

Grant Planning Analysis - Financial Year 2019/20

Ringland Primary		School Number: 6802316
Challenge Adviser:	Gill Ilic	Pupils Plasc 2018: 253
Approved Date:		FSM Plasc 2018: 71
Revised Approved 1:		FSM Plasc 2016: 74
Revised Approved 2:		

Failure to comply with non-negotiables, financial audit regulations will result in the grant being recovered from the school

	Grant Total	Planned Exp	Unplanned Exp	KS3
EIG	92,037	92,340	-303	
PDG	85,100	85,100	0	0
EYPDG	11,200	12,000	-800	
Sch_Rev	0	0	0	
Total	188,337	189,440	-1,103	0.0%

National Mission	Ref: SDP	Estyn	Planned Activity (what are you going to do?)	Success Criteria / Targets	Funding Source	PDG -Sutton Toolkit			Type of Spend 5's	Planned Cost	Type of Spend 5's	Planned Cost	Time Scale / Date		Comments
						Strand	Imp M	KS3					From	To	

										0		0			
		IA3	To improve standards of literacy in Oracy and Reading for our more vulnerable eFSM learners. A HTLA to lead intervention and support across the school, working together with the ALNCo to track the support and progress. HLTA to lead afterschool booster sessions alongside contuning Families Connect, families learning together, Linked with Save the Children.	Improves outcomes in standards of literacy and engagement from targeted eFSM learners receiving additional support. Tracking of the proviision and learning outcomes is robust and feeds into the school's valued added data. Reading data illustrates accelerated progress. An increase in parent participation and support in their child's learning.	PDG	Small group tuition	4		Remuneration	25,000	Resources	500	2019 - April 2010		
		IA3	To improve standards of Mathematics and Numeracy in basic number and applied skills for our more vulnerable eFSM learners. A HTLA to lead intervention and support across the school, working together with the ALNCo to track the support and progress. HLTA to lead afterschool booster sessions alongside contuning Families Connect, family learning together.	Improves outcomes in standards of Mathematics, Numeracy and engagement from targeted eFSM learners receiving additional support. Tracking of the provision and learning outcomes is robust and feeds into the school's valued added data. An increase in parent participation and support in their child's learning.	PDG	Small group tuition	4		Remuneration	25,000	Resources	500	2019 - April 2010		
		IA4	To engage our eFSM vulnerable learners who are at risk of exclusion or PRU referral in vocational skills. To continue a woodwork shop and gardening project with EFSM learners working with a TA. To listen and respond to pupil voice and follow their interests, focusing on developing pupils as healthy, confident learners.	Improved engagement and participation of high risk eFSM learners. A reduction in the number of recorded behaviour incidents. Improved attendance from the focus group learners. PASS and Boxall data to illustrate improved wellbeing gains as value added data.	PDG	Arts participation	2		Remuneration	9,000	Resources	1,000	2019 - April 2010		
		IA4	To implement an 9 week music and Wellbeing programme for 16 disengaged learners working with a specialist teacher, using semi-professional percussion instruments.	Improved engagement and participation of high risk eFSM learners. A reduction in the number of recorded behaviour incidents. Improved attendance from the focus group learners.	PDG	Social and emotional learning	4		Remuneration	720		5	Summer Term		

