions and improve behaviour through high-impact interventions, relationship-focused strategies, and preventative approaches. * Enhance transition and early identification for learners with BESD or additional needs by establishing IDPs earlier and strengthening pre-secondary cluster support. * Maintain success in core subjects, embedding RADY strategies and the ‘golden thread’ across KS3. * Improve attendance and punctuality, reducing persistent absenteeism across all groups but especially eFSM learners. * Refine monitoring and evaluation through a robust calendar of activities, DDPs, and cohort tracking to focus on the impact of interventions. | | | | | |
| **Improvement Actions** | **Success Criteria** | **How will progress be monitored?** | | **Staff Lead** | **Monitor** | **Time**  **scale** | **Resources/External support** | **Impact – Including links to FADE documents** |
| Strengthen self-evaluation and improvement planning processes by including all stakeholders to focus more on impact of learning 3-16. Each review to focus on RADY, ALN, MAT and CLA | * All staff aware of M/E calendar * All FADE documents and actions focus on learning and provision * Data and communication system improved | Calendar produced with link documents  Follow up FADEs  Data systems used to initiate interventions | | SR / BTW | MTH | Sept 25+ | Time  Governors and SIP support |  |
| Continue to develop whole school documentation to support leadership and improvement by establishing a centralised system at EFLC, where DIPs, meeting priorities and agenda items are set centrally and consistently cascaded to all relevant teams. | All CTLs and HOY to submit DIPs which complement SIP and focus on learning and provision  Minutes of depts are all focused on whole school priorities  All FADEs linked to SIP | Submission of evaluative plans to SLT  Minutes  FADEs on SIP | | SR / BTW/ MTh | MTh |  | Management time with middle leaders |  |
| Further develop the Professional Learning Platform for recording lesson/peer observations and drop-ins. Link these to resources enabling staff to access targeted support and training based on their individual development needs. | All staff have easy access to professional development material | Staff surveys | | JC | BTW | Dec 25 | Management Time |  |
| Identify middle leaders who would benefit from targeted training on analysing and interpreting multi-strand data to enhance the accuracy of KS4 predicted grades and strengthen the monitoring and tracking of pupil performance. | Staff accurately predict GCSE outcomes more closely | Interim Data | | HW | SR | Termly | Time during departmental meetings |  |
| All middle leaders to increase their focus on the impact of teaching on learning by using the developed inhouse PD Platform for learning walks | All lessons obs / professional development sessions are recorded and focus on impact of teaching on learning | Reports run | | BTW | SR | Sept 25+ | PD Platform |  |
| SLT to develop a rigorous and multi strand whole school tracking system so that effective monitoring and tracking especially of CLA, AN, ALN and FSM pupils can take place at Key Stage 3 and at Key Stage 4. Tracking systems to include systems from the GL assessment suite and to look at starting points at each phase. | * Staff using fewer tracking systems * M/E calendar to include activities aligned with data entry. * SLT meetings focus on findings from data entry. * All staff trained in new systems * Students causing concern identified and intervention implemented. | SLT and line management meetings and minutes  Golden group minutes  Improved performance of all groups including efSM learners by early identification  NRTs, GL and FFT reading data, spelling age and PASS data | | BTW/HW/OM/AC | SR / MTh | On-going | GL Assessment suite  Callio  Classcharts  Accelerated Reader (AR)  8k |  |
| Enhance tracking and intervention for ALN pupils through termly data reviews and targeted support and analysis at senior leadership meetings. Ensure all pupils contribute to and understand their targets and are actively involved in creating their One Page Profiles. | * Clear evidence of ALN pupil progress * Bespoke 1:1 and group interventions * FADE documents in place * SMART targets co-constructed with pupils | ALN Trackers  Progress against individual targets  Pupil voice  OPP, IDP, ILP | | CL / SR / ALNCo | MTh | Oct 25 + | Data tracking system |  |
| Initiate middle leader data training to empower staff to review student attainment against benchmark KS4 target grades at a student level detail, routinely challenging under-achievement in their subject area. KS3 data to be monitored for progression against curriculum | Middle leaders to schedule subject learning reviews following each data drop, implementing targeted interventions where underachievement is identified. | At line management meetings | | OM | SR | Sept 25+ | GL Assessment  SMID  Callio  Classcharts  AR  2k  10k |  |
| Regularly review the bespoke provision and curriculum for off-site RADY learners to ensure it remains responsive to their needs, introducing targeted programmes to reduce the risk of NEET outcomes. | * Individual pathways established for off-site learners with Increased percentage taking work or study related opportunities in a post –16 setting. * Increased attendance, fewer exclusions and improved PASS scores | Termly review of pathways against targets | | CP/RC | SR | Oct 25+ | GL Assessment  EWS Pathway  Class charts  AR |  |
| Identify the Year 10 MAT group in the Spring Term and the Year 11 group in the Autumn Term, using Interim 1 and 2 data to expand the cohort and target support for achieving the 5 A\*/A measure. | * Increased attendance at after-school revision sessions * Consistent participation in Masterclass sessions * Active engagement with assigned mentors * Increase in 5 A\*/A measure | ½ termly with interim data | | HW | SR | Y11 Nov 25  Y10 Jan 26 | MAT Register |  |
| Increase the residual of students achieving the 5 A\*/A measure by continuing to develop the comprehensive MAT programme for year 10/11 linked to the Seren programme at Coleg Gwent to actively seek out and motivate potential MAT students. | * Increased pupil voice scores in relation to MAT. * Examination performance * Attendance at Masterclass Sessions | Increased awareness of SEREN opportunities in pupil voice  Seren minutes and strategy shared with Governors. | | AC | SR | Aug 26+ | SEREN Programme  Time |  |
| Embed and enhance the whole-school MAT strategy (11–16) through targeted enrichment opportunities.   * Deliver subject-specific masterclasses, workshops, and tutorials (e.g., mock legal trials for oracy). * Provide access to a broad range of extra-curricular opportunities (e.g., STEM clubs, debating, coding, creative writing, music, sports academies). * Engage learners in competitions, university outreach, and enrichment events. * Ensure targeted invitations for MAT learners to all enrichment activities. | MAT pupils demonstrate increased engagement and aspiration through participation in enrichment activities and leadership opportunities.  Positive trends in pupil voice survey responses regarding access to and impact of enrichment opportunities.  Increased attendance of MAT learners at targeted extra-curricular events and masterclasses.  Evidence of effective targeting through higher participation rates from invited MAT pupils and parent engagement. | Pupil voice | | Ass AHT | SR | Sept 25+ | Management Time  Coach Costs  EAS support/access to Seren Programme |  |
| Key Stage 3 MAT pupils make sustained progress above expected levels in literacy and numeracy | Teachers use higher-order questioning in lessons and extension activities in class  Positive pupil voice around challenge and engagement  Reduced underachievement or disengagement among higher-prior attainers. | Learning walks Book Looks | | CLTs | BTW/OM | July 26 | Management time |  |
| Maintain the legacy L2+ performance by using existing golden group practices | L2+ legacy results are maintained and meet or exceed targets set | ½ termly interim data shows students on track to meet targets | | HW | SR | July 26+ | Management time - CTLs |  |
| Introduce SPARX reader to improve pupils’ reading fluency, comprehension, and engagement by providing personalised, adaptive reading practice that builds confidence, supports vocabulary development, and fosters a positive reading culture. | Raise the reading ages of pupils below age-related expectations by at least six months over the academic year | Termly testing of reading ages  FADE documents  Lesson observation and book looks | | RCH / CP | BTW | July 26+ | Literacy Policy |  |
| Introduce FFT practices to accelerate reading progress for struggling and reluctant readers by providing structured, evidence-based interventions that develop decoding skills, fluency, comprehension and reading confidence through regular, targeted support. | Identified pupils make measurable progress in reading age (e.g., 6+ months within a given time.) | NGRT Reading Data | | RCH / CP | BTW | July 26 | Literacy Policy |  |
| Initiate RADY uplift to the new year 7 Continue RADY uplift with Year 8 and 9 – Tracking sheet established. Share RADY uplifts with all listed staff | Uplift in place by Sept 2025 | Decrease the performance gap between eFSM and nFSM | | OM | SR | Sept 25 | Management time  EAS |  |
| Reduce the gap between the attendance of FSM and non-FSM pupils to less than 9% by using targeted approaches including termly EWS blitzs and AIMS | Gap is smaller than 9%  Carry out AIMs for FSM pupils in KS4 to identify barriers to education.  EWS attendance blitz | Data tracking of attendance  Record of AIM, Attendance Intervention and External Support. | | OM / HW | SR | Termly | Management time  Class charts  Callio |  |
| Maintain improved punctuality by implementing robust monitoring and tracking systems, with targeted interventions to ensure late marks remain below 3%. | Rate of session lateness falls below 3% | Data tracking of lateness  patterns by FEO  communicated to parents and SLT. | | OM / HW | SR | Half termly | Management time  Class charts  EWS Support  TA support for data input |  |
| Reduce the rate of persistent absenteeism to below 12% by using EWS attendance action plans for targeted groups and increased FEO | Rate of persistent absenteeism falls below 12% | Attendance data | | OM / HW | SR |  | Management time  Callio  EWS support  5k |  |

