

Llanishen High School Development Plan 2018 – 2021

Our Improvement Priorities for 2018-19

1) Standards:

1. Raise expectation and outcomes at KS4 for L2+, L2, L1 and new Welsh Government Key Performance Indicators
2. Raise expectation and outcomes at KS5 with all subjects above the ALPS median, positive value-added score and increased A*-A, A*-C and A*-E
3. Raise expectation and NRT/NNT outcomes at KS3
4. Further refine strategies to 'Close the Gap' between Free School Meals (FSM) and non-FSM learners at KS3 and KS4
5. Improve whole school attendance and behaviour

2) Provision:

1. Further develop appropriate Learning Pathways for all learners in all Key Stages
2. Further improve the quality of Teaching & Learning, including effective marking and feedback
3. Implement Digital Competency Framework and improve provision for IT across the school

3) Leadership and Management:

1. Continue to develop whole school leadership capacity
2. Continue to improve the cycle of self-evaluation and improvement planning including the monitoring of lessons, books, student voice, parent voice and Performance Management

There are 3 strands to our SDP for 2018-19:

1. Teaching for Learning
2. Positive behaviour for Learning
3. Environment for Learning

Key School Performance Targets

Key Stage 3:

- All core and non-core in BQ1/2 for L5+, L6+ and L7+
- WG NNT and NRT to be in BQ1/2 for all indicators

Key Stage 4: New capped 9 and Level 2 indicators place the school in the top 50%/25% of similar schools

	2019	2020
Level 2+	69%	TBA
English L2	77%	TBA
Mathematics L2	77%	TBA
Science L2	77%	TBA
Level 1 threshold	100%	TBA
Capped Points Score	TBA	TBA
A*-A points measure	27%	TBA

FSM	2019	2020
Level 2+	TBA	TBA
English L2	TBA	TBA
Mathematics L2	TBA	TBA
Science L2	TBA	TBA
Level 1 threshold	TBA	TBA
Capped Points Score	TBA	TBA
A*-A points measure	TBA	TBA

Key Stage 5: Outcomes in all indicators below place the school above the family, local and national averages

	2019	2020	2021
3A* - A	16%	TBA	TBA
3A* - C	70%	TBA	TBA
2A* - E (Level 3)	100%	TBA	TBA
AWPS	925	TBA	TBA

Wellbeing:

Exclusions	2018-19	2019-20	2020-21
Number of FTE per 1000 students	47	45	43
Number of days per 1000 students	85	80	70
Attendance	95%	95.3%	95.5%
Pers absenteeism as a % of total	15%	13%	11%

1. Teaching for Learning

Lead responsibility: Mr Rob Wilson, Mr Lyndon Brennan, Mr Lee Humphreys

Link Governor: Chair of the Teaching, Curriculum and Outcomes Committee

Targets:

1. Broad and dynamic curriculum challenges and motivates all learners
2. Standards improve at KS3 and in NNT/NRT outcomes, placing the school in top 25% of similar schools
3. Standards improve at KS4 in the new capped 9 and level 2 indicators, placing the school in top 25% of similar schools
4. At KS5, improve standards in 3A*-A, 3A*-C, 2A*-E, vocational, AWPS and AWBQ to be well above the family, local and national averages
5. Outcomes improved for all groups of learners at all key stages, including MAT, FSM and ALN
6. Effective student voice informs whole school and departmental self-evaluation
7. Teaching to be judged good or better (85%+) with increased staff delivering high quality lesson experiences on a consistent basis and a reduction in the lessons requiring improvement
8. Marking is consistent and diagnostic across all subjects
9. Accurate assessment informs half termly data drops and progress checks
10. Improve retention into year 12 and through to year 13
11. Develop use of IT as a pedagogy and provide meaningful opportunities for students to develop their digital competency

