**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** | | |
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| 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 Y4  Maths Intervention – Y2 upwards  Catch Up Reading – KS2  Corrective Reading – Y3 upwards  Small Group Support – KS2  After school maths club for Y5 and Y6  Homework Club for FSM pupils  Maths 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 termly  Catch up group Salford tests termly.  LNF and ETM monitoring  Intervention Results |  |  |
| Pastoral Support for FSM children:  Grief/ Bereavement/ Trauma  Attendance  Self Esteem  Behaviour – Social Skills  Thrive  Breakfast and Lunchtime Club  Play Therapy | For those pupils:  Behaviour good  Reduced exclusions  Improved attendance  Improved wellbeing | Pastoral lead | £96,600 | Ongoing | Analysis of:  Attendance  Behaviour records  Academic progress.  Boxhall Profile  Pass survey  Thrive 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** | | |
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| **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 progress  ETM 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 literacy  Intervention 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. |  |  |  |