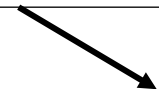


- Live updates of how the grants are spent are available via Hwb.
- Most importantly, the school's strategic plans, especially the SDP robustly monitors the impact of actions through specific success criteria alongside other members of the SLT and the 'Together' teams

1. To further embed an inclusive culture which is suitable for all learners and promotes high level of wellbeing.					
Inspection Recommendation	R2 Enable pupils to develop as independent learners who make choices about how and what they learn and contribute effectively to decision-making. R3 Ensure that learning activities match pupils' needs closely so that pupils of all abilities make the best progress they can.		National Priorities	1,2 &3 Wellbeing and Equity programme (LWG/EAS) Wellbeing of Future Generations (Wales) Act2015 ALN Review	
LA Strategy	Newport City Council: 1,2,4,5 & 6		National Mission(s)	1,2,3 & 4	
PLAN					
Action (What do we plan to do to achieve these objectives?)	Responsibility (Who?)	Time scale (When?)	Resources, Training /Costings (How will we fund / support this?)	Monitoring, Evaluation & Review (What form will it take?) (Refer to MER schedule)	Success Criteria (How will we know when this has been achieved?)
<p>Use a variety of tools and techniques to improve and assess pupils' wellbeing</p> <ul style="list-style-type: none"> ➤ To enhance the use of PASS data to improve pupil wellbeing as part of the PAC process. ➤ To evaluate the effectiveness of a range of wellbeing strategies and opportunities 	<p>LO</p> <p>LJL</p> <p>LJL</p> <p>LO</p>	<p>PASS Oct/ June</p> <p>HAPPEN Survey</p>	<p>PASS Survey (£750 PDG)</p> <p>PASS action plans</p> <p>Additional resources to support circle time opportunities (£200 CORE BUDGET)</p>	<p>Autumn Term</p> <p>PASS survey and target groups identified (whole school attempt 1)</p> <p>Happen Survey (Y4-6)</p>	<ul style="list-style-type: none"> ✓ By the end of September, all PASS results analysed and target groups identified as part of PAC system ✓ By the end of January, PASS re-analysis to demonstrate most pupils undertaking wellbeing intervention have made good or better progress. ✓ Nearly all teaching staff regularly access PASS analyses to gauge and track pupil's progress. ✓ Termly, interventions all well tracked and monitored

Example of direct impact on learners



Review	
Review 1 (January 2023)	Review 2 (April 2023)
<ul style="list-style-type: none"> ✓ All teachers, through the PAC process, have a good understanding of the emotional needs of their class. They are beginning to use the wider elements of the PASS programme to further improve standards of wellbeing. (LJL) ✗ A minority of teachers use the wider PASS program. (LJL) ✓ Tailored interventions positively impact pupil wellbeing (CI) <ul style="list-style-type: none"> - All pupils in the Y4 'I matter' intervention group at least met or exceeded the expected progress (average = 57% → 79%) - Personalised 1-1- Y6 draw and talk intervention has had an excellent 	<ul style="list-style-type: none"> ✓ Many teachers access the additional PASS resources to create high quality interventions and strategies for their children (LJL) ✓ Tailored interventions have a good or better impact on pupils, including eFSM and CLA pupils. In Year 3, those accessing Happy in My Skin improved their average score by at least 18% (LJL)

Direct link to PDG allocation



The main objectives of **EIG spend** for 2022-23 are:

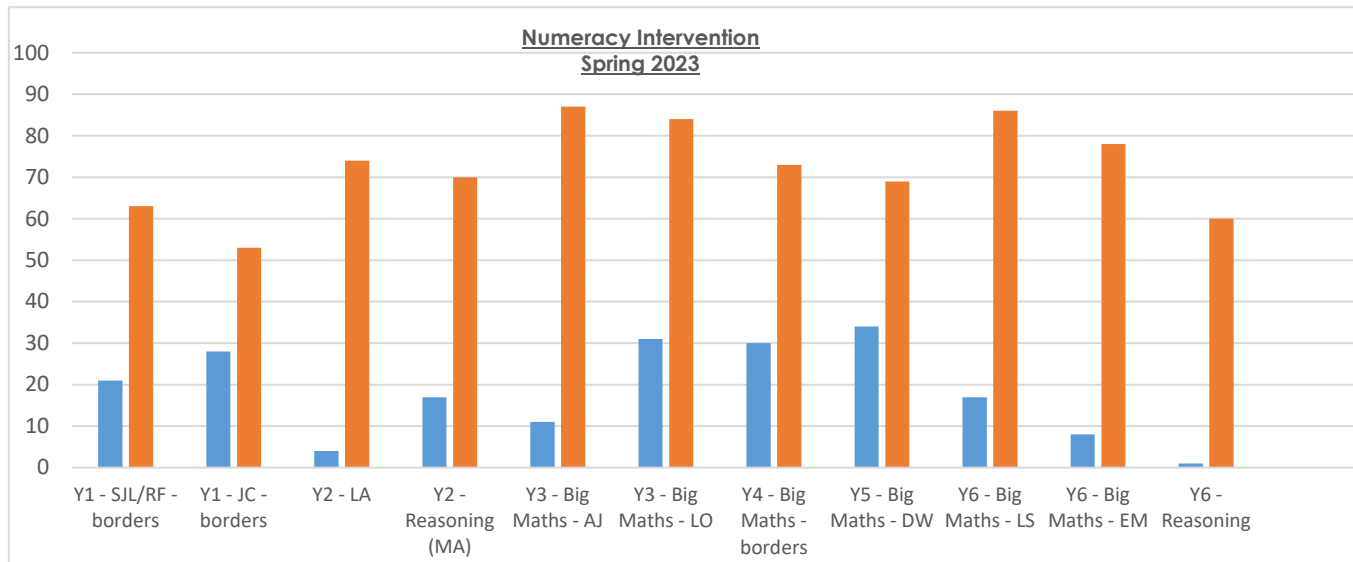
- To support the Foundation Phase staffing recommended WG ratios
- To establish a range of high-quality intervention programmes to support pupil progress
- To facilitate tracking, assessment and progress in line with actions in the SDP
- To support the development of outdoor learning, creative development and physical development.
- To develop specialist support and provision for all learners in line with the new ALN transformation requirements.