Action	Who?	Budget/ Resource & source (EIG/PDG)	Timescale	Expected change/impact	Evidence source	RAG Status
Curriculum provision:						
1.1 Develop the two-year KS3 and three-year KS4 to provide a broad curriculum for learners in line with Donaldson and the DCF. Ensure curriculum provision meets the requirements of the reporting indicators for summer 2019 (to maximise the new capped 9 points score and L2+). All departments review their curriculum offer in line with WG changes	HT AHT - Curr	EIG – Learning Pathways £30,000 E, M & S staffing from PDG: £73,733	Implement September 2018	Increased guided learning hours for Core Subjects. Students offered 4 option subjects at KS4. Increased engagement in learning. Improved KPIs. Level 1 – 100%	Curriculum Plan 2018-19 - Nova T Outcomes 2019 Curriculum offer fully meets legislation	Yellow
1.2 Ensure that learning tasks are effectively differentiated for all students groups in many (over 70%) of lessons. Provide CPD workshops and action research work on differentiation	AHT – T&L ALNCO ALN team ASD Lead		Sept 2018 – Aug 2019	Increased engagement by all groups of learners Improved outcomes for all groups of learners	Lesson observations Book scrutiny Student voice	Red
1.3 Provide directed time for staff development through a series of twi-lights. Staff 'Action Research Groups' research, trial and develop pedagogy and classroom strategies	AHT – T&L	£1,000 for resources + good practice visists (T&L)	Implement September 2018 – Aug 2019	Improved teaching and learning Whole staff CDP strategy in place	School Calendar Published outcomes of Action Research	Yellow
MER processes to improve the quality of teaching and learning and impact of lesson observation:						
1.4 Ensure robust cycle of monitoring, evaluation and reporting (MER) in place for lesson observations, book scrutiny, student and parental voice	HT SLT		Sept 2018 – Aug 2019	Improved monitoring, evaluation and review feeding into school self-evaluation processes	School MER Calendar Staff handbook	Yellow
1.5 Ensure that all staff are observed teaching in the 3 week whole school review in Nov. The observer will triangulate what they see in the	AHT - T&L		Sept 2018 – July 2019	Quality of Teaching and Learning to be enhanced.	Outcomes of whole School Review	Red

lesson against a book scrutiny and standards. Timely good quality feedback. Maximise opportunity to callibrate with CA and CSC leads	Observation team (SLT and MLT)			Lesson observation process will lead to a greater degree of reflection, challenge and success		
1.6 Addresss underperformance with regards to teaching and individual teachers. Develop a support process for teachers where issues are identified. This support must be be-spoke for the member of staff. Impact must be monitored and measured. Access CSC support to quality assure this process	AHT - T&L SLs	£2,000 for CSC support – from T&L budget	Sept 2018 onwards	Fewer lessons to be judged as adequate or worse and staff will be moved to good. School Review process will have impact. Coaching programme established to reduce the number of adequate lessons delivered	Quality of teaching database	
Use of IRIS to impact on the quality of teaching and learning						
1.7 Ensure that all teachers film a minimum of 1 lesson using IRIS. All staff to observe good practice through the IRIS Best Practice Library. These clips will be uploaded under the agreed aspects of teaching and learning that we decide to focus on. Every INSET, staff meeting and Departmental Meetings to start with an example of good practice	AHT – T&L All staff	£10,000 over 3 years. From main school budget, teaching resources	Dec 2018	100% staff complete IRIS film. The Best Practice Library is established and populated with clips that relate to specific aspects of teaching and learning. All staff are able to access this. Sharing of good practice becomes part of what we do	IRIS good practice library INSET schedule	
Use of Student and Parental Voice to inform self-evaluation						
1.8 Develop a range of forums so that students can provide feedback on their experience of teaching and learning. Consult student focus groups on Curriculum development and the whole school marking review	AHT – DoS SLs	Survey monkey subscription £1,000 per annum	Sept 2018 onwards	Improved intelligence regarding the quality of teaching. Greater involvement of students in their learning	Outcomes of student voice surveys	
1.9 Develop a range of forums so that parents can provide feedback on their experience of teaching and learning, including the Estyn parental questionnaire	HT AHT – T&L	As above	Sept 2018 onwards	Improved intelligence regarding the quality of teaching. Greater involvement of parents in their student s learning	Outcomes of parental feedback	
Book Scrutiny and effective follow up						
1.10 Monitor the quality of written 'FEEDBACK' and how well this is acted upon by students. Book Scrutiny fortnight will include random sampling by SLT and SLs. Implement clear follow up actions to address any issues that are identified (books not marked/lack of quality feedback)	AHT – T&L SLT SLs		Sept 2018 onwards	Improved consistency in marking & diagnostic feedback. Clear evidence of peer and self-assessment in books. Nearly all (90%) of books are well presented, as a proud record of student learning. In many books (70%), students respond to written feedback and improve their work	Outomes of Book Scrutiny Book samples Lesson obs	
More Able and Talented						
1.11 Drive a whole school strategy to develop our most able students at every key stage.	AHT – DofE DH		Sept 2018 – Aug 2019	Improved outcomes at all key stages and at L7/EP and A*-A	Summer 2019 outcomes	

