

**BARRY ISLAND PRIMARY SCHOOL IMPROVEMENT PLAN SEPTEMBER 2019/20 (Financial Year Plan)**

**PDG COSTED PLAN**

**PDG Grant - £31.800 (including additional financial support from school budget)**

Focus: Family Liaison/Nurture Provision

Support with Extra Curricular resources = £3,000

<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Impact/Success Criteria</b>
<ul style="list-style-type: none"> <li>Family liaison Officer and HT to establish 'Parental Workshops' to support children at home.</li> <li>Timetabled sessions for year groups to be planned to work with parents.</li> </ul>	SG/MG	Weekly planning & parental sessions.	<ul style="list-style-type: none"> <li>Families and school to develop stronger links.</li> <li>Parents/carers to develop parenting skills.</li> <li>The school can directly support increased numbers of families.</li> <li>Teaching strategies are shared to support children/families.</li> <li>Parents/carers to share experiences to develop confidence.</li> </ul>
<ul style="list-style-type: none"> <li>Family liaison Officer to analyse attendance &amp; punctuality.</li> </ul>	SG/MG  JE & Class LSAs	Daily	<ul style="list-style-type: none"> <li>Daily checks to improve punctuality and attendance.</li> <li>Reduced 'school minutes missed' calculated and communicated to parents.</li> <li>Improved attendance – 2018/19 = 94.7%. Target 95.2%.</li> <li>Parents/carers develop a greater understanding of children's attendance and impact in education.</li> </ul>
<ul style="list-style-type: none"> <li>FP &amp; KS2 children to be supported in a Thrive program.</li> </ul>	MG/JE	Tuesday/Thursday afternoons	<ul style="list-style-type: none"> <li>Children assessed through teacher/parental views and Boxall analysis/SELFIE/Thrive assessments.</li> <li>Children to receive support for emotional and social behaviours.</li> <li>School provides a 'safe' area to share feelings and emotions.</li> <li>Children to develop confidence.</li> <li>Increased support for parents/carers.</li> </ul>

Focus: To support KS2 eFSM pupils in literacy & Mathematics

<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Impact/Success Criteria</b>
<ul style="list-style-type: none"> <li>Literacy interventions to support skill development for</li> </ul>	JB/EN	Tuesday/Wednesday/Thursday afternoons (6hrs/week)	<ul style="list-style-type: none"> <li>Children develop a greater understanding of reading strategies.</li> <li>Targeted Children develop a range of skills</li> </ul>

targeted KS2 children.			associated from their own targets and areas to develop.
<ul style="list-style-type: none"> <li>Numicon intervention to support targeted KS2 children.</li> </ul>		Tuesday/Wednesday/Thursday afternoons	<ul style="list-style-type: none"> <li>Children improve basic numeracy skills according to tracking.</li> <li>Children use practical skills with confidence in Maths.</li> <li>Children gain increased skills in numeracy.</li> </ul>

Focus: To support FP eFSM pupils in Reading strategies

Action	Responsibility	Timescale	Impact/Success Criteria
<ul style="list-style-type: none"> <li>Targeted FP children to receive additional support to focus on reading strategies.</li> </ul>	New staff member	Monday-Friday (10hrs/week)	<ul style="list-style-type: none"> <li>Children develop improved decoding skills.</li> <li>Increased pace &amp; fluency.</li> <li>Children enjoy reading.</li> <li>Increase in RWI assessment scores.</li> </ul>

Focus: To support KS2/FP eFSM pupils in Reading strategies

Action	Responsibility	Timescale	Impact/Success Criteria
<ul style="list-style-type: none"> <li>Targeted children to receive additional support to focus on reading strategies.</li> </ul>	EN/teachers	Monday-Friday (15hrs/week)	<ul style="list-style-type: none"> <li>Children develop improved decoding skills.</li> <li>Increased pace &amp; fluency.</li> <li>Data confirms improvement in reading scores.</li> </ul>