The main objectives of **PDG spend** for 2022-2023 are:

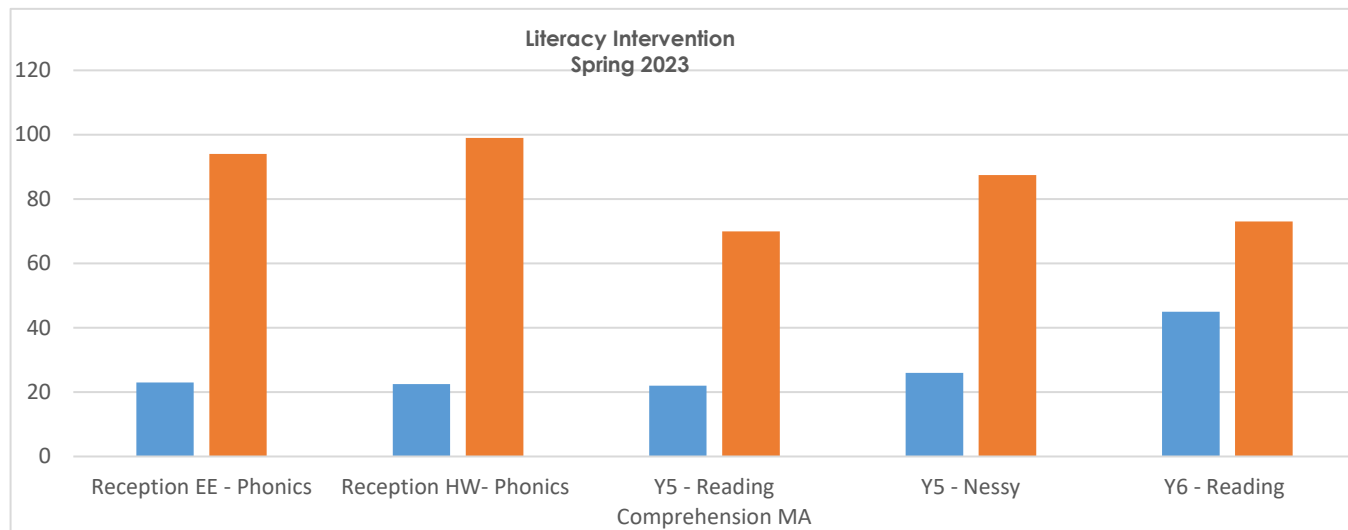
- To support eFSM pupils to ensure that they are provided with targeted help through specialist provision and interventions for areas of need- particularly wellbeing.
- By the end of the grant year, all eFSM pupils receive at least one intervention. All eFSM pupils are highlighted in class contexts and their progress is closely monitored by SLT. The school receives very little PDG but it ensures that it is used to effectively to support eFSM and vulnerable pupils. Recently, the school repurposed an underused area of the school in order to provide opportunities to develop creative, technical and physical skills.