Know where our MAT students are, reviewing procedures for identifying MAT students. Teach to the higher levels. Target core and non-core. Increase use of ipsative data in this area. Extend opportunities for students to visit Russell Group universities within KS4 to raise aspiration	LofL 16-19			Increased upake to Russell Group universities	Internal tracking Destinations report 2010	
Homework and independent study						
1.12 Develop the use of either the SIMS ap or Show My Homework to improve frequency and quality of homework tasks set. Develop learning strategies, including revision approaches at all key stages. Consider skills based homework task for subjects at KS3 to develop independent study skills	AHT – T&L SLs	Potential costs for SMH	Sept 2018 onwards	Greater parental engagement in childrens learning More consistent and quality homework set. Students develop skills for independent learning	Homework Policy and schedule Outcomes of book scrutiny	
Effective and efficient assessment and tracking						
1.13 Develop Assessment Policy and share good practice through departmental and subject leader meetings. Ensure that SL provide accurate student progress data for all subjects at L2i, CPS, L1, L2, A*/A every half term. Make sure that this information identifies groups that are vulnerable to underachievement (FSM/SEN/LAC/EAL) as well as individuals that may be at risk	DH SLT SLs		Ongoing	Improved knowledge of the schools' current performance. Improved intervention strategy – target areas at need	Half termly data drops and progress reports to Governors and CSC Outcomes 2019	
1.14 Adapt tracking system for year 11 for summer 2019 outcomes. Track against the new capped 9 and in thirds so that we focus on all borderline groups.	DH		Sept 2018 – Aug 2019	Improved knowledge of the schools' current performance. Improved intervention strategy	Half termly data drops & reports to Governors/CSC	
1.15 Ensure that half termly data drops are followed by link standards meetings to agree actions for all underperformance	DH All SLT and SLs		Ongoing	Improved knowledge of the schools' current performance. Improved intervention strategy	Half termly data drops & reports to Governors/CSC	
1.16 Analyse August 2018 outcomes against summer 2 data entry to identify where teacher assessment is robust and where inaccurate – address through PM. Regular update of Departmental dashboards/health checks to monitor the progress of departments.	DH SLs		Sept 2018	To know how accurate departments and individual staff are in relation to assessment and to address where required	SSE DSEs	
1.17 Individual target setting using Aspire VA, ALPs. Set targets and monitor completion and retention of students for the full 2-year programme and attainment of 3A*-A, 3A*-C, 2A*-E and Vocational L3. Analyse Welsh Baccalaureate attainment half termly.	SLT LoL 16-19 Sixth Form Team L of AWBQ		September 2018 onwards	Aspirational targets set. Improved retention. Improved outcomes in KS5 data sets. 80% achieve WBQ at Advanced level. 85% achieve Skills Challenge at Advanced Level	ALPS Reports for AS, A2 and BTEC AWCDS	