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| **School Priority 2:**  Develop pupils’ skills in literacy, numeracy, Cymraeg, digital and wider skills across the curriculum | | | | | | | | |
| **Self-evaluation-why?**  Many pupils develop their literacy, numeracy, digital and wider skills well as they progress through the school, with particular strengths in reading, speaking and creative expression. Monitoring and evaluation activities, including book looks and pupil focus groups conducted with the school improvement partner, evidence that the whole-school reading policy is consistently applied in most subject areas.  Reading skills have continued to improve. GL assessments confirm that pupils’ average reading ages are increasing at a rate greater than the passing of time, with a majority of learners now reading within one year of their chronological age. As highlighted in the Priority 1 evaluation, Year 7 learners improved their mean reading standardised score by +5.6, Year 8 by +4.3 and Year 9 by +4.9, with particularly strong gains among eFSM learners (+7.4 in Year 7, +7.7 in Year 8, +4.4 in Year 9). These outcomes demonstrate that interventions are having a positive impact on disadvantaged learners. The introduction of SPARX Reader has further enhanced provision at Key Stage 3, providing a systematic approach to promoting a love of reading. Early signs are encouraging, with engagement rising, and evidence will be evaluated at key points throughout the next academic year.  In writing and oracy, pupils are increasingly confident in using subject-specific vocabulary and structuring responses. The Frayer model and guided reading templates are embedded in many departments, and peer observations confirm the growing impact of Walkthru questioning strategies. However, extended writing opportunities are not yet consistently signposted across all schemes of learning, and a minority of pupils continue to make errors in spelling, punctuation and grammar.  In numeracy, the use of skills checkers and related “Do Now” tasks within maths lessons continues to be effective in identifying and closing gaps in procedural knowledge. Many pupils can draw and interpret graphs accurately following the “SALUTE” approach, but progress now needs to move beyond consistent bar chart presentation to more complex data handling techniques, particularly through numeracy-rich subjects such as ICT and DT. Book looks confirm strengths in number skills and data analysis, but some pupils still display weak basic concepts that hinder progression.  Digital skills are developing well, with the majority of pupils confidently using Chromebooks and following the school’s digital presentation code. Partnerships such as the CyberFirst Award application and the Thales Cyber Club have raised the profile of computing and improved participation from girls and RADY learners. However, progress needs to extend beyond the producing strand of the Digital Competence Framework, with a growing focus on developing the Data and Computational Thinking strand and ensuring the Citizenship strand is fully embedded in the RSE curriculum.  Welsh language development remains a strong and growing feature. The school achieved the Gold Cymraeg Campus Award in the secondary phase, reflecting a whole-school commitment to celebrating Welsh culture. Pupils engage positively with assemblies, cultural events, and trips such as Llangrannog, while Criw Cymraeg have extended opportunities within the community. Nonetheless, opportunities for incidental use of Cymraeg outside formal Welsh lessons are still underdeveloped.  Careers and wider skills provision is a strength, with strong partnerships and alumni engagement contributing to the fact that nearly all learners move on to further education, training or employment. Creative skills in performance and sport also remain a notable strength of the curriculum.  Overall, literacy and particularly reading are key strengths, supported by consistent whole-school practice and the introduction of SPARX Reader. Numeracy continues to develop but requires greater depth in data handling and application across subjects. DCF skills are developing well but need to expand into data and computational thinking, and Welsh language development is secure but requires more incidental use across the curriculum. | | | **Key goals**   * Embed the literacy policy consistently, including EF feedback code, guided reading and vocabulary strategies. * Implement SPARX Reader across KS3 and evaluate its impact on reading progress and engagement. * Increase extended writing opportunities across all literacy-rich subjects. * Strengthen numeracy by moving beyond bar charts to complex data handling, especially in ICT and DT. * Continue using maths “Do Now” skills checkers to close procedural gaps and extend good practice to other subjects. * Map and monitor progression of LNF and DCF across all departments. * Expand DCF provision to include Data & Computational Thinking and embed Citizenship within RSE. * Ensure consistent digital organisation of pupil work on Chromebooks. * Develop partnerships to raise RADY aspirations and increase girls’ participation in digital careers. * Continue to promote bilingualism and celebrate Welsh culture through Eisteddfodau and Languages Day. * Strengthen RSE, Human Rights, diversity and careers education with authentic learning opportunities. | | | | | |
| **Improvement Actions** | **Success Criteria** | **How will progress be monitored?** | | **Staff Lead** | **Monitor** | **Time**  **scale** | **Resources/External support** | **Impact to date** |
| LITERACY | | | | | | | | |
| Purchase and launch SPARX Reader to improve pupils' reading ability, engagement, and confidence—particularly for learners with lower reading ages or limited motivation.  Engage with parents to promote SPARX use at home. | Reading ages improve at key stage 3 to within 1 yr of chronological age or at a rate greater than time lapsed. | Class progress through the platform’s analytic | | CP / RC/ AMc | Weekly | Sept 26 | £5000 |  |
| Train all English teachers in tracking pupil progress in Sparx and highlight underachievement fortnightly | Struggling readers identified quickly  Feedback from pupil voice surveys reflects improved attitudes toward reading.  Data from SPARX and reading assessments show an increase in reading ages over time. | Time spent reading  Books started and completed  Words read  Comprehension performance  Vocabulary acquisition  Weekly and cumulative reading progress | | CP/RC, English teachers | Fornightly | Sept 25+ | Management time |  |
| Literacy KS3 raising standards meetings held termly at SLT | Targeted literacy intervention | Timetables for intervention  SLT Minutes | | MPH/ CP/RC/SLT | BTW | Sept 26+ | Management time |  |
| Embed ‘disciplinary literacy’ across the curriculum by supporting teachers to teach students to read, write and communicate effectively in their subjects. | Book looks include evidence of disciplinary literacy and deliberate vocabulary development.  Teachers feel confident to support middle and lower classes to read, write and communicate | Book looks  Pupil Voice  Staff surveys | | CP/RC | BTW | Sept 25 + | EEF  Whole school literacy policy  INSET |  |
| Revise the whole-school guided reading template and Frayer vocabulary sheet to enhance subject-specific reading and text familiarity across the curriculum. | Book looks show all staff using subject reading templates and increased sophistication of use of tier 2 and 3 words (spoken and written) | Book Looks  Pupil Voice | | CP/RC | BTW | Nov 25+ | Management time |  |
| Evaluate form time reading strategies to include more student friendly texts as identified from pupil voice | All form tutors of years 7-10 reading to pupils twice per week | Learning walks | | CP/RC  HOY | BTW | Oct 25+ | Literacy Resources |  |
| Provide high-quality literacy interventions through FFT for struggling students and monitor effectiveness using the new data tracking system. | Reading ages improve at key stage 3 to within 1 yr of chronological age or at a rate greater than time lapsed. | Pupil voice  Book looks | | CP/RC | BTW | July 26 | FFT cost  TA cost |  |
| Continue to ensure that all key stage 3 pupils visit library on a rotation over term to encourage a love of reading | Library is exposed to more pupils | Pupil voice | | CP/RC | BTW | July 26+ | Management time  Extra appropriate books  1k |  |
| Continue to embed the use of the Walkthrus questioning techniques such as ‘Questioning for Understanding’, ‘Say It Again Better’ and ‘Right is Right’ to promote better oracy in classes. | All staff to use Walkthrus questioning strategies | Learning walks  Lesson Obs | | CP/RC | BTW | July 26 | Management time |  |
| Delivery of half-termly skills sessions to embed the whole-school literacy strategy and support numeracy-rich departmental development | Whole school literacy strategy used in all lessons across all departments | Minutes of skills meetings  Lesson Obs  Book Looks | | CP/RC | BTW | ½ Termly | Management time |  |
| Embed a whole school strategy to structure speaking and listening activities | All staff use the oracy success criteria as a tool to improve speaking and literacy | Lesson Obs  Book Looks | | CP/RC | BTW | Feb 26 | Management time |  |
| All literacy rich areas to continue to develop more opportunities for extended writing by CTLs signposting areas in SoL. | Opportunities tracked by Literacy leader | Lesson Obs  Book Looks  Pupil Voice | | CTLs | CP/RC | July 26 | Managment Time |  |
| Provide professional development opportunities for teaching literacy for all staff including tools to teach advanced reading skills. | Training days and materials | Book Looks  Lesson Obs | | CP/RC | BTW | July 26+ | INSET  Directed time |  |
| Trial the use of Carousel spellings quizzes to build on primary approach to teaching spellings in year 7 and 8. | Humanities and Nurture staff use spelling tests | Book Looks  Carousel Learning analysis | | CP / RC | BTW | Oct 25+ | Managment time |  |
| NUMERACY | | | | | | | | |
| Following NNTs ensure a robust system of analysing results is in place to identify and support key pupils.  Initiate MAT activities to stretch pupils with SAS 115+  Targeted support programme with numeracy TA for pupils with SAS < 85  Share pupil names (with prior attainment of less than 85 in procedural scores) with numeracy rich subjects in order that targeted classroom scaffolding takes place in lessons. | Greater confidence in answering numeracy style questions.  Improvement in NNT scores. | NNT data, pupils' work  Dept database  **NL**  **Minutes SLT** | | HS | SR/JCL | Sept – Jul 26 | Mgt Time |  |
| Further develop ‘Battle of the Bands’ as a vehicle to improve multiplication in cluster primaries | All pupils from feeder primaries use the application and improve times tables | Pupil voice | | HS/OM | SR | Dec 25+ | Mgt Time |  |
| Audit the current coverage of data handling across numeracy-rich departments and provide targeted CPD on the use of varied data representations (e.g., line graphs, scatter plots, pie charts). | Audit identifies strengths and gaps in data handling coverage  CPD sessions are delivered and measured through attendance and staff evaluation feedback  Increased staff confidence in teaching a wider range of data representations. | Book looks  Line-management meeting and skills meeting minutes  INSET/skill meeting minutes/resources | | HS | SR | Dec 25 | Management Time  INSET |  |
| Develop and embed a whole-school approach for numeracy rich subjects to data handling that enables pupils to accurately draw, interpret, and analyse a range of graphical representations such as line graphs, scatter graphs, pie charts and not just limited to bar charts. | Consistent use of varied and appropriate graphical representations seen in lessons and pupil work. | Book looks  Line-management meeting and skills meeting minutes  INSET/skill meeting minutes/resources | | HS | SR | Dec 25+ | Management Time  INSET |  |
| Collaborate with ICT/DT departments to develop authentic numeracy opportunities (e.g., spreadsheets, coding with data, simulations). | Technology SoL identifies and includes appropriate numeracy-rich tasks. | Book looks  SoL  Audit and mapping of Numeracy Framework  Dept minutes  Learning Walk | | HS | SR | Dec 25+ | Management Time  INSET |  |
| Ensure feedback to pupils in books refers to numeracy if the task given contains numeracy activities. | All feedback to pupils referenced numeracy if part of the given task | Book looks  Line-management meeting and skills meeting minutes  INSET/skill meeting minutes/resources | | HS | SR | Dec 25+ | Management Time  INSET |  |
| To support the teaching of the new GCSE specification department will develop and deliver structure strip problems for pupils to discuss their thinking/ further develop their oracy skills within maths lessons. | Improved pupil oracy  Strong results in new GCSE Mathematics | Book looks  Lesson observations  **Maths Dept** | | JC/ HS | SR | Sept – Jul 26 | Management Time |  |
| Continue to improve the accuracy of pupils’ numeracy skills through the identification of gaps through refinement of maths department Skills Checkers and consequent Do Now activities. | Improvement in identified skills through skills checkers.  Do Now activities reflect gaps in skills.  Improvements in subsequent Skills Checkers | Skills checker results.  Book looks  Lesson observations  **Maths Dept** | | HS | JCL | Sept –Jul 26 | Management Time |  |
| Develop common pedagogy strategies for numeracy rich subjects and further share support materials such as reference materials and examples and non-examples of highly effective practice through timetabled skills meetings. | Booklet of numeracy examples to share across school and cluster for AoLEs (where numeracy naturally occurs) produced  Use of techniques in numeracy rich subjects where appropriate. | Book looks  SoL  Audit and mapping of Numeracy Framework  Dept and skill meeting minutes  Learning Walk | | HS | OSR | Dec 25+ | Management time  EAS RADY support |  |
| Expand bank of resources of appropriate differentiated numeracy tasks for use by numeracy rich areas and linked to the numeracy framework. | More differentiated materials evidenced in books. | Book Looks | | HS | SR | Dec 25 | Management Time |  |

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| DCF | | | | | | | |
| Increased partnership with local industries to promote careers for girls and the use of cross curricular digital skills. | Establish a KS3 and KS4 Cyber Club in partnership with Thales.  Regular and repeat attendance from students with enhanced representation from girls and learners with RADY backgrounds  Enter Y8 CyberFirst Girls competition | Weekly attendance registers and pupil voice survey.  Increased percentage of girls and RADY learners studying digital technology at KS4. | MV | BTW | Nov ‘25 | Thales support |  |
| Continue to promote and elevate the prestige of computing skills throughout the school by gaining the silver Cyber First Award. | Completed application form  Award received | Collect evidence  Meet with Holly Lidbury  Submit form | MV | BTW | Nov ‘25 | THALES support / support from Holly Lidbury (USW) |  |
| Increase the progression of skills in the DCF producing strand by providing opportunities to use a greater range of software to produce and edit digital content. | Amended ICT SoW for greater breadth.  Continue to trial progression map with key departments – Science, ICT, History, English and RVE.  Training on CANVA | Learning walks and work scrutinies. | SR |  | Dec ‘25 | Use of CANVA |  |
| Developing Data and computational thinking by embedding problem solving & modelling and data & information literacy across schemes of learning in Maths in KS3 | Staff CPD during maths department meetings.  Impact of teaching on learning after CPD. | Learning walks and work scrutinies.  Pupil voice | MV / RG | BTW | Jul ‘26 | Meeting Time  EAS support  Additional |  |
| Map citizenship DCF skills into RSE scheme of work for KS3 | Two lessons to be delivered in RSE lessons using Common Sense resources on HWB | Completed pupil work | MV | BTW | Jul’26 | Lesson plans from HWB  EAS |  |
| Initiate and promote fortnightly staff drop-in sessions to develop staff competency to deliver DCF skills within their subject area | Fortnightly drop-in sessions for staff (voluntary) | Staff attendance at sessions  Skills evidenced in pupils’ work  Staff Survey | MV | BTW | Dec ‘25 | Management time |  |
| WELSH | | | | | | | |
| For enrol Criw Cymraeg so that they become members of the Urdd. | Increased number of student leaders in the school  Pupils and Staff to engage with incidental Welsh in the classroom/outside.  Members of the URDD | Learning walks  Pupil Voice | MM | HW | Dec 25+ | Management time  Urdd membership |  |
| Introduce an Eisteddfod in 25/2026 to celebrate the National Language. To continue to celebrate National and International Language Days by developing a whole school activity with Cymraeg and MFL | All pupils and staff to participate in/contribute to the Eisteddfod activities through Homework Competitions or Eisteddfod entries.  International languages day celebrated | Eisteddfod social media | MM | HW | Dec 25+ | Management time |  |
| Continue to participate in the Urdd Sporting Activities and competitions on a yearly basis. Encourage participation from disadvantaged and ALN pupils. | Pupils engaged and enthusiastic about Welsh culture  Contributes to the achievement of the Bronze Award | Pupil Voice  Social Media | MM | HW | On-going | Competition costs |  |
| Continue to provide enrichment opportunities in Cymraeg including Llangrannog | Pupil voice demonstrates that pupils are engaged and enthusiastic about Welsh culture | Trip Schedule | MM | HW | Jan 25 | Llangrannog Trip  Reward Trips for Duolingo Successes |  |
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| ACROSS ALL SKILLS | | | | | | | |
| Involve Cluster Heads in a Year 7 book look and pupil voice focusing on curriculum progression in Spring 26 | Enhanced collaborative working | FADE  Book Look | SR | CL | Spring 26+ | Management time |  |
| RADY lead to revisit the best use of T/L strategies that lead to students, in particular disadvantaged, additional Needs and ALN students, developing high quality skills. | Provide opportunities for all departments through INSETS and skills meetings to contribute to a curriculum which fully addresses the National Literacy and Numeracy Framework and Digital competency Framework in a meaningful way in their CfW SoL through INSET and management time | SoL  LMM  Lesson Obs  Book Looks  Pupil Voice | BTW | MTh | Dec 25+ | Management time for CTL/co-ordinators  INSET |  |
| Continue to increase collaboration of 3-16 skills leaders to ensure that good practice is shared across the cluster and primary phase and 3-16 progress monitored more effectively | Opportunities provided across the calendar.  Review meetings with governors are focused on 3-16 | Minutes of Meetings  Book Looks  Lesson Obs | SR | MTh | July 26 | Management time for skills leaders |  |
| To promote literacy SPAG and numeracy through weekly quizzes on the digital signage and lunchtime activities. FTs to encourage and support disadvantaged and ALN students to participate. | Weekly challenge with reward linked placed on signage | Digital Signage | CP/RC, HS | BTW  OM | On-going | Management time |  |
| Continue to embed EF feedback and presentation code with a focus on SPAG | SPaG errors identified and acted on by learners, evidence in book looks | Book Looks  Lesson Obs | CP/RC, CTLs | BTW | Sept 25 | Management time | . |
| Develop a whole school strategy to develop handwriting and presentation skills. Enhance support for those in most need using TA support | Presentation of books improve  Numbers of children with poor handwriting skills decrease | Learning walks  Book looks | BTW | MTh | July 26 | Management time |  |
| Continue to promote the library for study skills and to be a safe space at break and lunchtime for LGBTQ+, Anti-bullying etc | Library has a wider range of books  Safe Space moved to library  Study-time advertised at break and lunch  Rights Ambassadors/Anti-Bullying Ambassadors rota to be displayed in library. | Library displays  No of Books | AL, LP, RG | MTH | On-going | Librarian time |  |
| To embed the use of digital platforms e.g. Carousel Learning, Hodder, Language Gym to improve progression towards learning through class and home learning | Develop a set of core questions for chosen year groups in dept  Attend additional training sessions as required  Regular use of digital platforms for retrieval practice for blended learning opportunities  Evaluation of Impact in June by CTLs | Carousel learning analysis  Pupil voice  Book looks  Learning Walks | BTW | SR | On-going | Carousel learning |  |