Progress

- The **EIG grant** does not fully fund the recommended Foundation Phase ratios- however, all of the allocated Foundation Phase EIG money is utilised to support Foundation Phase ratios. All support staff are responsible for the teaching and tracking of at least one high-quality intervention within their year group.
- The table below illustrates the tracking of intervention programmes and the impact against targets. The school can demonstrate excellent value added to date and very good value for money. The school has concentrated on supporting pupils with their emotional and mental wellbeing. This is referenced in all of our SDPs and for the year 2023-2023. The **ALP grant** has also been utilised to support learners through the use of specialist support in Year 2 and Year 3. The school has recently purchased the Project X intervention resource to support reluctant readers.
- The data evidences the excellent range of interventions embedded to support learners. Interventions have a focus of wellbeing, literacy and mathematics, depending on the individual needs of the class. The suite of interventions are effectively tracked.
- Specific groups including FSM and CLA (children who are looked after) are monitored specifically.
 - ✓ 100% of CLA pupils completed an intervention programme for literacy, numeracy and / or wellbeing.
 - ✓ In 90% of the bespoke intervention offer, CLA pupils at least met or exceeded their targets.
 - ✓ 100% of FSM received an intervention or received specialist, bespoke support in the autumn and / or spring term 2022/23.
 - ✓ In nearly all interventions (24/26), FSM pupils at least met or exceeded their target.



- All pupils who accessed a mathematics intervention made at least good or better progress. Interventions in Year 6 were especially effective.



- All pupils who accessed a mathematics intervention made at least good or better progress.
- The SLT will complete an audit of interventions in the summer term, to share good practise, discuss the parity of provision across the year groups and support for EAL pupils.
- The EIG/PDG has also been used to support phonic programmes including the Nessy resource that nearly all children use.
- Most aspects of the plan make good reference to proven effective interventions and strategies outlined in the Sutton Trust Toolkit.
- A detailed support and tracking programme also enable the school to effectively assess the value for money for all group programmes against skills acquired. Progress of interventions is reported to the GB.
- All interventions are evaluated weekly by support staff and teachers to evaluate suitability as well as the progress of individuals.
- EIG expenditure on training has had a positive impact on implementing the priorities of the SDP.
- Below is a summary of eFSM /LAC pupil progress.

CLA (n=4)

Pupil	Intervention	Year	Map	Progress	Target met / exceeded?
1	Reading comprehension	5	1	8% - 58%	N (Target 60%)
	Nessy Spelling		1, 2	10% - 80%	Y (Exceeded target 70%)
	Well being		2	50 - 90%	Y (Exceeded)
	1-1 reading		1, 2	Reading age: 5y10 - 6y8m	Y - Met
2	Reading	5	1, 2	Reading age: 7y3m - 9y11m	Y (Exceeded)
	Big Maths		1	20 - 90%	Y (Exceeded)
3	Nessy Spelling	6	1, 2	8:9-8:10yrs (Sept) 9:7-9:8yrs (March)	Y - Met
	Big Maths	6	2	10 - 60%	Y - Met
4	ELSA	6	2	Engages in all sessions	Y - Met
	Maths reasoning	6	2	0 - 80%	Y (Exceeded)

FSM pupils (n=26)

	Intervention	Year	Map	Progress	Target met / exceeded?
	Phonics	R	2	0-100%	Y - Exceeded (target 80%)
	Phonics	R	2	10% - 60%	No - target 80%
	ComIT	R	2	10% - 90%	Y - Exceeded (target 80%)
	ComIT	R	2	30-80%	Y - Met
	1-1 reading	2	1, 2	Block 7 - Block 10 (complete)	Y - Met
	1-1 reading	2	1, 2	Block 3 - Block 5 (complete)	Y - Met
	Direct Phonics	2	2		
	Reasoning (MA)	2	2	20% - 60%	Y - Met
	Direct Phonics (LA)	2	2	Block 7 - Block 10 (complete)	Y - Met
	Happy in my skin	3	2	49% - 64%	No - target 70%
	Direct Phonics (LA)	4	1, 2	33 - 78%, 28 - 100%	Y - Exceeded targets (70%, 90%)
	Big Maths	4	2	30 - 60%	Y - Met
	Big Maths	4	2	20 - 70%	Y - Exceeded (target 50%)
		4		<i>only became FSM at the end of the financial year 2023</i>	
may	I matter (VB)	4	1	50 - 75%	Y - Met
	Stile Tiles (MA)	4	2	Increased from yellow to green	Y - Met
	Stile Tiles (MA)	4	2	Increased from red to green	Y - Exceeded target (to green)
	1-1 reading, Nessy	4	1, 2	30% - 50% on Nessy Island 1	Y - Met
	Nessy Spelling	5	1, 2	40 - 100%, 10 - 50%	Y - Exceeded target (75%)
	Big Maths			missed session due to lateness	n/a
	Well being	5	2	40 - 70%	Y - Met
	Big Maths	5	2	41 - 75%	Y - Exceeded target (65%)
	Comprehension	5	2	50 - 90%	Y - Met
	Big Maths	6	1	10 - 60%	Y - Met
	Reading Comprehension	6	1	36 - 45%	No - target 55%
	Big Maths		1	30 - 90%	Y - Exceeded target (80%)
	Mrs Edmunds	6		<i>personalised curriculum through bespoke 1-1 support assistant</i>	
	Big Maths	6	2	20 - 70%	Y - Met
ckenzie	Maths reasoning	6	2	40 - 70%	Y - Met
	Big Maths	6	2	30 - 80%	Y - Exceeded target (70%)