1.18 Analysis of AS results to identify strategy for A2 results required to support performance in key measures. Ensure that module/unit results are agreed and recorded in the first week back in September	LoL 16-19 SLs, DHT Exams Officer		August - September 2018	Strategic and costed plan in place to maximise impact of results	ALPS Reports for AS, A2 and BTEC AWCDs	
1.19 Retain MAT learners into KS5. Achieve 80% A*-C at Level 3. Utilise Seren Network, Brilliant Club and other initiatives. Bring successful alumni back and provide a comprehensive package of support to access Oxbridge and Russell Group places	LofL 16-19 SLs		Sept 2018-Aug 2019	Retention rates into year 12 and through year 13 improve. Increase in Oxbridge and Russell Group entrants.	NOR – 6 th form Destinations Reports	
1.20 Regularly feedback to staff on the data for years 12 and 13 using ALPS Connect. Identify subjects that are exceeding, on target, below target. Identify students who are a concern and mentor them	LofL 16-19		Half termly	Identification of students who require intervention	Data folders	
1.21 Weekly Raising Attainment of Students (RAP) meetings to focus on those students at risk of underachievement. Use of war board and SLT mentoring to support vulnerable students.	SLT Core SLs Non-core SLs		Ongoing	Whole school awareness of students vulnerable to missing KPI – appropriate follow up	Minutes of rap meeting and progress of students tracked	
1.22 Mock Exam Results day' in January to give year 11 experience of receiving exam result. Follow up with support to improve performance	SLT SLs YTL – Yr. 11		January 2019	Students are motivated to engage in support and revision in lead up to summer exams	Attendance at revision and support sessions	
1.23 Ensure that the Easter revision programme targets specific students for specific intervention – focus on students' areas of weaknesses	DH KS4 PB SLs	£5,000 PDG	March 2019	Students increase in confidence and behaviours in formal exam settings	Records of attendance. Impact on outcomes in KPI	
1.24 Cease all study leave and replace with a planned revision timetable from May onwards. Organise student days for core subjects prior to examinations.	AHT - Curr All staff		May 2019	Student engaged in revision and support session	Impact on outcomes in KPI/attendance	
1.25 Targeted Sunday, Oct half-term, Feb half-term, Easter and May half-term revision with focus on eFSM. Include transportation and breakfast	SLT MLT	£5,000 PDG	September onwards	Targeted students engaged in revision and support sessions	Attendance logs	
1.26 Development of DCF and IT as a pedagogy. Opportunities for all departments to contribute to the Digital Competency Framework	AHT - Curr LPDCF	£10,000 IT budget	September 2018	Appropriate hardware and software purchased and in use	DCF Development Plan	
1.27 Improve impact of discrete literacy and numeracy lessons in years 7 and 8, including intervention for students sub 85 and in the 85-95 group	LofL, LofN		September 2018	Improved training and support for non-specialists. Quality SofL in place. Improved quartile positions for NRT/NNT outcomes	NRT/NNT outcomes	
Total from PDG		£83,733				

2. Positive Behaviour for Learning

Lead responsibility: Mrs Jackie Pearce, Mr Dan White, Mr Rob Bloor

Link Governor: Chair of the School Community and Wellbeing Committee

Targets:

- Reduction in low level disruption and behavioural referrals. Exclusion rates to be consistently lower than local and national averages
- Improved attendance (placing the school in top 25% of similar schools) and reduction in PNA
- School meets all KPI targets at all key stages and places the school in top 25% of similar schools
- Groups of learners make significant improvements in outcomes in all KPIs

Exclusions	2018-19	2019-20	2020-21
Number of FTE per 1000 students	47	45	43
Number of days per 1000 students	85	80	70
Attendance	95%	95.3%	95.5%
Pers absenteeism as a % of total	15%	13%	11%