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| **School Priority 3: Transformational Curriculum: Implementing the Curriculum for Wales 2025** | | | | | | | | |
| **Self-evaluation-why?**  The school curriculum is broad, balanced and inclusive, supporting the school’s vision of raising aspirations and preparing pupils for their futures. Most teachers demonstrate a secure understanding of Curriculum for Wales and design purposeful learning experiences that promote the four purposes.  Monitoring and curriculum reviews with the school improvement partner evidence that RADY and ALN provision is embedded as a “golden thread” across most planning, ensuring accessibility for disadvantaged and vulnerable learners. Nurture classes at KS3 are now well-established and are improving engagement and progression for learners with additional needs. However, curriculum evaluation is not yet consistent across all departments, with some areas not systematic in reviewing the impact on skills and knowledge.  Assessment for learning approaches are becoming embedded, with retrieval practice, modelling and feedback increasingly used to support progression. Carousel Learning and other digital platforms are being used effectively in some subjects to strengthen retrieval and independent learning. However, the consistency of feedback that impacts on progress remains too variable across departments.  Enrichment continues to be a strength, with assemblies, RSE, and vocational pathways at KS4 broadening experiences for pupils. Careers provision, employer engagement and partnerships continue to prepare pupils well for their next steps. However, the range and accessibility of enrichment opportunities, including subsidised trips and after-school activities, requires further development to ensure equity of access for disadvantaged learners.  The breadth and diverse curriculum offered at Key Stage 4 is a strength. Bespoke pathways allow pupils the opportunity to make guided choices and experience success appropriate to their ability. Qualification choices are continuously evaluated and refined to ensure the school has a localised curriculum which meets the needs of learners. In September 2025 two new qualifications in computer science and hair and beauty will be added to a range of over 20 subject choices. This will be in addition to a plethora of vocational subjects targeted at growing industries in our locality, for example, BTEC Engineering, Level 1/2 Construction and Level 1/2 Catering and hospitality.  Overall, strong progress has been made in developing a purposeful and accessible curriculum, embedding RADY and ALN provision, and establishing nurture pathways. Next steps include ensuring consistent evaluation of curriculum impact, embedding assessment and feedback models with clear impact on learning, and broadening enrichment opportunities so that all pupils benefit equally. | | | Key goals   * Refine and quality assure Year 7–9 schemes of learning to ensure progression, challenge and accessibility for all learners. * Establish a consistent framework for curriculum evaluation across departments to measure impact on skills, knowledge and progression. * Ensure assessment and feedback approaches are applied consistently across the school and have a demonstrable impact on pupil progress. * Extend and embed the use of digital platforms (e.g., Carousel Learning) to support retrieval, feedback and independent learning. * Further strengthen nurture provision and ensure ALN and RADY pathways continue to meet the needs of vulnerable learners. * Broaden enrichment and curriculum-enhancing opportunities, ensuring equity of access for disadvantaged pupils. * Deepen integration of RADY and ALN strategies as a “golden thread” in all teaching and curriculum planning | | | | | |
| **Improvement Actions** | **Success Criteria** | **How will progress be monitored?** | | **Staff Lead** | **Monitor** | **Time**  **Scale** | **Resources/External support** | **Impact to date** |
| To continue to evaluate SoL in line with CfW expectations for design, assessment and pedagogy with a particular focus on KS3 and KS4.  KS4 is for year 10 from May onwards and in readiness of new GCSEs for Wave 1 subjects starting Sept 2026 | Calendar for professional learning to include engagement with Walkthrus and CfW  Dept drives continue to be populated with examples of excellent practice and SoL with appropriate details to enable all teachers to deliver effective lessons.  Department action points and agenda items to ensure meetings are appropriately focussed on developing teaching, progress of pupils and curriculum evaluations | Dept drive  Dept/AoLE minutes  L.M. meeting minutes  Termly monitoring and reporting to Govs.  SOLs | | BTW | MTh | On-going June 25 | EAS curriculum support  Management time  WJEC training |  |
| All departments to review and evaluate their curriculum offer in line with CfW for years 7, 8 and 9 | Year 7, Year 8 and Year 9 SoL evaluated throughout the year for innovation and challenge.  Link with Primary Enfys Cluster Curriculum for AoLEs in line with Cluster plan. | Line-management minutes  Enfys Curriculum  Pupil voice  Parent and Community questionnaire | | CTLs | BTW | Sept 25+  June 26 | Management time |  |
| Further track mandatory elements and integral skills across KS3, through a shared understanding at Teaching and Learning Meetings. | CTL to contribute to curriculum maps for key areas of:   * Four purposes * Principles of progression * Statements of What matters * RVE * RSE * CCS * Integral Skills * Cross cutting Themes * United Nations Convention on the Rights of the Child * DARPL | Robust and detailed curriculum maps | | CTLs | BTW | June 26 | Management time  INSET time  Meeting time with parents and Stakeholders |  |
| Continue to embed whole school and department assessment models that are indistinguishable from teaching and learning including appropriate feedback techniques that impacts on progression in learning. | Learning walks demonstrate that staff fully engage and embed modelling, retrieval practice and check for understanding techniques in everyday classroom pedagogy.  Pupils are given dedicated time in lessons to address feedback to impact on progression  Use of Carousel learning (or other technology-based approaches) in more departments | Professional learning observations  Book Looks and Dept Assessment Policies  Pupil Voice  Staff questionnaires  Curriculum maps  CfW reviews  Learning Walks | | CTLs | BTW | June 26 | Management time  Carousel learning  INSET |  |
| All line manager meetings (LMM) and dept meetings to have a set agenda to include CfW, evaluation of curriculums, books and RADY strategies. | Department artefacts/book-looks to establish the principles of progression and collaboratively establish next step feedback. | Book look  LMM  DEPT minutes | | CTLs | SR / BTW | On-going | Management time |  |
| For the ALNCo to work closely with SLT to ensure resources and staffing levels support key priorities within the ALN department, and assist learners to make progress | Nearly all AN and ALN learners make progress in literacy and numeracy | Interim data  AN and ALN trackers | | MPH | MTh | Termly | ALN Funding  Management Time |  |
| Continue to effectively implement the ALN transformation process with a particular focus on ensuring that provision is monitored effectively and accurately against all AN and ALN groups including, eFSM, Boy/Girl/CLA. PASS data to be used to inform further intervention. | Provision for ALN pupils is effective and secures good progress  IDPs and OPPs capture pupils’ needs | Book Looks  Provision Map  Lesson Obs  Data tracking system ½ termly  Governor Minutes  Edukey 2k  PASS data | | MPH / CP/RC/LD | CL | Termly | Management Time  Local Authority Support |  |
| Continue to ensure that curriculums provide opportunities for pupils with AN and ALN to develop independence and decision-making skills including self-care, social environments, personal hygiene and managing money | Curriculum documents show evidence of experiences  Pupil voice shows improvements  Individual targets met | Book Looks  Lesson Obs  Table Talk Tuesday’s calendar  Participation tracker | | BTW | SR | On-going | Cost of resources  Management time |  |
| Continue to develop and enhance the STEM agenda using innovative approaches and collaboration with Coleg Gwent e.g. through Welsh Valleys Engineering project. | All year groups are engaged with suitable experiences to enrich their curriculum esp. STEM rich subjects  Applications are submitted to Panasonic bursary programme  Engagement activities with the colleges to promote the study of STEM subjects | STEM meeting minutes  Pupil Questionnaire | | CE | MTh | On-going | Management time |  |
| All CTLs to continue to analyse teaching and learning enrichment activities with consideration of AN, ALN, RADY and learned helplessness. Subsiding of curriculum enhancing school trips to reduce costs and ensure all pupils' access. | All departments identify significant learning events to SLT to ensure all pupils can participate and events are accessible to all. | RADY calendar | | CTLs | SR | On-going | Funding to subsidise enrichment activities  10k |  |

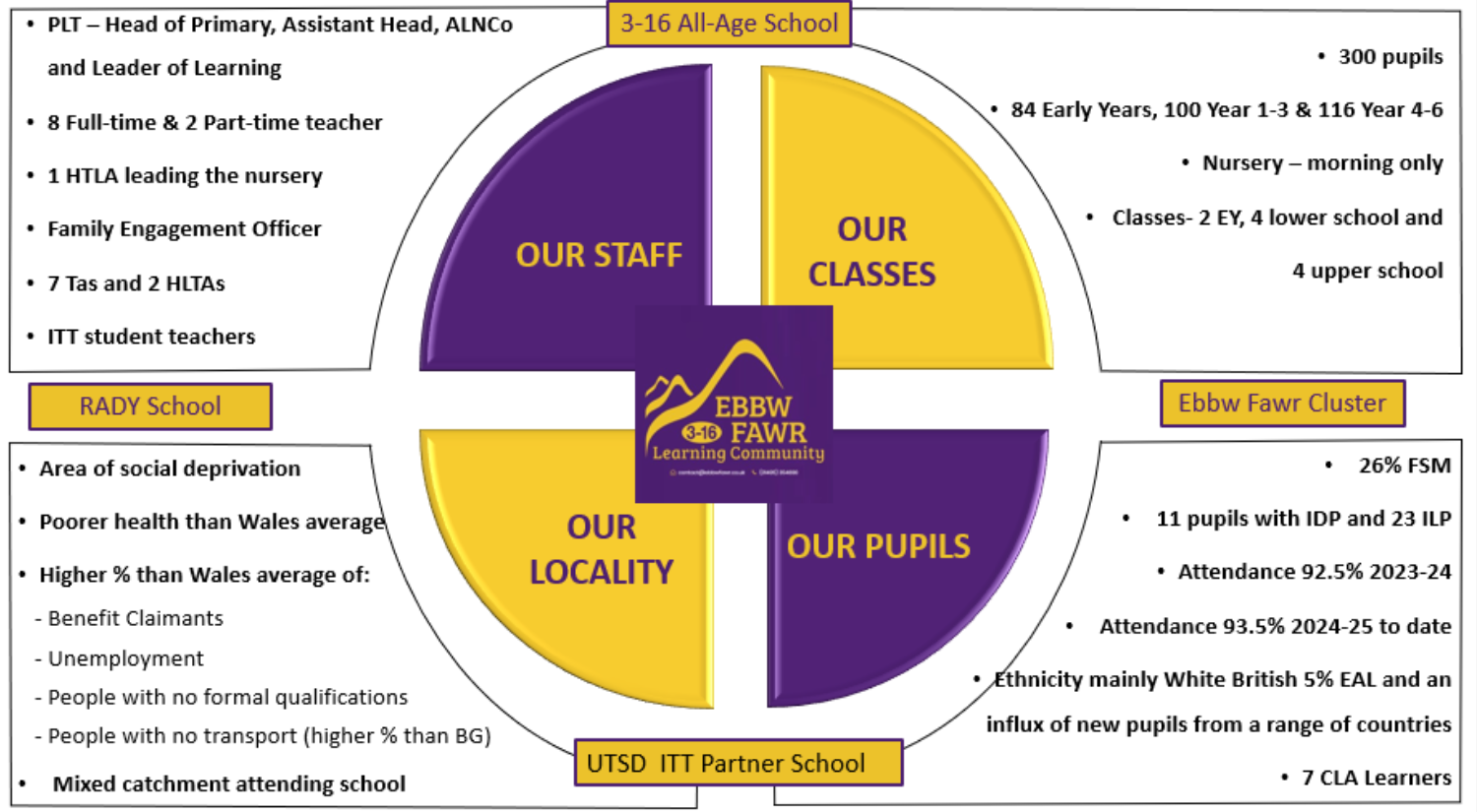
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| **School Priority 4: To develop a high-quality self-improving education profession with a focus on assessment, self-evaluation and improving teaching and learning**  **LA Priority 2:** plan for teaching that secures good progress particularly for vulnerable learners. | | | | | | | | |
| **Self-evaluation-why?**  Nearly all teachers develop positive working relationships with pupils and have high expectations for their behaviour, resulting in calm and purposeful learning environments across most classes. Teachers effectively plan and adapt work to meet the needs of nearly all pupils, engaging them through meaningful experiences that connect to their everyday lives and successfully removing barriers to learning. As a result, many pupils, including those with additional learning needs (ALN) and those eligible for free school meals, make at least suitable progress over time.  Evidence from lesson observations, book and digital scrutinies, supported self-evaluation activities with our School Improvement Partner (SIP), and pupil progress data indicates that professional learning in Walkthrus, assessment, literacy and numeracy strategies, and restorative practice is beginning to make a measurable impact. This is reflected in improvements in reading ages, NNT scores, average point scores, and behaviour in lessons.  Many teachers provide appropriate verbal feedback and pose challenging questions to ensure pupils understand their learning. Their useful written feedback encourages pupils to read comments and use them to move their learning forward. However, a very few numbers of teachers provide feedback that does not support progress and fail to allocate time for pupils to reflect and act on it. In a very few cases within the secondary phase, planned activities lack sufficient challenge, resulting in a slow pace of learning.  Teachers have clear individual and collective areas for development, such as providing feedback that moves learning forward and securing greater stretch for more able learners. These priorities are being addressed through CPD and coaching. Middle leaders are developing their evaluative skills and increasing confidence in leading improvement, which has strengthened curriculum planning and refinement of schemes of learning. However, a very few still remain less secure in using data and evidence to evaluate teaching quality and its impact on outcomes.  The school is a Lead network school for Maths and RADY and most recently behaviour. In 2024, the school also became a lead network school for ITE with Trinity and St David’s. | | | Key goals   * Ensure all staff evaluate the impact of professional learning on pupil progress consistently through effective use of the Professional Learning Passport. * Further develop middle leaders’ capacity to use evidence, data and self-evaluation to drive improvement in their areas. * Embed coaching, peer observation and collaborative practice across all departments to enhance pedagogy, consistency, and levels of challenge. * Provide targeted professional learning to ensure all teachers consistently stretch and challenge learners, particularly the more able. * Broaden professional learning opportunities for TAs and support staff, ensuring alignment to pupil needs, school priorities and national reforms. * Strengthen leadership pathways, ensuring aspiring leaders are supported to progress and contribute to whole-school improvement. * Sustain external partnerships and networks to align professional learning with national reform priorities, including CfW, ALN and Welsh language development. | | | | | |
| **Improvement Actions** | **Success Criteria** | **How will progress be monitored?** | | **Staff Lead** | **Monitor** | **Time**  **scale** | **Resources/External support** | **Impact to date** |
| Continue to ensure all teaching and learning are directed towards achieving the four purposes and have a RADY and ALN focus | TEAMS drive continues to be populated with resources to continue to improve teaching.  Department/faculty action points and agenda items ensure meetings are appropriately focussed on developing teaching and progress of pupils  CTL meetings are clearly focused on T/L activities geared towards raising the performance of disadvantaged young people  Professional development review objectives are set based on reflection of Professional Learning and consider PTfS | Professional development observation  Book/artefact looks  Dept minutes  Pupil Questionnaires  Parent Questionnaires  Staff Questionnaires  Professional development summaries | | CTLs | SR | Oct 2  5+ | Books  Walkthru membership  1k  Cover for professional observation and discussion  EAS support for book looks and dept reviews  PM forms |  |
| Continue to develop a professional learning programme centred around the WALKTHRUs methodology and Steplab | Distribution of books and logins to all staff  Creation of an on-line professional learning booklet to develop pedagogy  Staff engagement with online courses and materials  Discussed and tracked in coaching sessions  Professional development reviews used by teachers to evaluate impact | Professional development observation  Book/artefact looks  Dept minutes  Pupil, teacher and parent questionnaires | | BTW | SR | On-going | Books  Walkthru membership  Cover costs |  |
| Continue to address and embed a consistent feedback techniques that impact on learning by using a collaborative approach of sharing good practices. | Each dept and AoLE develop feedback techniques that enable pupils to improve their learning over time and that these align with the principles of progression  Techniques are explicitly shared in dept and AoLE meetings  Teachers use and evaluate their impact in class | Professional learning offer  Minutes of meetings from AoLEs and Depts  Professional development observation  Pupil and parent questionnaires | | CTLs | SLT | On-going | Management time |  |
| Provide targeted professional development and coaching for secondary teachers on designing lessons with appropriate challenge and reduced scaffolding. | Teachers will plan tasks that promote independence, creativity, and higher-order thinking, with support gradually withdrawn as pupils gain confidence. | Learning Walks  Coaching  Book looks | | BTW | MTh  SR | On-going | Management time |  |
| Teaching and Learning Policy evaluated while strengthening links between teaching policy and curriculum intentions and pedagogical principles to ensure coherence within/across AoLEs. | All teachers to embed policy on a day-to-day basis.  Clear leadership on disciplinary knowledge from CTL which impacts on learning in all lessons.  Effective coaching to develop pedagogical knowledge and techniques of all teachers. | Learning Walks  Coaching  Book looks | | JC / CL | BTW | On-going | Management Time |  |
| Continue to develop a shared understanding of great teaching and learning and subsequent self-evaluation of the effectiveness of the teaching which incorporates appropriate feedback techniques | Embed whole school framework to self-evaluate pedagogy through depts using highly effective practice guidelines.  Project Pawb embedded and feedback techniques.  Pupils respond to feedback in their learning. | Professional development observations  Pupil Voice | | BTW | MTh | On-going | Management time |  |
| Develop oracy strategies to support teachers in encouraging pupils to extend and elaborate on their responses to questions. | Lesson obs demonstrate teachers using Walkthru practices to improve oral answers to questions | Book Looks and lesson obs  Pupil Voice | | BTW | MTh | On-going | INSET  Management Time |  |
| Develop whole-school approaches that promote learning independence and creativity without continuous use of scaffolding, which leads to greater learner effectiveness. | Develop departmental and AoLE approaches to scaffolding of learning tasks with a structured approach for the removal of support which is discussed and developed in T &L meetings.  Development of strategies to support (extended) writing in literacy-based subjects with authentic experiences to write. These are identified in SoL.  Review and evaluate the effectiveness of scaffolding techniques and the subsequent refinement on a termly basis within departments. | Book Looks  lesson obs  Pupil Voice  LM minutes  Dept T&L minutes | | CTLs | BTW | On -going | INSET  Management Time |  |
| Maintain cross phase skills working parties to develop pedagogical principles and share good practice | Regular sharing of best practice with PL leads. | Attendance registers of meetings | | BTW | CL | On-going | Cluster Grant |  |
| Professional learning sessions to share and develop best practice for all staff. Ensure that professional learning is more effective for non-teaching staff including the professional development of specialist support to meet the needs of pupils with ALN | 2 Twilight session per term to deliver:  Mandatory training of PREVENT and VAWDASV (new staff only)  Time with coach and department to adapt and enable the effective use of the WALKTHRU techniques (including feedback) within depts and AoLEs  IT Clinic to develop digital skills on Thursdays after school.  ALN training registers – ELSA, SAP for example | Termly review through a staff questionnaire  Book looks  Dept T&L minutes | | BTW | MTh | On-going | Management time |  |
| Aim to expand coaching team to develop teaching practice, particularly those who are skilled in RADY and ALN. TAs to be included | Identification of new coaching team members.  Open Door Lessons focussed on RADY and ALN. | Professional development observations  Book looks | | JC / CL / BTW | SR | On-going | Management time  EAS courses |  |
| Staff develop as lifelong learners in line with the National Mission. | Develop partnership and collaboration across school and phases through the creation of a ‘bank of resources’ (e.g. Walkthrus, Feedback and Assessment booklet, Project Pawb PL offer) to be used for improving techniques for teachers shared and accessed via Project Pawb and Professional Development Platform | Dept meeting minutes  Lesson Observations | | BTW/JC/CL | SR | Oct 25 | Management time |  |
| Directed time meeting schedule to include time for departments to evaluate progress across the school. Skills leaders to prepare FADEs : Literacy, Numeracy, and DCF for department following book looks | Whole school strategies further embedded across the school. | Minutes of meetings  Book Looks  Lesson Obs  FADEs | | SR | MTh | July 26 | Management time |  |
| Effectively embed core values to ensure good learning experiences, focusing on attitudes to learning including the values of ambition, pride, relationships through bi-directional assemblies | Comprehensive MAT programme with full attendance of pupils  Positive PASS survey results  Number of ATL assemblies across the year  Numbers of children at the Proud Fridays Table | MAT Programme  Assembly rota | | SR | MTh | Sept 25+ | MAT Programme cost  Management time |  |
| Ensure that more able and talented learners at KS3 are consistently challenged, inspired and supported to achieve excellence across the curriculum and beyond. | Identification of department enrichment activities and opportunities.  Stretch is part of department SoL with clearly targeted learning to promote breadth and depth in disciplines and links between AoLEs.  Teachers actively executing rich stretch learning and subsequently evaluating the impact in dept meetings.  Identifying improvements in teaching approaches through analysis of data from learning outcomes. | Book looks  Dept minutes  Pupil voice  SoL | | JC / CL | BTW | On-going | Management Time |  |
| Conduct a survey across the whole Year 7 cohort to further explore the experience of all pupils | Curriculum experiences are shared with all staff and help shape curriculum in secondary and primary | Survey results  FADE | | SR | MTh | Sept 25 | Managment time |  |