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		IA4	To improve the attendance and Wellbeing of vulnerable eFSM learners across KS 2. Using THRIVE and BOXAll data (As a nurture school UK) continue to identify pupils who require wellbeing intervention. TA to implement wellbeing intervention using Silver SEAL and Mindfulness, working with both the children and their families. TA to work and support the Wellbeing Pupil voice group, ensuring all wellbeing strategies and resources are implemented and used to support whole school wellbeing.	Improved Wellbeing and attendance from the eFSM learners participating on each of the Silver SEAL and Mindfulness intervention groups. BOXALL data to illustrate an improvement in each aspect of Nurture for each of the pupils. Improved participation from the families.	PDG	Social and emotional learning	4		Remuneration	9,000	Resources	500	0	0 y 2019 - April 2010	
		IA4	To re-establish a part time nurture class led by the ALNCo and TA. Staff to attend Nurture Class training. To implement a part-time Nurture class to support vulnerable eFSM learners for a 12 week programme of nurture intervention.	The successful implementation of a part-time nurture class. Staff attended Nurture Class training. Children attending a Nurture programme illustrate successful engagement and participation back in their base class. Boxall data illustrates wellbeing progress and gains.	PDG	Social and emotional learning	4		Training / Development	3,000	Training / Development	0	0	0 y 2019 - April 2010	
		IA5	To further develop the ALNCo Leadership role to support eFSM ALN provision and robust tracking across the school, using EDU KEY. To release the ALNCo from teaching responsibilities to support staff across the school to implement daily strategies in class relating to pupils' IDP targets. To	Robust systems in place for ALN eFSM learners. Improved provision for ALN learners. Improved outcomes for ALN learners. Continue use of EDU KEY to support the tracking and provision mapping of ALN.	PDG	Mentoring	1		Release	10,000	Resources	875	0	0 y 2019 - April 2010	
		IA5	To develop and implement the new curriculum, Successful Futures across the school. The DHT to be released to provide coaching and support with planning and assessment across the school, working with class teachers/ coordinators and Learning teams.	Successful implementation of the AOLe's across the school. Consistency in the mapping of AOLe's and consistent with progress points. AOLe's are incorporated into thematic learning/ topics.	EIG	Mentoring	1		Remuneration	20,000	Release	0	0	0 y 2019 - April 2010	
		IA3	To support and ensure the appropriate ratios are consistent across the foundation Phase to support the expected standards of teaching and learning. To cover the costs of TA's across the FP to facilitate the enhanced and continuous provision in N, Rec, Yr1, Yr2. (5 TA's)	Continuation of Good / Excellent standards of teaching and learning achieved across the Foundation Phase. Standards of learner outcomes are maintained. Learner' cognitive and wellbeing needs are fully met.	EIG	Teaching assistants	1		Remuneration	70,000	Remuneration	0	0	0 y 2019 - April 2010	
		IA4	To use the Speech Link software across the Foundation Phase to support speech and language.	Speech Link programmes support Oracy intervention across the FP. Pupils' literal comprehension of language continues to improve, developing through the ELKLAN blank levels.	EIG	Oral language Interventions	5		Resources	500		0	0		
		IA5	To continue to use IRIS Connect to support the implementation of the new curriculum and continue to drive up standards of teaching and learning. Staff to use IRIS to reflect on pupil engagement and participation in addition to using it for self reflection as part of a Triad Professional Learning group.	Peer to Peer and triad professional learning is supported with the use of IRIS. IRIS is used successfully to review standards of pedagogy as part of the school's self review/ evaluation process. The use of IRIS impacts on the continuation of raising standards for all, Teachers, TA's and pupils.	EIG	Collaborative learning	5		Resources	740		0	0	0 y 2019 - April 2010	

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		IA5	SLT to attend ETLF training.	To further the use and impact of ETLF with the support of middle leaders use the tool	EIG	Feedback	8		Training / Development	600		0			
		IA3	To continue to use Pearson's Bug Club - an online home reading scheme. All children and parents have access to home reading support using the home reading soft ware. Contine to increase the number of children read at home.	Evidence of an increase in the number of children reading at home. Teachers are able to track the progress of home reading. Overall reading standards continue to improve.	EIG	Reading comprehension strategies	5		Resources	500		0	0 y 2019 - April 2010		
		IA3	To improve standards of learning in Oracy and Reading for our more vulnerable Foundation Phase eFSM learners. A TA to lead intervention and support across the FP, working together with the ALNCo to track the support and progress. TA to lead Speech link, early language (COMIT) and Silver SEAL interventions to support early years learners	Improves outcomes in standards of engagement and readiness for school focusing upon targeted eFSM learners receiving additional support. Tracking of the provision and learning outcomes is robust and feeds into the school's valued added data. Reading data illustrates accelerated progress. An increase in parent participation and support in their child's learning.	EYDPG	Early years intervention	5		Remuneration	12,000		0			
		IA5	LNS school for Wellbeing and Equity. To support the relaease of HT and Wellbeing lead.	Supporting schools in Wellbeing and Equity across the consortia.	LNS Wellbeing				Remuneration	4,500		0	0 y 2019 - April 2010		
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