Action	Who?	Budget/ Resource & source (EIG/PDG)	Timescale	Expected change/impact	Evidence source	RAG Status
2.1 Implement new infrastructure to support positive behaviour. This includes the BESD base to house correctional provision, IER and RJ functions. New and revised staffing structures in place to deliver. Appointment of a specialist BESD role to run the BESD provision.	AHT – W&I AHT - PB	PDG: BESD lead - £38,000 RJ & IER leads: £39,945	Sept 2018 – Aug 2019	Reduction in PEX and FTE Improved behaviour and reduction in low level disruption. Consistent routines and restorative practice in place for negative behaviour	Benchmarking data on PEX/FTE Monitoring of half-termly data on behaviour	
2.2 Lead the Pivotal year 2 curriculum. Reinforce 3 positive visual consistency's including the meet and greet on the door at the start of every lesson, use of Positive Praise Notes and reward the good first. Refine the school positive reward system. Run a Pivotal Action Research Group.	AHT - PB BESD team All staff	£3,000 PDG	July 2018 onwards	Consistent meet and greet and use of positive rewards. Improved behaviour, relationships and engagement	Monitoring of half-termly data on behaviour Student, staff and parental voice	
2.3 Arrange Team Teach training for all staff to ensure that all staff respond safely and de-escalate situations appropriately	AHT – W&I		September 2018	All staff are trained & confident in appropriate restraint	Staff training records	
2.4 Establish Flexible Learning Centre on the school site for anxious non-attenders and vulnerable learners at KS3 and KS4. Provide a	AHT – W&I L of FLC x 2	PDG 2 x TAsalaries and start up costs:	September 2018 – Aug 2019	Outreach is relocated onto the school site. Improved	FLC Learning walks Curriculum plan	

strategic curriculum alongside nurture/support to maximise L1/L2 outcomes and new capped nine		£42,146		outcomes for vulnerable learners. No student is NEET. Improved attendance	Summer 2019 outcomes	
2.5 Provide a nurture curriculum for targeted students in years 7 and 8. This will mirror a primary curriculum for 16 hours per fortnight with an SEN specialist teacher and TA support.	AHT – W&I ALNCO	Staffing costs: £21,073	Sept 2018 – Aug 2019	Improved transition for our most vulnerable learners. Improved literacy and numeracy outcomes	Provision map and curriculum plan	
2.6 Robust strategy to improve attendance. This will include analysis of all attendance data, esp PNA, to inform intervention. Generate income for attendance rewards. Establish rewards for high attendance. Attendance Officer to provide weekly updates for YTLs and tutors. Increase visual displays and weekly targets/celebrations.	Attendance Officer YTLs	Staffing costs	Sept 2018 – Aug 2019	Improved attendance to 95% Reduction in PNA	Attendance on SIMS Attendance return	
2.7 Improve punctuality to school and to lessons. Consistent application of lates procedures. Meet and greet on doors at the start of every lesson	YTLs Form tutors All staff		Sept 2018 – Aug 2019	Improved attendance and punctuality. Reduction in numbers recorded late to school	Attendance and punctuality reports on SIMS	
2.8 Utilise on-line SIMS reports to accurately monitor behaviour and internal truancy. These will be driven by the form tutor and used to update parents weekly.	AHT – PB YTLs Tutor Teams		Sept 2018 – Aug 2019	100% of SIMS reports completed Reduction in truancy Improved behaviour	SIMS logs Pastoral briefings	
2.9 More consistent tracking of rewards and sanctions on SIMS to identify students for intervention and to identify areas of inconsistency in application by staff	AHT – PB YTLs All staff		Sept 2018 – Aug 2019	Increase in positive comments and merits on SIMS Consistent use of SIMS by staff	SIMS logs Termly data on behaviour	
2.10 Culture and expectation - relaunch school uniform for all students in 7 – 13. Establish a student services provision to provide spare uniform including shoes, ties and blazers with a 'deposit' system.	SLT YTLs All staff	£4,000 PDG	For September 2018	Smarter appearance, raised expectation, ethos and behaviour	Form inspections Monitoring of half-termly data on behaviour	
2.11 Use of learning walks to monitor engagement and reinforce the authority of the teacher in each classroom. YTLs to carry out regular learning walks around their year groups. Extend this to tutor time learning walks and monitoring.	SLT MLT YTLs		September 2018	Improved engagement and monitoring of engagement	Monitoring of half-termly data on behaviour	
2.12 Rolling programme of assemblies to develop and embed whole school values and promote new school vision. Monitor the quality of assemblies and share good practice	YTLs SLT		September 2018 – Aug 2019	All stakeholders understand and share school values	Student voice Monitoring of assembly	
2.13 Develop the role of the form tutor. At KS3, 4 and 5 the role will focus on attendance, punctuality, behaviour, uniform and equipment. In years 12 and 13, structured tutor sessions will take place daily. Each week will include 1 formal	Form Tutors, YTLs SLT links		September 2018 onwards	Form tutor ownership. Improved standards in the 'basics.' Positive relationships	Tutor time monitoring Attendance data 6 th form attendance to registration and lesson	