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| **School Priority 5 : Improve the provision of wellbeing for all learners and staff**  LA Termly Focus Summer: Plan for teaching that secures good progress particularly for vulnerable learners. | | | | | | | | |
| **Self-evaluation-why?**  The school continues to prioritise pupil wellbeing and attendance, supported by strong pastoral systems, restorative approaches, and targeted interventions. Attendance in Year 7 has increased to 92.5% following cluster transition work. In addition, targeted interventions such as first-day calling, “golden group” mentoring, and family support worker involvement have contributed to improved engagement for pupils across all year groups.  Whole-school attendance in 2024/25 was 89.2%, although attendance declines in Years 8 and 9 (87.8% and 87.5%) highlight ongoing challenges in sustaining engagement through KS3. Attendance for eFSM learners remains significantly lower than peers (82.0% vs 91.6%), with persistent absence high at 35%. Several successful strategies have contributed to improved engagement and attendance, including three community attendance blitzes where senior staff, the Family Engagement Officer, and the EWS visited families in partnership to understand barriers to attendance. The YMA Streaks initiative has incentivised pupils to maintain consecutive days of attendance, with rewards such as cinema experiences.  Behaviour in lessons remains generally positive, and the strengthened ClassCharts reward system continues to promote positive behaviour and celebrate proud work. Tangible rewards include access to pool tables, table football, the beauty room, and dartboards, and will soon extend to a mini golf course. A minority of pupils perceive behaviour at break, lunch, and between lessons in the corridors as requiring improvement, highlighting the need to continue promoting positive conduct across unstructured times.  Staff wellbeing is well supported and remains a strength. Recent survey results indicate that most staff feel supported and valued. This is underpinned by workload management, flexible meeting structures, and professional growth opportunities, ensuring staff can focus on improving outcomes and wellbeing for all pupils.  The school continues to provide strong support for vulnerable learners, including a significant number of Children Looked After (CLA) and Young Carers. Designated staff carefully monitor their progress and provide tailored support to promote both their emotional wellbeing and academic development. Many pupils, including those who are disadvantaged and have ALN, are able to contribute meaningfully to leadership roles across the school community. Established groups include the Senedd, Senior Student Leadership Team, Anti-bullying and Wellbeing Ambassadors, Rights’ Council, Diversity Club, LGBTQ+, Criw Cymraeg, Young Carers, and Sports Leader groups, providing pupils with opportunities to influence school life, support peers, and develop leadership skills. The school has successfully been awarded the School of Sanctuary award, CLA Friendly Schools Award, Silver Rights Respecting Schools and Gold Cymraeg Campus awards, reflect our commitment to inclusion, care and children’s rights.  Older pupils continue to support younger pupils effectively. For example, Key Stage 4 pupils provide structured support during reading sessions, and Senior Ambassadors assist with transition and wellbeing for younger pupils. Transition activities remain a particular strength, supporting learning and progress from Year 6 into Year 7, with cluster primary school collaboration and parental and student feedback confirming their effectiveness. A broad range of enrichment activities is available, with high participation across most groups. eFSM participation has been extended through targeted support, transport solutions, and promotion of activities, though some barriers remain. Pupils generally understand the importance of making healthy choices, and initiatives to encourage positive behaviour and wellbeing continue to be embedded.  Provision for MAT pupils is strong, offering challenging learning opportunities such as engagement with university PhD students and participation in national mock trials. Aspiration-raising activities, including visits to Russell Group universities and in-house workshops with Bath University, continue to broaden pupils’ horizons. However, the school recognises the need to further develop opportunities for MAT pupils, particularly through clearer signposting at KS3, to ensure all pupils can fully access and benefit from these opportunities across the curriculum and extra-curricular programmes.  Fixed-term exclusions rose in 2024/25, concentrated within a small cohort of pupils with complex needs. While most pupils understand school expectations, this rise highlights the need to further strengthen preventative and restorative strategies, particularly for repeat offenders.  Pupil voice is an area for further development. While 53% of pupils report that staff ask for their views about the school, and 62% believe that school leaders listen to suggestions and sometimes act on them, there remains scope to strengthen student involvement in shaping school policies, routines, and initiatives.  Child protection procedures remain robust and are well understood by all staff. Effective multi-agency partnerships continue to support the school’s most vulnerable pupils and their families, including Coleg Gwent, social services, Families First, Careers Wales, the school nurse, N-Gage, and the youth service | | | **Key goals**   * Raise whole-school attendance above 85.9 in the secondary,, reduce persistent absence, and improve punctuality across KS3 and KS4, with targeted strategies for eFSM and ALN pupils. * Reduce exclusions and address poor behaviour, particularly at unstructured times and lesson transitions, through strengthened preventative and restorative approaches. * Maintain and further improve high standards of staff and student wellbeing by adopting a whole-school approach to mental health and wellbeing, including identifying pupils at greater risk through the PASS system. * Strengthen pupil voice and engagement, evaluating and improving how the school listens to and acts on the views of learners, parents, and staff. * Support pupil resilience and aspiration, combat learned helplessness, and enhance opportunities for MAT pupils, ensuring clear signposting of challenging opportunities, particularly at KS3. * Support families and pupils to remove barriers to learning, including during the current economic climate, and address national concerns such as reporting of sexual harassment. | | | | | |
| **Improvement Actions** | **Success Criteria** | **How will progress be monitored?** | | **Staff Lead** | **Monitor** | **Time**  **scale** | **Resources/External support** | **Impact to date** |
| ATTENDANCE | | | | | | | | |
| Further modify attendance policy to allow quicker referrals to the EWS | Policy complements cluster policy  Attendance concerns action continued from primaries | New policy adopted | | AC | HW / OM | Sept 25 |  |  |
| Use WG attendance <https://www.gov.wales/attendance-pupils-maintained-schools> to compare national and local trends on a week by week basis | Highlight the effectiveness of the policy | WG statistics | | AC | SR | Sept 25+ |  |  |
| Improve attendance in  Yr 7 Yr 8  Yr 9 Yr 10 Yr 11  to at least meet school expectations by addressing barriers, increasing pupil engagement, strengthening early intervention including targeted interventions | Improved attendance in every year group from previous year | Minutes of meetings | | HOY | AC / HW/OM | Termly | Management Time |  |
| Continue to monitor and track families with persistent attendance between the primary and secondary phase. | Rate of persistent absenteeism falls below 12% | FEO meetings focus on family patterns and sharing of information.  Attendance data  Calendar of events for FEO workshops, interventions, and clinics. | | OM / HW | SR | Sept 25+ | Management time  EWS support |  |
| Create a Y8/9 target group of persistent eFSM absentees and incentivise attendance by offering reward ‘learning’ sessions at Coleg Gwent. Eg Construction and beauty taster sessions and initiating the form teacher Aspire Groups | Improved attendance of targeted eFSM pupils | Attendance data | | OM / HW  AC | SR | Sept 25+ | Management time  EWS support |  |
| Continue to use the Callio system to improve whole school attendance. Callio strategy to also include nudge texts, social media posts and texts. Attendance data displayed on display boards and digital signage | Increase in attendance of all groups  Pupils attitude towards learning improves | Data tracking of attendance  Callio letters sent out  Pupil surveys | | AC  CB | HW/OM | Sept 25 | Callio costs |  |
| Continue to develop ‘Streak’ Attendance system, ‘YMA’ to motivate students to attend more regularly. YMA reward dates to be decided, put in the calendar and publicised widely | YMA used in all form periods  Attitudes to attendance improve | Pupil surveys  Attendance data | | AC | HW/OM | Sept 25 | Management time |  |
| Monitoring spreadsheet used 3-16 to implement attendance improvement strategies including attendance panels, targeted FEO support and continued weekly tracking focusing on ALN and FSM pupils. Persistent absenteeism to fall to below 12% | Tracking spreadsheet created  Attendance to improve across the school with identified target learners including persistently absent, ALN and FSM pupils showing improvement.  Persistent absenteeism falls to below 12% | Attendance Data | | HW/OM | MTh | Ongoing | Management Time  5k release |  |
| Continue to implement a consistent approach to reward strategies across the school for attendance including:   1. Positive texts to those considered Green to celebrate successful attendance. 2. Celebrating 100% attendance in morning assembly with prizes, reward points and postcards of praise. 3. Celebrating attendance that has moved into a better category e.g. Amber to Green or Red to Amber 4. YMA rewards. | Improve pupil attendance particularly those pupils who are persistently absent | Assemblies  Callio Letters  Attendance data  Reward Trips | | HW/OM | SR | Ongoing | Management time  Class charts  Attendance reward budget |  |
| To continue to identify pupils (particularly siblings) who are persistently late and promote punctuality across the secondary phase through targeted FEO support and weekly tracking of lateness. FEO to conduct sanctions for weekly persistent lateness. | Lateness to reduce across the Secondary Phase  Attendance at detention for 3 lates in a week.  School start time communication with parents. | Class Charts  Detention lists | | HW/OM | SR | Ongoing | Management time |  |
| To collaborate with Heads of Year to monitor and review form time activities e.g. literacy, attendance and wellbeing. | Improve attendance of all year groups.  Reduce behaviour incidents across all year groups. | Data tracking of attendance and behaviour | | HW/OM | SR | Ongoing | Half termly |  |
| Develop a consistent approach to celebrating attendance in assemblies across all year groups. | All assemblies are used as a vehicle to promote assemblies  Attendance awareness improves  Pupils attitude towards attendance improves | Assemblies | | HOY | OM/HW | On-going | Sept 25+ |  |
| To devise clear exam timetables for all KS4 learners to reduce persistent absenteeism and holidays at key points | Improved attendance of KS4 year groups by 5%.  Improve attendance in examinations. | Data tracking of attendance | | HW/OM | SR | Ongoing | Exam timetables for each learner. |  |
| Schedule EWS, pastoral managers and attendance blitzs’ at several key points across the calendar with a focus on eFSM pupils | Improved attendance of eFSM pupils | Data tracking of attendance | | HW /OM | SR | SEPT 25 | Management time |  |
| BEHAVIOUR | | | | | | | | |
| Evaluate and modify the Behaviour / Relationship Policy to ensure that it is fit for purpose, and it is being used consistently by all staff and understood by all pupils in particular RADY and ALN following staff and pupil feedback | Staff and pupil voice  Reduction in FTEs  Attendance at intervention strategies | Data tracking | | OM / HW | SR | Dec 25+ | Management Time  Class chart rewards 5k |  |
| Develop specific strategies to support pupils with higher behaviour needs through targeted external interventions and in-house provisions | Reduction in FTEs  Reduction in C2s and C3s | Data tracking  Wellbeing provision sheet | | OM/HW | SR | Sept 25+ |  |  |
| Continue to develop the culture of restorative conversations by increased behaviour training, monitoring of staff C2 detentions and the quality of restorative conversations | All staff involved in allocating a C2 conduct a restorative conversation.  Reduction in C2s | Data tracking | | OM / HW | SR | Sept 25+ | Management Time |  |
| Evaluate the use of IEU for C2 and C3s. Develop an alternative strategy for serial offenders | Numbers of serial offenders in IEU reduce | Data tracking | | OM / HW | SR | Dec 25+ | Management Time |  |
| Evaluate the curriculum for pupils placed into IEU. | Pupils in IEU are better behaved | Data tracking | | OM / HW | SR | Sept 25+ | Management Time |  |
| Ensure behaviour is managed well in curriculum teams by continuing to monitor and track the number of behaviour incidents that are logged by members of staff and departments. Specifically monitor and track the data in relation to FSM, ALN, CLA and non-FSM pupils | Staff are selected accurately and supported to manage behaviour well. | Data tracking of C1, C2 and C3 events | | OM/HW | SR | Sept 25+ | Management time |  |
| Continue to identify the year 9 and 10 pupils most at risk of not completing key stage 4. Formulate bespoke timetable plans (beauty room and construction area) and timetables to increase attendance and attitudes to learning of identified learners | Attendance of target group increases  Numbers of exclusions for these girls reduce | SLT Minutes  HOY minutes  Attendance data  Report books  **HOY** | | HW | SR | Termly | Management Time |  |
| Continue to improve behaviour in corridors and street area at unstructured times and lesson transitions by explicitly teaching and rewarding positive behaviour and expectations outside of lessons, ensuring staff are highly visible at the change of lesson times. | Poor behaviour in the building at unstructured times is improved  Negative points reduce  Pupil responses improve  Pupils are awarded positive points for good behaviour in the corridor  TAs on duty  All teachers on the corridors at change of lesson times | Data tracking  PASS Survey  Surveys | | OM / HW | SR | Sep 25+ | Management time  GL Assessment  Signage costs |  |
| ANTI-BULLYING | | | | | | | | |
| All investigated bullying incidents to be monitored and recorded on My Concern. Groups – ALN, eFSM, CLA. Young Carers monitored closely. | Designated staff trained  No increase in recorded incidents | Data analysis | | LP | MTh | Ongoing | My Concern |  |
| Evaluate and modify the ‘Respect Campaign’ and track discrimination against the protected characteristics more stringently | Fewer incidences of discrimination against protected characteristics | Data analysis | | HOY  OM / HW | SR | Sept 25 | My Concern |  |
| Continue to recruit, train and support anti-bullying and emotional wellbeing ambassadors. Ensure disadvantaged pupils are fairly represented. | Increase in numbers of trained student leaders | Pupil voice | | LP | MTh | Oct 25 | Management time  Release time 1k |  |
| Further engage parents to support anti-bullying, mental health and emotional wellbeing using measures via, advice clinics, parental forums, newsletters, parents’ evenings | Increased number of parents who engage with the school on evenings and forum  Participation via Class charts increase  All pupils have representation at an event throughout the year | Data analysis | | SR | MTh | Sept 25 + | Refreshments cost 1k |  |
| Embed anti-bullying support programmes which include post incident interviews with pupils involved in bullying (motivations, identifying ways to support both the bully and the bullied) | Pupil and parental responses to bullying support offered are positive | Pupil voice  Parents Evening Tracking | | LP | MTh | Sept 25+ | Management time |  |
| Provide anti-bullying training to all cluster primaries to ensure a collective and consistent response to dealing with bullying | Increased parental satisfaction following transition | Pupil voice  Parents Evening Tracking | | LP | Mth | Sept 25+ | Management Time |  |
| WELLBEING | | | | | | | | |
| Create a more effective approach to pupil voice including   * Schedule a termly pupil voice cycle of gathering feedback, reviewing, and responding * Embed pupil voice into lessons through curriculum surveys * Include pupil voice in self-evaluation and school improvement planning. * Create You said, We Did - boards or displays that show pupils that their feedback leads to action. * Communicate outcomes in assemblies, newsletters, and tutor time. * Regular attendance on governing body meetings | % of pupils who feel listened to increase | Pupil voice | | HON | SR | Sept25+ | Managment Time |  |
| Establish a robust tracking register to monitor after school club participation. Liaise with club leaders where EFSM representation is significantly less when compared with the overall year group | Increased RADY representation on all clubs | After School Club Data | | LD | MTh | Sept 25+ | Management time |  |
| Continue to focus on becoming a community school with a focus on creating more engagement opportunities after school including drama and performing arts and cookery classes | Parental surveys are positive  Learned helplessness is reduced  Community focused school is created | Attendance data | | SR  AOC  RB | MTh | Sept 25+ | Management Time |  |
| Audit whole school approach to mental health and wellbeing. Senior member of staff to be named as designated lead for this area | Areas to develop are identified and incorporated into action plan  Lead identified | Audit document | | JC | MTh | Oct 25+ | LA Audit document  EAS support |  |
| Analyse referrals on My Concern to identify key areas to propose further support. Key areas to be shared with PSE / RSE lead and HOY and curriculums changes made | RSE and PSE curriculums targets specific areas to support. | My Concern Reports | | AC | MTh | On-going | Management Time |  |
| ALNCo to termly evaluate the 3-16 provision map and year-by-year provision map. All documents shared with staff | Staff clearly see how the school supports individual pupils with ALN | Provision Maps | | MPH | MTh | Sept 25+ | Management Time |  |
| ALNCO, CLA Lead and RADY lead to monitor the extent to which pupils with ALN, eFSM, CLA feel safe and secure by using a range of tools | Most pupils in these groups feel safe and secure in school. | PASS  Pupil Surveys  Attendance data | | RADY Lead | SR | June 25+ | Management Time |  |
| Initiate a programme of support for wellbeing activities which promote mental health and wellbeing sessions | Attendance at Mental Health In Reach, ELSA, Flourish, SAP etc  Further promotion of on-line mental health and wellbeing support | Attendance records  Digital signage and posters | | SM, LB, KW,AC | OM / HW | Sept 25+ | CAMHS |  |
| Provision is made for pupils with ALN, CLA, Young Carers during break and lunchtimes | Children from these groups attend the area when needed. | Bespoke areas created | | ALNCo  LB | SR | Sept 25+ | Management time. |  |
| Additional wider school staff, FEO, office staff, caretakers etc are aware of the pupils with ALN and how best to support them within their role. | All additional staff receive training | INSET – start of term | | OM | SR | Sept 25+ | INSET time |  |
| Aim towards next level awards: Gold in Rights Respecting School Award, Eco Schools, and Rainbow Flag Award | Awards achieved | Documentation for award | | LB, RG, VL, HON | SR | On-going | Cost of achieving awards  Management time  Release 3k |  |
| Continue to conduct regular, focused mini-surveys with stakeholders, targeting areas identified in previous feedback Continue to embed the ‘You Said, We Did’ approach to act on view of all stakeholders. Analyse and share findings for ALN, eFSM, and CLA with relevant leads. | Increased uptake of survey results  Survey results are more positive in all groups  Feedback from parents / carers on engagement evenings is mostly positive | Survey Returns | | HW / OM | SR | On-going | Management Time |  |
| Continue PASS testing in 2025–26, including re-testing pupils of concern. Use the HOY system to identify wellbeing issues and implement targeted interventions (e.g. bereavement, DV, anger, wellbeing, discrimination). | All learners PASS tested.  Areas of concern to be identified and strategies implemented for those children most in need | Data analysis  Pupil responses to wellbeing survey | | AC  HOY | HW / OM | On-going | GL assessment |  |
| Analyse results of PASS for key groups of students including eFSM, ALN, CLA and MAT and share data with HOY and RSE lead to initiate changes in curriculums and whole school approaches | RSE SOL are updated yearly and informed by results.  HOY make referrals to specific interventions and seek support from external agencies for example Mental Health InReach, INSPIRE  ALN targets are analysed in relation to results | Data Analysis  Intervention referrals | | HOY  CB | OM / HW | On-going | Management Time |  |
| Continue to plan to facilitate a seamless transition for ALN and disadvantaged pupils through enhanced provision with key workers identified, visits by parents and pupils to the secondary phase. ALNCo to attend review meetings in the primary phase and cluster primaries of those year 5 and 6 pupils | ALN pupils feel safe and secure in their new school. | Pupil and parental voice | | OM/ ALNCO | SR | On-going |  |  |
| Continue to raise awareness across the school of eco, safety, mental health, emotional wellbeing and bullying behaviour and how to combat it through:   * Assemblies * Table Talk Tuesday / Wonder Wed * Liaison with RSE / PSE teaching staff * Staff training * Information sharing | Pupil, staff and parental responses to bullying support are overall positive | Pupil voice improves  Staff voice | | VL  AC  LP  CB  OM  HW | SR | On-going | INSET  Management time |  |
| To continue to promote independence, student self-recognition and resilience through ‘Table Talk Tuesdays’, ‘Wonder Wednesdays’, Self-referrals on Spot it Sort It. Further promotion of Mental Health Support. | Numbers of self-referrals and school referrals on Spot it Sort it, counsellor etc  Increase in positive responses on mental health and wellbeing in PASS and surveys  Increase in positive responses to ‘feeling safe’ at Ebbw Fawr. | Calendar of events  Spot it Sort it  Mental Health In-reach  Intervention Programmes | | CB | HW/OM | On-going | Management time |  |
| Continue to embed the policy for RADY, Equity and DARPL building on the good practices of anti-racism weeks, professional learning and respect intervention campaign. Cluster INSET Anti-Racism training for all staff. | Pupil and parental responses are overall positive  Numbers of incidences of discrimination fall following referral into the Respect Programme  RADY seen across school – Golden thread | Pupil and parental Voice  Policies  Respect campaign  Lesson Obs  Engagement numbers | | RADY Lead  AL  OM  HW  SR | MTH | On-going | LA support  No Boundaries 5k  Respect Campaign |  |
| To further embed the ‘Call it Out’ campaign to combat harassment against women and girls by increased awareness in assemblies and on display boards. | Increased awareness of campaign through pupil voice evidence  Display boards offer advice and support  Pupil responses are positive | Pupil survey  RSE SOL | | AC | OM | On-going | Management time  SHRN support |  |
| Tailor school communications to encourage positive dialogue about learning, e.g. personalised performance texts, learner of the lesson, gold proud work etc | Parents rate the school as more effective at communicating | Parental surveys  Learners of the lesson established in classcharts  No’s at proud table | | OM  HW | SR | Sept 25+ | Management time |  |

