**PDG Plan 2021 - 2022**

| **Specific actions to be taken****PDG****Intervention from additional TAs:** | **Success Criteria/ Intended Outcomes** | **Staff** **responsible** | **Costs / resource****Implications** | **Time-scale****(Ongoing – unless stated otherwise)** | **Methods of monitoring action and evaluating outcomes** | **RAG Rated Progress** |
| --- | --- | --- | --- | --- | --- | --- |
| Speech and Language intervention – following specific and general S&L programmes in the Nursery, Reception and sometimes Y1. We have 3 different levels of intervention that we use for children with general delay in their speech.If no progress identified children will be referred to COMIT team. | eFSM children and those children who have poor language skills or global delay make good progress in line with peers. | P1 Staff | PDG EY £25300 | Ongoing | Analysis of progress made bi-annually using TAs and annually using screening tools.Pupils removed from S&L support.  |  |  |
| Intervention Programmes include:Read, Write Inc 1 to1s - R to Y4Maths Intervention – Y2 upwardsCatch Up Reading – KS2Corrective Reading – Y3 upwardsSmall Group Support – KS2After school maths club for Y5 and Y6Homework Club for FSM pupilsMaths Catch Up Parent Project with parents of children who still don’t make progress. | Most (90%) FSM pupils make the expected level of progress across the school. FSM pupils do as well as non-FSM in English and maths across the school including higher levels in FP.Attendance in line with non-FSM. | P1-P3 staff | PDG £96600 | Ongoing | Analysis of data:RWI assessment half termlyCatch up group Salford tests termly.LNF and ETM monitoringIntervention Results |  |  |
| Pastoral Support for FSM children:Grief/ Bereavement/ Trauma AttendanceSelf EsteemBehaviour – Social SkillsThriveBreakfast and Lunchtime ClubPlay Therapy | For those pupils:Behaviour good Reduced exclusionsImproved attendanceImproved wellbeing | Pastoral lead | £96,600 | Ongoing | Analysis of:AttendanceBehaviour recordsAcademic progress.Boxhall ProfilePass surveyThrive assessments |  |  |

**ALP** **Plan 2021 - 2022**

| **Specific actions to be taken****ALP****Support and Intervention from additional TAs:** | **Success Criteria/ Intended Outcomes** | **Staff** **responsible** | **Costs / resource****Implications** | **Time-scale****(Ongoing – unless stated otherwise)** | **Methods of monitoring action and evaluating outcomes** | **RAG Rated Progress** |
| --- | --- | --- | --- | --- | --- | --- |
| **Small Group Tuition*** Provide highly skilled TAs in each class to ensure that children are taught in small groups for essential skills – literacy and numeracy: at least 1 TA in each class in KS2; 2 TAs in each class in FP.
 | LNF Cross Curricular Skills/ Star maths show good progressETM shows good coverage of skills in each class.Listening to learners and book scrutiny shows good progress in a random sample of pupils in maths and literacyIntervention records show good progress for most pupils.Most ALN pupils make good progress with their IEP targets.Most MAT pupils make good progress. | HT | ALP Grant £23,836 | Sept 21 – July 22 | Report on all progress bi-annually to GB.Link Governor to report on progress following visit. |  |  |  |