assembly, 3 WBQ delivery sessions and 1 'analysing your performance' tutor session						
2.14 Ensure that all meetings, phone calls and incidents are recorded and followed up	All staff		September 2018	All students know that we mean what we say	SIMs records	
2.15 Launch a zero-tolerance approach to poor corridor behaviour. All staff meet and greet at the start of every lesson. All staff attend break and lunch duty sessions promptly. Increase use of sixth formers and prefects on duty/within departments/anti-bullying group	All staff LofL 16-19 6 th form students		Summer 2018	Corridors more orderly and calm environment. More visible roles for senior members of the school community	Learning walks Break duty rota Lunch duty rota Prefect duty rota	
2.16 Ensure that all teachers take responsibility for the behaviour of students in their classroom and follow the school policy appropriately. Remind teachers of their responsibility termly. Carry out regular and scheduled learning walks to monitor engagement. Robust analysis of data for ER/IER.	AHT – W&I AHT – PB SLT MLT		September 2018	Reduced call outs of SLT. Reduced reports on the system. Improved learning.	SLT and Governors half termly monitoring of behaviour data	
2.17 Introduce a post ER call-out survey that is emailed to staff who request emergency assistance. This will record the strategies used in the classroom prior to requesting external help.	AHT - PB BESD staff		September 2018	Embed a reflective approach to challenging situations and how we de-escalate/address issues	Collation of survey responses	
2.18 IRIS – one strand to be directed towards staff members who need to develop their positive classroom management. Identify colleagues who would benefit from this support (analysis of stats for behaviour). Trial the use of the interactive camera	AHT – W&I IT technical team		November 2018	Targeted and specific support for colleagues to improve their relationships and classroom management	Tracking of behaviour and lesson observations	
2.19 Engagement with parents. Further improve communication and feedback when parents contact the school. Further improve the curriculum information evenings, parents' evenings and support materials/documentation	All staff Form tutors YTLs SLT	Prospect us and PR materials £5,000	September 2018	Improved engagement with vulnerable groups	Parental feedback on each event	
2.20 Engagement with local community. Formulate a strategy to engage with the local community and communities in our outlying catchment areas	SLT YTL Form tutors		September 2018	Improve reputation of the school in the community Christmas hamper competition	NOR	
2.21 Social Media and mobile phones – implement school policy and procedures to ban use of phones on school site. Educate on safe use of social media	AHT - Curr		September 2018	Reduce negative impact and distraction in the classroom. Reduce instances of bullying	Behaviour stats Anti-bullying stats Social media policy	
TOTAL from PDG		£148,164				
Evaluation:						