Primary Phase 2025-26

# Key priorities

1. To raise the achievement of all pupils with a focus on MAT and disadvantaged learners including ALN and eFSM
2. To further develop pupils’ literacy, numeracy, digital and Welsh skills
3. To continue to implement to CfW and develop a shared understanding of progression
4. To further develop a high quality teaching and support staff and continue to improve teaching and learning
5. To further improve attendance and the provision of wellbeing



Three-Year SDP Overview

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| **Key priorities for 2024-2025** | **Key priorities for 2025-2026** | **Key priorities for 2026-2027** |
| * To raise the achievement of all pupils with a focus on disadvantaged learners (link to Blaenau Gwent RADY priority) * To develop pupils’ literacy, numeracy and digital skills (link to Estyn writing recommendation) * To continue to develop bilingualism * To continue to implement to new CfW and develop a shared understanding of progression * To develop a high-quality teaching and support staff with a focus on improving teaching and learning (link to self-evaluation Estyn recommendation) * To improve attendance and wellbeing of pupils and staff   **BG Priority-**Raising the attainment of disadvantaged learners | * To raise the achievement of all pupils with a focus on MAT and disadvantaged learners including ALN and eFSM * To further develop pupils’ literacy, numeracy, digital and Welsh skills (link to Estyn writing recommendation) * To continue to implement to CfW and develop a shared understanding of progression * To further develop a high quality teaching and support staff and continue to improve teaching and learning (link to self-evaluation Estyn recommendation) * To further improve attendance and the provision of wellbeing   **BG priorities:**  Term 1-To develop independent learning  Term 2-Strengthening self eval and improvement processes  Term 3-Challenging and extending learners | * Raising achievement of all learners * Continue to develop pupils’ literacy, numeracy, digital and Welsh skills across the curriculum * To improve teaching and learning * To improve attendance and wellbeing of pupils and staff * Review, refine and improve the curriculum for Wales across 3-16 |

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| **School Priority: To raise the achievement of all pupils with a focus on disadvantaged pupils and MAT pupils** | | | | | | | |
| **Self-evaluation-why?**  Whilst many pupils made strong progress in the last academic year there is a still an attainment gap for disadvantaged pupils particularly eFSM and ALN in English and Maths.  The average RA and SA of eFSM pupils is lower than non EFSM. The number of eFSM pupils reading within 1 year of their CA is Year 2 50% (3/6 pupils), Year 3 50% (9/18 pupils), Y4 38% (3/8 pupils), Year 5 80% (4/5 pupils) and Year 6 40% (3/7 pupils). The NRT outcomes of pupils working at the expected levels or above is higher than NGRT data for 3 groups year 2 (80%), year 4 (70%) and year 5 (66%) and lower for years 3 (33%) and year 5 (66%) but overall eFSM pupils still perform less well than non eFSM pupils. EFSM pupils are a focus for interventions and additional support in reading. Across the school most eFSM pupils make expected or better than expected progress throughout the year (Year 2 83%, Year 3 88%, Year 4 and 5 100% and Year 6 89%) from their individual starting points.  Across Years 2-6 20% of pupils are reading more than 2 years above their CA up from 11% in Dec 24. In years 2 (4%), 3 (12%), 5 (24%) and 6 (24%) a very few pupils are reading at two or more years above their CA and in years 4 (39%) a minority of pupils are reading at two or more years above their CA. NRT data shows more pupils are working at above the expected level (115+) than reading 2 years above CA, however this is still only a few pupils (year 2 (26%), 3 (30%), 4 (26%), 5 (12%) and 6 (18%)).  National test data shows that many pupils are working at age appropriate levels in numeracy (Y2 93%, Y3 61%, Y4 79%, Y5 80% and Y6 83%) but only a few are working above age appropriate expectations (Y2 15%, Y3 14%, Y4 8%, Y5 18% and Y6 15%). EFSM pupils also perform less well than non eFSM pupils in the national numeracy tests with the exception of eFSM pupils in Years 2 and 4. The number of eFSM pupils who achieved a standardised score of greater than 85 in the national test is 80% (4/6) in Year 2, 50% (9/18) in Year 3, 90% (9/10) in Year 4, 66% (4/6) in Year 5 and 59% (4/7) in Year 6. There are few eFSM pupils achieving above 115 in years 2, 5 and 6 and no eFSM pupils achieving above 115 in years 3 and 4.  A majority of ALN learners are making progress with a few making good progress. A very few ALN are not making progress (2/24). There are 33 EAL learners across the school. Many EAL pupils are making good progress (24/33). There are a number of pupils who have started in recent months with limited English.  The needs of eFSM, ALN and EAL pupils need to be identified and additional support put in place to accelerate the progress of those learners. | | | **Key goals**  **Disadvantaged pupils**   * To increase the reading age of disadvantaged learners so it in line with or exceeding their chronological age * To improve disadvantaged learners’ numeracy skills * To provide intervention and support to target pupils * To develop the literacy and numeracy skills of ALN pupils through targeted provision * Run targeted parent workshops and engagement activities * To raise aspirations through careers work, job of the month and university visits   **MAT pupils**   * To increase the number of pupils working at above age expected outcomes in reading and numeracy * To ensure MAT are challenged and extended * To participate in the Seren Fach cluster MAT project | | | | |
| **Improvement Actions** | **Success Criteria** | **How will progress be monitored** | **Staff Lead** | **Monitor** | **Time**  **scale** | **Resources/External support** | **Impact to date** |
| Class lists to be coded at beginning of term.  Regular pupil progress, data reviews and tracking meetings throughout the year. Tracking document focus on progress of vulnerable groups.  Class teachers to target parents for events/meetings throughout the year. | Rigorous tracking of eFSM pupils and targeted pupils make accelerated progress | Class lists  Parents evenings  Lesson obs  Book scrutinies | CTs | EOC | July 26 |  |  |
| Teachers use RADY strategies in class to support learners. Uplift pupils within groups in class-identify key pupils in transition RADY meetings | Teachers use RADY strategies in class to support learners. Uplift pupils within groups in class challenged | Pupil progress | CTs | EOC | July 26 |  |  |
| Enhanced transition meetings for teachers and support staff to ensure handover of key academic and social information for eFSM and ALN pupils | Smooth transition between classes for disadvantaged pupils | Timetable  Meeting minutes | CTs | EOC | July 26 |  |  |
| Rigorous tracking of disadvantaged learners’ progress including eFSM, CLA and ALN. Clear action plans to identify actions to accelerate progress. FEO to join PP meetings and discuss needs with CTs. Share information and updates with RADY parents. | Enhanced Pupil progress meetings to close the gap between learners and actions in place to support all target learners including eFSM and ALN | Data tracking  PP meetings | CTs | CL | July 26 |  |  |
| Target pupils identified and clear actions in place for each pupil. Impact of progress tracked and intervene if progress not being made. Impact of interventions analysed. Pupils identified receive regular IDL, RWINC or COMIT intervention support to close the gap. Assess and review termly. | Use targeted interventions for literacy and numeracy skills to accelerate pupil progress | Pupil progress data  PP meetings | CTs  CB  SJ  LK | CL | July 26 | IDL 1k |  |
| MAT pupils in each class identified and pupil progress tracked as part of pupil progress meetings. Targeted support in place to ensure pupils make strong progress. | MAT pupil progress is tracked and targeted support in place | Pupil progress data  PP meeting | CTs | CL | July 26 |  |  |
| Pupils identified for emotional literacy support to have regular intervention. Review to measure progress against individual pupils’ target areas. | Use ELSA and Flourish to support disadvantaged and vulnerable learners | ELSA tracking  Pupil progress meetings | LS  SH | CL | July 26 |  |  |
| A member of staff to provide rebound trampoline sessions for identified ALN learners-spring term | Build confidence and motor skills of targeted ALN pupils | ALN review meetings | LS  MG | CL | July 26 |  |  |
| To develop aspirations through:  Careers week  Secondary phase MAT programme of visits including termly AOLE masterclasses  University visits | Raise aspirations of all learners including eFSM and MAT pupils | Calendar of events  Assemblies  Project planner  Book scrutinies | EOC | CL | July 26 |  |  |
| To hold parental workshops and engagement sessions and target disadvantaged and ALN learners | Parent and carers to support learners at home with reading and IDL intervention | Parent voice  Parental engagement calendar | CW | CL | July 26 |  |  |
| To use CCE documents to challenge and extend MAT and provide increased opportunities to use and apply their skills across the curriculum. | Raise the attainment of MAT pupils so more pupils achieve at the upper level in the national tests | National test data | EOC | CL | July 26 |  |  |
| To participate in the Seren Fach cluster project providing a range of enhanced experiences to identified MAT pupils. | Raise the attainment and aspirations of MAT pupils | Pupil voice | EOC | CL | July 26 |  |  |

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| **School Priority: Develop Pupils’ literacy, numeracy, digital and Welsh skills** | | | | | | | | |
| **Self-evaluation-why?**  Book scrutinies, lesson observations and pupil voice show that pupils have good opportunities to use their literacy, numeracy, digital and Welsh skills across the curriculum.  Most pupils are able to apply their numeracy skills effectively across the curriculum. National test data shows that many pupils are working at age appropriate levels in numeracy (Y2 93%, Y3 61%, Y4 79%, Y5 80% and Y6 83%) but only a few are working above age appropriate expectations (Y2 15%, Y3 14%, Y4 8%, Y5 18% and Y6 15%).  Most pupils’ have good improved the accuracy of spelling, punctuation and grammar in their work. More opportunities need to be provided for pupils to apply these skills by writing at length for authentic purposes (Estyn R1). This has been a focus since inspection and there has been an increase in the opportunities provided. Many of the youngest pupils develop their writing skills effectively. Although many older pupils in the primary phase take pride in the presentation of their work, a few pupils’ handwriting and presentation skills are not developed well enough.  Most pupils develop reading skills well as they move through the phase and have made expected or greater than expected progress this year. Many pupils in years 4 (74%), 5 (70%) and 6 (72%) are reading at or above an age appropriate level. In years 2 (52%) and 3 (52%) around half of pupils are reading at or above an age appropriate level. The number of pupils reading at 2 years or above their chronological age is varies in each year group but generally increases as pupils progress through the school-Year 2 4%, Year 3 12%, Year 4 24%, Year 5 39% and Year 6 24%.  Most pupils apply a range of digital skills suitably across the curriculum. Digital skills are mapped out, taught and covered progressively. Pupils’ need further opportunities within the producing strand to plan, undertake and evaluate their work in a range of contexts.  We achieved the Cymraeg Campus Bronze award in July 2021 and Silver award in June 2023. We have started work on the Gold award and plan to embed actions to achieve the award in Autumn term 2025. Bilingualism is a strength of the school and Welsh is well used. Most pupils have good Welsh language skills but there is scope for pupils’ to further extend their conversational language skills and to use Welsh vocabulary across the curriculum. | | **Key goals**   * To embed the cluster progression frameworks for Literacy, Numeracy and Digital skills * To provide targeted intervention to support identified target learners * To develop parent workshops so parents can support learners with reading, calculations and spoken Welsh   Literacy   * To focus on developing pupils’ writing skills by providing more opportunities for pupils to apply these skills by writing at length for authentic purposes (Estyn R1) * To improve pupils’ phonic knowledge in EY and LS through RWINc training for all staff, daily sessions and enhanced progress monitoring through the RWINc portal * Renewed focus on developing spelling across the school focussed on CCE HF words * To increase the reading age of target pupils with a focus on Year 4 pupils and pupils eFSM so they make accelerated progress towards their chronological age * To increase the number of pupils reading above their CA and ensure MAT pupils are challenged and extended. * Embed new handwriting policy to improve letter formation, handwriting and pupils’ presentation skills   Numeracy   * To increase challenge and extension for more able learners in maths * To embed the use of IDL numeracy for target pupils * To continue to focus on opportunities for pupils to apply their numeracy skills for authentic purposes including financial literacy   Digital   * To develop opportunities for older pupils to develop their digital producing skills * Develop the use of Seesaw and Google classroom to create digital portfolios * Further develop the role of digital leaders * Embed apps for developing pupils’ skills from Mr P training   Welsh   * To develop parent workshops and use of Welsh * To further develop pupils’ use of spoken Welsh to include asking and answering questions * To extend the use of Welsh vocabulary across the range of AOLEs * To provide targeted staff training * To develop Welsh reading skills across the phase * To build on links with cluster and secondary phase Criw Cymraeg | | | | | | |
| **Improvement Actions** | **Success Criteria** | | **How will progress be monitored?** | **Staff Lead** | **Monitor** | **Time**  **scale** | **Resources/ External support** | **Impact to date** |
| **Literacy skills** | | | | | | | | |
| To embed the Clwstwr Cwricwlwm Enfys documents for literacy including genre map. | Staff using the CCE documents as a basis for their planning to ensure progression in planning for literacy | | Planning scrutiny  Book scrutiny | JA | CL | July 26 |  |  |
| Focus this year across the cluster on spelling and CCE high frequency words. Key word spellings test to be implemented in September then differentiated HF CCE spellings to be in individual books. Ensure common approach to weekly spelling tests. | Pupils make progress in spelling from their starting points | | NGST data  HF CCE test data | JA | CL | July 26 |  |  |
| RWInc training for all staff. Implement daily RWInc sessions for pupils in Rec-Y3. Introduce the portal assessment system for RWInc to track progress. | Pupils make good progress developing their phonic knowledge and Reception-Year 3. Pupils have tailored RWInc sessions to meet the needs of all pupils including ALN and MAT. | | Learning walks  RWInc Home readers | AK | CL | July 26 | RWInc  £3000 |  |
| To implement daily Fast Reading sessions in Y4 for the autumn term | Pupils make accelerated progress in reading and increased no of pupils reading at their CA | | NGRT data | CL | CL | Dec 25 | Cluster grant |  |
| To implement SPARX reading to challenge and extend MAT Year 5 and 6 pupils | Increased number of pupils reading above their CA | | NGRT data | CL | CL | Dec 25 |  |  |
| To implement IDL interventions for target year 3-6 school pupils, additional RWInc phonic support for target year 1, 2 and 3 pupils and Comit interventions in EY. Sharp focus on ensuring intervention and monitoring impact for eFSM learners. | Pupils make accelerated progress from their starting point and gaps in learning are plugged.  Target pupils’ RA and SA improve and catch up their CA | | Class data sheets  Pupil progress meetings | SJ  CB  LK | CL | July 26 | IDL £300 |  |
| Programme of parent literacy engagement workshops with targeted session for parents of IDL target pupils and reading breakfasts | Parents able to effectively support home reading and pupils able to access IDL sessions at home. | | FEO calendar  Reading data | EW | CL | Mar 25 |  |  |
| Teachers to plan opportunities for writing at length for authentic purposes in literacy lessons every 2/3 weeks and topic every half term as a minimum. Project planner document to be amended to include this. Half termly staff meetings to share good practice and half termly book scrutinises to monitor implementation. | Pupils’ writing skills are developed through more opportunities to write at length for authentic purposes | | Book scrutiny | CTs | CL | July 26 |  |  |
| Ensure that pupils have regular opportunities use teacher feedback to redraft and improve their work focusing on sections of their work | Pupils use feedback to improve their work | | Book scrutiny | CTs | CL | July 26 |  |  |
| Embed new handwriting policy linking to the RWINc handwriting scheme to teach progressive skills and improve letter formation, handwriting and pupils’ presentation skills. Regular handwriting sessions to teach letter formation and also opportunities for pupils to practice and consolidate. | Pupils’ have improved letter formation, handwriting and presentation | | Book scrutiny | CTs | CL | July 26 |  |  |
| **Numeracy skills** | | | | | | | | |
| To continue to implement the new Clwstwr Cwricwlwm Enfys documents for Numeracy including the calculations policy and EF5 focus | Staff using the CCE documents as a basis for their planning | | Planning scrutiny  Book scrutiny | MM  EOC | CL | Dec 25 |  |  |
| To develop opportunities for real life maths experiences through project planning including using café, visitors and business and enterprise weeks. Develop financial literacy skills. | Pupils can apply their numeracy skills to real life contexts | | Planning and work scrutiny | MM  EOC | CL | July 26 |  |  |
| To extend MAT pupils through challenge and extension, use of problem solving, using and applying, and reasoning tasks. Introduce the prodigy app | MAT pupils can extend and apply their learning to problem solving and reasoning tasks through lessons and the app | | Digital scrutiny  Pupil and staff voice | MM  EOC | CL | July 26 |  |  |
| To continue Maths IDL interventions for target pupils-spring term | Pupils make accelerated progress from their starting point and gaps in learning are plugged. | | Class data sheets Pupil progress meetings | CB  SJ | CL | July 26 |  |  |
| Programme of parent numeracy engagement workshops to be planned through the year including use of hands-on resources to support maths and the school calculations policy | Parents able to effectively support home learning and pupils able to access IDL sessions at home. | | FEO calendar  Pupil progress meetings | EW | CL | Dec 25 |  |  |
| **Digital skills** | | | | | | | | |
| To embed Clwstwr Cwricwlwm Enfys documents and digi den platform for digital skills. Documents to be evaluated and updated. | Key team work to create progression overview documents which are then shared with staff. Staff use the CCE documents as a basis for their planning | | Planning scrutiny  Book scrutiny | CTs | CL | July 26 |  |  |
| Further develop the digi dens in the shared areas and embed the DCF into classroom learning environments and quests | Pupils use a range of resources to develop their digital skills | | Learning environment walks | AK | CL | July 26 |  |  |
| Develop opportunities for digital leaders to work cross phase through half termly meetings with a focus on a range of digital resources | Digital leaders have opportunities to develop their digital skills and to use range of digital resources to then teach their class how to use them. | | Learning walks  Digital scrutiny | AK | CL | July 26 |  |  |
| Continue with staff meeting training programme on different DCF strands to support teachers and share good practice. First sessions to focus on using digi den platform. | Staff are confident to teach DCF and have a bank of activities/plans to use | | Learning walks  Digital scrutiny | AK | CL | July 26 |  |  |
| Invest in a set of new ipads for upper school to create a set of 22 | Upper school pupils have access to a range of devices | | Learning walks  Digital scrutiny | EOC | CL | Dec 25 | £3600 (PTFA) |  |
| Embed the range of age appropriate apps and websites from the Mr P training and ensure project planning reflects digital opportunities | Pupils develop their digital skills through a range of engaging apps | | Learning walks  Digital scrutiny | AK | CL | July 26 |  |  |
| Embed the use of Seesaw in EY and LS and Google classroom for US to create digital portfolios of work across the range of AOLEs | Pupils have digital portfolios of work which they can access and add to | | Learning walks  Digital scrutiny | AK | CL | July 26 |  |  |
| Develop use of the 3d printer through class sessions and after school club | Pupils can use the 3d printer to create models | | Learning walks  Digital scrutiny | AK  MV | CL | July 26 |  |  |
| **Welsh skills** | | | | | | | | |
| To project planning format to include Welsh language to be used across the curriculum in topic lessons. Welsh vocab to be used in all projects. | Welsh vocabulary used across the curriculum in a range of AOLE | | Book scrutiny  Pupil and staff voice, Planning scrutiny | CTs  LS | CL | July 26 |  |  |
| Embed the use Welsh games which focus on extending answers and increasing pupil confidence in asking and answering questions so they can hold a conversation | Pupils Welsh conversational skills and developed and pupils’ progress in their Welsh language skills as they progress through the school | | Pupil voice  Welsh work scrutiny | CTs  LS | CL | July 26 |  |  |
| Embed Tric a Clic in EY and further develop Welsh guided reading in LS and US | Pupils become more competent and confident at reading Welsh | | Pupil voice  Welsh work scrutiny | CTs  LS | CL | July 26 |  |  |
| Staff training needs to be identified and included in the performance management PL pathways | All identified staff to have personalised training programme to increase their confidence with Welsh language | | Staff voice  Lesson observations | LS | CL | July 26 |  |  |
| Staff all have access and regular use of duolingo to support Welsh language development. | Staff develop increased confidence and skills with Welsh language | | Staff voice  Lesson observations | LS | CL | July 26 |  |  |
| Develop use of staff Welsh through fortnightly ‘Te a Sgwrs’ | Staff develop increased confidence and skills with Welsh language | | Staff voice | LS | CL | July 26 |  |  |
| Complete the implementation of the action plan to meet target areas for CC Aur award | Clear action plan in place to work towards Aur Award | | Action plan  CC display board | LS | CL | Nov 25 |  |  |
| Plan parent Welsh sessions as part of the family engagement calendar | Parents attend course and develop their confidence and positive attitude towards the Welsh language | | Parent survey and voice | LS | CL | July 26 |  |  |
| Develop 3-16 and cluster links between primaries and secondary phase Criw Cymraeg groups through regular meetings and planned events | Pupils link with Criw Cymraeg in other cluster primaries and secondary phase and have opportunities to develop and practice their Welsh language skills | | Pupil voice  Senedd termly PP | LS | CL | July 26 |  |  |