3. Environment for Learning

Lead responsibility: Mrs Sarah Parry, Mrs Paula Battle

Link Governor: Chair of the Finance and Resources Committee

Targets

- Provide a safe and effective learning environment
- Provide best value for money to generate resource for teaching and learning
- Reduce the impact of staff sickness absence on teaching and learning
- Past and present academic successes are promoted on the walls and around the school corridors, including our ethos and mission statement
- Improve ICT infrastructure and provision of IT to support teaching and learning
- Improve facilities for 6th form provision

Action	Who?	Budget/ Resource & source (EIG/PDG)	Timescale	Expected change/impact	Evidence source	RAG Status
3.1 Produce a 3 year spending strategy with the LA that identifies and costs key school priorities. Identify funding streams (School budget, grants, SOP, Asset Renewal, etc). Map out the educational impact in order to prioritise spending.	Governing Body, HT, SBM		Sept 2018	Clear direction of travel to deploy resource as it becomes available.	School spending plan Minutes of F&R sub-committee	
3.2 Effective setting and managing of departmental capitation. Maximise investment in teaching resources	HT, SLT, SBM, SLs	From school budget	April 2018 - April 2019	Improved targeting of resources to improve T&L	Departmental spending plans	
3.3 Increase the range of educational visits that support and enrich the curriculum. Provide an annual costed plan that complies with regulations relating to EV.	HT, SBM EVC co-ordinator	School supply budget	Sept 2018-Aug 2019	A wide range of educational visits provide enrichments to the curriculum for whole cohorts of students	Educational Visits pack	
3.4 Closely monitor key budget headings including the supply budget and exams to control spending and deploy resources more efficiently	HT Governing Body		Sept 2018 onwards	More efficient deployment of staff to lead school priorities	Staffing structure School budget	
3.5 Continue to scrutinise the school's compliance with all regulations, particularly H&S. Pilot the use of RAMIS. Continue to engage with LA Compliance and FM through SLAs	HT, DH Estates Team	Training for Estates Team	July 2018 onwards	Improved health and safety. All Stat Obs completed in a timely fashion. RAMIS is operational	School is fully compliant in all statutory obligations. RAMIS system	
3.6 Review all SLAs to tender for best value. Prioritise our photocopying and printer solutions and telephones.	SBM		July 2018 onwards	Best value for money on each SLA	School budget	
3.7 3-year costed plan for refurbishment and improvement of the fabric of the buildings	HT, SBM Estates Team Governors	School budget – B&M	September 2018 onwards	Rolling programme of redecoration in place. Rolling programme of maintenance in place.	Weekly monitoring by Estates Team. Termly monitoring by Compliance	
3.8 Work with County Asset Renewal team to plan for improvements to school buildings. Year 1:	HT, SBM		July 2018 onwards	Improved facilities for students and staff	Weekly monitoring by Estates Team	