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| **School Priority: To continue to implement to new CfW and develop a shared understanding of progression** | | | | | | | |
| **Self-evaluation-why?**  The new curriculum for Wales became statutory for primary schools in September 2022. Significant work has already been undertaken to introduce and embed the new CfW and we will build on the work already undertaken this year with the Ebbw Fawr Cluster approach and framework. The Clwstwr Cwricwlwm Enfys literacy, numeracy, digital, Humanities and STEM frameworks have been implemented and next steps are to develop and implement CCE frameworks Expressive Arts | **Key goals**   * To further embed the Clwstwr Cwricwlwm Enfys progression frameworks for literacy, numeracy, digital, Humanities and STEM in planning * To implement shared PPA time and use of staff meeting to support team planning * To plan immersive theme days and weeks which tie into key priorities/themes and topical events * To review, evaluate and improve the literacy, numeracy and digital CCE progression frameworks * To develop and introduce the Clwstwr Cwricwlwm Enfys progression framework for Expressive Arts * To develop the role of the enabling adult and pupils’ influence on their learning through amser barod in EY * To further develop opportunities for pupils to apply their independent learning skills through quests in upper school * To develop a shared understanding of progression within the primary phase, across 3-16 and also within the cluster | | | | | | |
| **Improvement Actions** | **Success Criteria** | **How will progress be monitored?** | **Staff Lead** | **Monitor** | **Time**  **scale** | **Resources/External support** | **Impact to date** |
| Staff to use the Clwstwr Cwricwlwm Enfys documents as a basis for planning literacy, numeracy, digital, Humanities and STEM | Staff use Clwstwr Cwricwlwm Enfys documents as a basis for planning and creating a cluster approach to teaching skills and shared expectations of skills development | Meeting minutes  Book scrutiny | JA  MM  EOC  AK  MS | CL | July 26 |  |  |
| To create colour specific CCE overviews for skills | Support teacher staff to have a clear overview of skills and objectives they need to teach for each year group | CCE documents created | PL leads | CL | Dec 26 |  |  |
| To ensure shared PPA time for year group teams and increase use of staff meetings/INSETs for team planning | Staff are able to work together to use CCE documents to plan for progression | Planning and book scrutinies | EOC  AK | CL | Dec 25 |  |  |
| To plan immersive theme days and weeks which tie into key priorities/themes and topical events | Pupils have an enriched and varied curriculum offer | Book scrutinies  calendar | AK | CL | Dec 25 |  |  |
| To review, evaluate and improve the literacy, numeracy and digital progression frameworks | Cluster staff teams to meet to evaluate, review and update CCE documents in line with feedback from staff in schools | Updated documents created | JA  MM  EOC  AK | CL | July 26 |  |  |
| To create, introduce and implement Clwstwr Cwricwlwm Enfys progression framework Expressive Arts. Secondary staff to support cluster teams with writing documentation. | Staff use Clwstwr Cwricwlwm Enfys documents as a basis for planning and creating a cluster approach to teaching Expressive Arts | CCE document created | JW | CL | May 26 |  |  |
| To plan for regular cluster year group meetings and use INSET days for staff to develop their use of the new Clwstwr Cwricwlwm Enfys documents and further develop a shared understanding of progression. | Cluster staff develop a shared understanding of progression and share good practice and resources for the cross curricular skills. | Meeting minutes  Staff voice | CL | CL | July 26 |  |  |
| Each teacher to link with cluster colleague in their year group network and arrange to visit their classroom and observe a session | Cluster staff develop a shared understanding of progression and share good practice and resources for the cross curricular skills. |  |  |  |  |  |  |
| To share a whole school half termly topic/theme/learning overviews with parents via dojo | Parents know what they children will be learning in school and can support their children at home | Dojo | EW | CL | Dec 25 |  |  |
| Embed the role of the enabling adult in Early Years and amser barod approach. All staff to record their observations and evidence on Seesaw. | EY support staff can conduct effective observations and use captured moments books to record observations to inform pupil progress, pupil voice and next steps in learning | Captured moments books | AK  MM  CM | CL | Dec 25 |  |  |
| To reintroduce the use of independent learning tasks (quests) in the upper school. | Pupils have the opportunity to apply their prior learning across the range of AOLE independently | Class experience books/ display | EOC | CL | Dec 25 |  |  |

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| **School Priority: To further develop a high-quality teaching and support staff with a continuing focus on improving teaching and learning** | | | | | | | | |
| **Self-evaluation-why?**  Most teaching and learning is consistently good or better across the school. We know this from lesson observations, book and digital scrutinies, analysis of pupil progress data and SSE activities undertaken termly with our SIP. The school is a Lead network school for Maths, focusing on developing the CPA approach, and RADY.  We want to continue to build on this success and good practice to date and develop further to ensure excellence across the school for all staff. From a range of monitoring activities, teachers have specific areas to develop as well collective areas for development, for example, modelling. We want to continue to develop high quality teachers and support staff as well as strong middle leaders to ensure we can continue to drive forward improvement. | | **Key goals**   * To develop further the sharing of good practice (as per teacher overview doc) both in house and across other schools * To continue to use teaching sprints and enquiry approach to research and implement the walkthru techniques * To strengthen self-evaluation through embedding new monitoring documentation to increase focus on pupil voice, progress of groups of learners and reflective practice. * Further develop outdoor learning * To further develop the role of the enabling adult * To further develop opportunities for pupils to apply their independent learning skills * Introduce the 5 questions for clarity for teaching and learning as basis for pupil voice | | | | | | |
| **Improvement Actions** | **Success Criteria** | | **How will progress be**  **monitored?** | **Staff Lead** | **Monitor** | **Time**  **scale** | **Resources/External support** | **Impact to date** |
| Work with EAS Numeracy lead to create calendar of PL activities. Host training at school for teachers to see maths in action – planning, books, resources and lessons. | To share good practice in Maths, including CPA approach, to other schools as part of the LNS. Work with the EAS to host training. | | EAS PL Calendar  Partner school SSO sheet | EOC  MM | CL | July 26 | Release  Resources |  |
| Work with EAS RADY lead to create calendar of PL activities. Host training at school and sharing good practice events. | To share good practice in RADY as part of being an LNS | | EAS PL Calendar  Partner school SSO sheet | EOC  EW | CL | July 26 |  |  |
| To develop sharing of good practice (as per teacher overview doc) and collaborative practice for teachers and TAs through peers observing formal lesson observations, peer lesson observations and an open-door policy. Linked focus from Walkthrus. | CTs and TAs to complete peer lesson observations to inform and improve their own practice.  Good practice shared in staff meetings e.g. TAPAS strategies, Learning environments, resources. | | Observation sheet and feedback meetings | AK  EOC | CL | July 26 | Release |  |
| Use EAS PL calendar to visit other schools and inform PL pathways. EY TAs to observe good practice in LNS EY schools already visited by teachers. Regularly check calendar and assign staff to relevant courses. | Staff development needs are met through personalised PL opportunities | | PL Logs | EOC | CL | July 26 | Supply costs |  |
| To continue to develop the Walkthrus using Teaching sprints. Use the Prepare, sprint review structure over 6 weeks. Staff to research, use and evaluate strategies and techniques from Walkthrus. | Staff improve in identified areas for development | | Lesson obs  Review meetings | EOC | CL | July 26 |  |  |
| Embed the enquiry approach for pupil influenced learning and use the project planners to plan for pupil led activities using real life contexts and pupils’ interest. | Teachers will use pupil voice to inform planning | | Displays in class  Learning journals | AK  EOC | CL | July 26 |  |  |
| Develop outdoor learning and start forest schools sessions in Upper School. Share good practice of outdoor learning. | Pupils have enriched learning experiences in the outdoors | | Learning walks | CB  AK  EOC | CL | July 26 | Resources  £400 cluster grant |  |
| Develop 3-16 PL offer. Create PL menu for opportunities for staff to choose PL offer/activity. | All staff receive tailored PL to support their development | | PL Logs | EOC | CL | July 26 | Supply costs |  |
| Introduce new lesson observation format with a focus on pupil progress and skills development and to support teacher reflection/coaching conversations | Lesson observations are focused on pupil progress and skills, and support leaders to identify impact on pupils and next step actions | | New lesson ob format | PLT | CL | Dec 25 |  |  |
| Introduce new book scrutiny recording document including tracking progress of groups of learners and pupil voice | Book scrutiny format support leaders to identify impact on pupils and next step actions | | FADES | PLT | CL | Dec 25 |  |  |
| Introduce the questions for clarity as the basis of pupil voice. Share with staff and develop as a common language for learning. | Pupils and have a common language for talking about learning. Pupils are able to articulate their learning and have a secure understanding of success criteria. | | Pupil voice FADE | PLT | CL | Jul 26 |  |  |
| Further develop enabling adults in EY and Lower School. Independent activities/quests in Upper school. Pupil voice to be included in planning. | To further develop opportunities for pupils to apply their independent learning skills | | Learning walks  Planning  book | EOC  AK  CT/TA | CL | Dec 25 |  |  |

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| **School Priority: To improve attendance and the provision of wellbeing** | | | | | | | |
| **Self-evaluation-why?**  Attendance rates have improved this year from 90.4% in 2022-23, 92.5% in 2023-24 to 93.4% in 2024-25. The school’s attendance is consistently high compared to other schools in Blaenau Gwent. Attendance rates for pupils eFSM are lower than those non-FSM. In 2022-23 the attendance between non eFSM and eFSM pupils was 7.58%. This gap has been significantly narrowed to 4.98% in 2023-24 and is currently 4.1% (90.8% v 94.9%). Although attendance of ALN pupils is historically lower, attendance of ALN learners is currently in line with their peers. There are currently 48 persistently absent pupils-below 90%-which is reduced from 59 in 2023-24. Attendance remains an area for improvement.  Staff wellbeing is very strong and the results of the recent staff survey support this. Staff wellbeing therefore needs to remain a focus to ensure high levels of wellbeing are maintained.  Pupil wellbeing is also a strength of the school and results of the recent pupil questionnaire and pupil voice groups are pleasing in a number of areas. The implementation of the healthy eating policy at snack times is inconsistent and this needs to be a focus for next year developing both the consumption of fruit and vegetables. SHRN data also shows that the proportion of pupils eating fruit is above the Welsh average (51% v 48%) but the proportion of pupils eating vegetables is below (28% v 37%). SHRN data also shows that the proportion of pupils exercising at least 5 times a week in lower than the national average (45% v49%) and this will be a focus area. The number of pupils actively travelling to school is also less than Welsh averages and whilst this reflects the geographical location of the school, this will be an area for development. SHRN data on pupil wellbeing, toothbrushing, sleep, vaping, emotional mental wellbeing, school connectedness, bullying a transition showed favourable results against the Welsh averages.  Community engagement remains strong and results of parent surveys and parent focus group outcomes are positive. The Heart of the Community Calon award, CLA Friendly school and School of Sanctuary Awards have been achieved. | | | | **Key goals**   * To improve pupil attendance particularly focusing on eFSM pupils-target 95% * To reduce persistent absenteeism * To develop an anti-racist culture through the curriculum * To improve provision of resources and activities at playtime in Upper school * To maintain and further improve high standards of staff wellbeing * To achieve the silver eco award * To embed the Jigsaw SoL * Embed the cluster approach to healthy eating. * To introduce the TIS approach into school and create a sensory room | | | |
| **Improvement Actions** | **Success Criteria** | **How will progress be monitored** | **Staff Lead** | **Monitor** | **Time**  **scale** | **Resources/External support** | **Impact to date** |
| To embed Jigsaw SOL for class based lessons and continue with half-termly whole school Jigsaw assemblies. | Pupils and staff feel more confident in how the Jigsaw approach can be embedded across day-to-day school life. | Termly analysis of coverage | LS | CL | July 26 | Jigsaw |  |
| To improve play time resources and active physical play activities in the Upper school. | All learners are given the opportunity to thrive during break times. To increase the number of pupils exercising at least five times a week | Learning Walks  Pupil Voice  Staff Voice | LS | CL | Dec 25 | Resources |  |
| Strengthen self evaluation of safeguarding culture in the school to incorporate attendance rates of disadvantaged pupils, persistently absent pupils, no of FTE and pupils on part time timetables. | Safeguarding self evaluation is strengthened to include key measures | Safeguarding self eval | CL | CL | Dec 25 |  |  |
| To conduct termly wellbeing 1:1 meetings with all staff | Maintain strong staff wellbeing and address any issues | Staff VoiceStaff Questionnaire Data | CL | CL | July 26 |  |  |
| To work with the cluster in joint campaigns including video to promote healthy eating in school starting with focus on snacks in the autumn term | Pupils will make healthy eating and drinking choices in school | Learning walks at playtime and lunchtime | LS | CL | Dec 25 |  |  |
| Encouragement of healthy snacks through ‘snacktember’ and fruit and vegetable swap shop | Pupils will make healthy eating choices in school | Learning walks at playtime and lunchtime | LS | CL | Dec 25 |  |  |
| Parent and child cookery sessions to focus on healthy eating provision | Parents and pupils will make healthy choices | Learning walks at playtime and lunchtime | EW | CL | July 26 |  |  |
| Attendance leaflet for parents highlighting importance of good attendance, which aliments pupils can attend school with etc | Parents understand the importance good attendance and when pupils can be unwell and still attend school | Attendance Data | CW | CL | Sept 25 |  |  |
| Embed 3-16 anti-bullying ambassadors within Year 6 and thoughtful Thursdays | Learners will become more aware of the impact of bullying and strategies available to prevent it. Pupils will promote and celebrate kindness. | Pupil Voice | LS | CL | Dec 25 |  |  |
| To engage as a cluster with DARPL develop a meaningful and diverse anti-racism culture through our new curriculum through staff training, engaging with DARPL PL and developing partnerships to support integrating themes. | Increase staff confidence to adapt their lessons to deliver a focused and purposeful curriculum. Encourage learners to show diverse interests. To ensure that a range of increasing range cultures and diversity in our school is recognised and celebrated | Staff Voice  Parental Q’aire  PASS Survey Data | CL | CL | July 26 |  |  |
| Anti-racism workshops ‘No Boundaries’ for pupils, staff, parents and governors to build on previous sessions | Share the anti-racism work of the cluster with parents and governors. Increase parents and governors’ confidence in tackling racism. Encourage learners to show diverse interests and understand the impact of racism. | Parent voice  Pupil voice  Governor voice | CL | CL | July 26 |  |  |
| To achieve the eco silver award by self-assessing current performance against the eco schools criteria. To create an action plan outlining actions needed and SMART targets. Plan shared with all staff and actioned | All staff have a clear understanding of strengths and targets needed to achieve the award. Criteria for the award met. | Eco action plan | JA | CL | July 26 | Resources |  |
| To increase the number of extra-curricular activities which link to physical activity. | To increase the number of pupils exercising at least five times a week | ECA schedule | MS | CL | July 26 |  |  |
| To promote local community activity groups i.e. rugby, football, gymnastics etc via padlet on dojo and school visits to pupils | To increase the number of pupils exercising at least five times a week | Dojo posts | EW | CL | July 26 |  |  |
| To encourage active travel to school by starting a half termly walking bus to school and installing a new bike shelter | To increase the number of pupils walking or cycling to school | Walking bus registers | EW | CL | July 26 |  |  |
| FEO to undertake the Trauma Informed School Level 3 qualification. FEO to be able to bring the practice into school to support and train staff and provide support to targeted pupils | To achieve the TIS qualification and as a result to be able to address wellbeing needs of pupils | TIS qual and resulting action plan | EW | CL | July 26 |  |  |
| To deliver ELSA and Flourish sessions to support vulnerable pupils who require ESBD support (2 afternoons per week) | To address wellbeing needs of pupils | ELSA/Flourish notes | SH | CL | July 26 |  |  |
| To create a sensory room in the nursery quiet room | To address the sensory needs of identified pupils and support dysregulated pupils to be ready to access learning | Learning environment | LS | CL | Dec 25 | £500 PTFA |  |

Grant Planning aligned to SDP

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| **Planned Activity  (what are you going to do?)** | **Success Criteria / Targets** | **EAS or LA Led Grant** | **Funding Source** | **(EY) PDG requirement (Only)** | **KS3 Only** | **Spend Type** | **Planned Cost £** | **Time Scale / Date (From)** | **To** | **Remaining £** |
| Administrative support to Secondary Phase ALNCO | Administrative burden reduced for ALNCO | LA | ALN Implementation 2025-2026 |  |  | Grant Funded Post | 16000 | Apr-25 | Mar-26 | 16,000 |
| Continuation of ALNCO and appropriate staff to continue training in relation to the new Code | Improved understanding and implementation of Code | LA | ALN Implementation 2025-2026 |  |  | Release Cover | 8,000 | Apr-25 | Mar-26 | 8,000 |
| Purchase of additional resources and equipment for staff professional learning | Improved understanding of strategies for universal provision | LA | ALN Implementation 2024-2025 |  |  | Resources | 4,427 | Apr-25 | Mar-26 | 4,427 |
| Aim to expand coaching team to develop teaching practice, particularly those who are skilled in RADY and ALN. TAs to be included | Identification of new coaching team members.  Open Door Lessons focused on RADY and ALN. | Professional development observations  Book looks | JC / CL / BTW | SR | On-going | Management time  EAS courses | 7,045 | Sept-25 | Apr-26 | 7045 |
| Staffing support for Nursery | Children developing skills in smaller groups | LA | EYPDG | Play-based learning | No | Grant Funded Post | 18,4000 | Apr-25 | Mar-26 | 18,400 |
| Creating time for Secondary and Primary Phase staff to evaluate current curriculums for Wales schemes of learning and CEnfys | Staff have improved understanding and increasingly confident in creating new schemes of learning across AoLE's and subject areas | EAS | PL Grant |  |  | Release Cover | 20000 | Apr-25 | Mar-26 | 20,000 |
| Middle leaders to undertake in-house leadership development in terms of monitoring and evaluation. Purchase of materials and resources | Middle-leaders have improved leadership skills | EAS | PL Grant |  |  | Resources | 7,377 | Apr-25 | Mar-26 | 7,377 |
| One TA employed to work specifically with disengaged learners at KS4 | Improved Average Point Score against target grades for identified students | LA | Standards |  |  | Grant Funded Post | 37,000 | Apr-25 | Mar-26 | 37,000 |
| One TA employed to work specifically with disengaged learners at KS4 | Improved Average Point Score against target grades for identified students | LA | PDG |  |  | Grant Funded Post | 34,738 | Apr-25 | Mar-26 | 34,738 |
| Development of enhanced EVE offsite provision for KS4 learners | Improved outcomes within capped points score and 'Level 1' | LA | PDG | Social and emotional learning | No | Grant Funded Post | 61,000 | Apr-25 | Mar-26 | 61,000 |
| Development of enhanced EVE offsite provision for KS3 learners | Improved reading outcomes and NNRT scores | LA | PDG | Small group tuition | Yes | Grant Funded Post | 89,200 | Apr-25 | Mar-26 | 89,200 |
| Development of enhanced EVE offsite provision for KS4 learners | Improved outcomes within capped points score and 'Level 1' | LA | PDG | Small group tuition | No | Resources | 7,556 | Apr-25 | Mar-26 | 7,556 |
| Development of enhanced EVE offsite provision-extra room | Improved outcomes within capped points score and 'old Level 1' | LA | PDG | Small group tuition | Yes | Resources | 25,0000 | Apr-25 | Mar-26 | 25,000 |
| Seconded SLT focusing on attendance particularly eFSM learners | Improved attendance particularly eFSM learners | LA | PDG | Behaviour interventions | No | Grant Funded Post | 1,200 | Apr-25 | Mar-26 | 1,200 |
| Seconded SLT focusing on attendance particularly eFSM learners | Improved attendance particularly eFSM learners | LA | PDG | Behaviour interventions | Yes | Grant Funded Post | 18,800 | Apr-25 | Mar-26 | 18,800 |
| Family Engagement Officer focusing on attendance particular eFSM learners in Primary Phase | Improved attendance particularly eFSM learners | LA | PDG | Behaviour interventions | No | Grant Funded Post | 40,000 | Apr-25 | Mar-26 | 40,000 |
| Family Engagement Officers focusing on attendance particular eFSM learners in Secondary Phase | Improved attendance particularly eFSM learners | LA | PDG | Behaviour interventions | Yes | Grant Funded Post | 18,000 | Apr-25 | Mar-26 | 18,000 |
| Additional HLTA to support CLA and those at risk of harm | Improved attendance particularly eFSM learners | LA | CLA | Social and emotional |  |  | 19,600 | Apr-25 | Mar-26 | 19,600 |
| RADY activities including transport, resources and uniform support for parents/families in KS4 | supporting students and families across the school with uniform costs | LA | PDG | Parental engagement (TL) | No | Resources | 7,000 | Apr-25 | Mar-26 | 7,000 |
| RADY activities including transport, resources and uniform support for parents/families in KS3 | supporting students and families across the school with uniform costs | LA | PDG | Parental engagement (TL) | Yes | Resources | 10,500 | Apr-25 | Mar-26 | 10,500 |
| RADY curriculum activities In KS4 | Supporting learners with access to curriculum activities and social wellbeing activities | LA | PDG | Extending school time | No | Resources | 12,000 | Apr-25 | Mar-26 | 12,000 |
| RADY curriculum activities in KS3 (Gwent music) | Supporting learners with access to curriculum activities and social wellbeing activities | LA | PDG | Extending school time | Yes | Resources | 18,000 | Apr-25 | Mar-26 | 18,000 |
| RADY activities including resources and uniform support for parents/families in Primary Phase | supporting students and families across the school with uniform costs | LA | PDG | Parental engagement (TL) | Yes | Resources | 10,000 | Apr-25 | Mar-26 | 10,000 |
| RADY curriculum activities in Primary Phase (Gwent music) | Supporting learners with access to curriculum activities and social wellbeing activities | LA | PDG | Extending school time | No | Resources | 10,000 | Apr-25 | Mar-26 | 10,000 |
| Additional Pastoral Manager across Secondary Phase (KS4) | Improved behaviour reflected in reduced negative point scores | LA | Standards | Behaviour interventions | No | Additional Salary | 20,000 | Apr-25 | Mar-26 | 20,000 |
| Additional Pastoral Manager across Secondary Phase (KS3) | Improved behaviour reflected in reduced negative point scores | LA | Standards | Behaviour interventions | Yes | Additional Salary | 20,000 | Apr-25 | Mar-26 | 20,000 |
| Additional Teaching Assistant focusing on small group phonics | Improved reading scores against chronological age | LA | PDG | Phonics | No | Additional Salary | 27,000 | Apr-25 | Mar-26 | 27,000 |
| Additional Teaching Assistant focusing on small group interventions | Improved GL Assessment scores at yr 6 | LA | PDG | Teaching Assistant Interventions | No | Additional Salary | 30,900 | Apr-25 | Mar-26 | 30,900 |
| Engaging Teaching Assistants in Foundation Phase to maintain pupil staff ratio | Sufficient staffing levels for Foundation Phase classes | EAS | Standards |  |  | Grant Funded Post | 88,803 | Apr-25 | Mar-26 | 88,803 |
| Purchase of additional Chromebook devices | Further development of DCF across both phases | EAS | Standards |  |  | Resources | 31,000 | Apr-25 | Mar-26 | 31,000 |