Roofs, boilers, window restrictors, CCTV and safeguarding. Year 2: kitchen refurbishment/toilets	Estates Team				Termly monitoring by Compliance	
3.9 Continue our partnership with LRFC to complete the 3G pitch installation on the school site. Safely manage the building aspects of this construction.	HT, SBM Gov Body Estates Team		Completion due - Oct 2018	Improved facilities for PE and community use. Development of community partnership	Completion of 3G pitch on school site	
3.10 6 th form common room refurbishment to include flooring, walls, decoration and furnishings	SBM, Estates Team	£10,000 from B&M budget	Summer 2018	Improved facilities for 6 th form study. Improved retention into 6 th form	Completion of project	
3.11 Develop a plan for sustainability. Consider reduction in paper and move to be paperless. Consider recycling schemes, cycle to work schemes and reusable water bottles for students	Governors, SBM, DH Eco Council	Sustrans grant	Summer 2018 onwards	Reduction in use of plastic water bottles. Reduction in regular waste and increase in recycled waste	Printing solutions Provision for bicycle storage Waste budget	
3.12 Develop LRC as a digital hwb and learning centre. Plan and cost the transformation of the current LRC to include a digital learning area and a refurb of the current PC area.	AHT - Curr, SBM, Estates Team	£10,000 B&M budget	Summer 2018 onwards	Students have increased access to IT facilities, particularly for cover lessons	New LRC launched	
3.13 Whole school communications strategy. Develop the HT weekly blog and plan to share good news stories with press and media outlets	HT	Potential advertising costs	Sept 2018 onwards	Positive promotion of the culture and ethos of the school and student achievement	HT blog School website	
Improve Infrastructure and provision for IT						
3.14 Establish a stakeholder group to develop the schools vision and strategic plan for technology.	AHT - Curr LPDC, IT support		Ongoing	Stakeholder group established to drive plans for DCF	DCF Group Minutes of meetings	
3.15 Future proofing and managing of IT infrastructure, including a 3-year costed plan	HT, SLT	School IT budget	Ongoing	Improved provision for IT and Teaching and learning in the school	Costed 3-year plan IT infrastructure	
3.16 Work with Computer World Wales to continue to improve infrastructure to be fit for purpose and reliable. Address issues with wifi with SITS.	HT, AHTC LPDC, IT support	SLA with CWW	Summer 2018 ongoing	Improved infrastructure and connectivity. Staff and student confidence in the reliability and functionality of IT network	Physical network and checks on systems	
3.17 Staff training on SIMs. SIMs team to support the work of the school	DH, Data Manager		Sept 2018	Improved knowledge of the functionality of SIMs	SIMS MIS	
3.18 Investigate Ericom Connect to replace SIMs Learning Gateway	HT, AHTC LPDC, IT support		Summer 2018	Allow all staff and students to access the school network remotely and reliably	School network	
Staffing resource						
3.19 Reduce staff sickness absence by adherence to the LA Staff Attendance and Wellbeing Policy and toolkit to track attendance, identify issues, provide support and apply stages and triggers.	AHT – Curr Cover Manager SLT, SLs		Sept 2018 onwards	Reduction in short term and long term sickness absence in line with LA averages. Then reduce below.	SIMS Benchmarking data	
Learning environment						

3.20 Improve the learning environment through high quality classroom and corridor displays to inspire and model success criteria.	SLT SLs		Sept 2018 onwards	Improved ethos and positive behaviour	Learning walks Corridor and classroom audits	
TOTAL from PDG		£x				
Evaluation:						

Appendix 1 – planning and milestones: Please see whole school calendar, incorporating monitoring, evaluation and reporting (MER) section

Appendix 2 – Details of staff structure and roles/responsibilities: Please see the Senior Leadership Team job roles

Seconded members of the Senior Leadership Team

- Mr Rob Bloor leading on – The development of positive behaviour through the Pivotal programme
- Mr Michael Card leading on – An aspect of teaching and learning
- Mrs Maria Prosser leading on – Whole school differentiation and Individual Development Plans in line with the new ALN bill

Appendix 3 – Summary of school finances including EIG and PDG

The Pupil Deprivation Grant and Education improvement Grant are utilised to support improving outcomes and provision for students eligible for free school meals (eFSM). It is intended to overcome this additional barrier which prevents learners from disadvantaged backgrounds achieving their full potential. Our PDG for 2018-19 is £226,550.

Our plan for the PDG/EIG allocation from WG is integrated into our School Development Plan (SDP). Our overarching objectives are:

- Teaching and Learning
- Standards
- Staff Development

Our PDG is spent in the following ways for 2018-19:

- Flexible learning provision at KS3 and KS4
- In-house behavioural provision at KS3
- Maths, English and Science teaching

The strategies implemented by the school are drawn from the most effective practice and educational research from organisations such as the Sutton Trust. The impact of these is evidenced by the improving performance of students who are entitled to free school meals.