

MILFORD HAVEN SCHOOL PDG PLAN 2017-18

PDG Activity	Improved standards Inclusion & Well-Being Team & Learning Coaches	MAP – Learning Provision	Homework Club Tutoring Support Morning Pastoral Interventions	Lunchtime & After School & Enrichment Activities	Monitoring & Evaluation	Pupil & Community Engagement in Learning	Emotional Well-Being & Transition Intervention Support	Attendance	
Outcomes	<p>Providing support to pupils in KS3/4 and their parents through 1 to 1 or group sessions through our trained inclusion, well-being and academic support teams. Developing pastoral and academic support programs and linking to the learning coaches work to ensure joined up delivery of support. Using</p> <p>Learning Coaches developing individual learning & support plans for every eFSM/LAC pupil. Mentoring pupils 1to1and in groups/pairs to engage with the curriculum and make positive progress in key subject areas. Supporting pupils to achieve and provide the individualised support structures to motivate and assist pupils to stay on task.</p> <p>Expanding upon one to one pupil & parent feedback.</p> <p>Effective interventions provided by Pastoral Support Officers in Inclusion and Academic teams. Use of digital technology to aid pupil progress and foster better communication links with parents.</p> <p>Digital competence school strategy- all departments using Google Classroom to set homework/ classwork- equality of access of for all pupils is paramount.</p> <p>Learners understanding more about what they are learning.</p> <p>Provides support and challenges to enable emphasis on positive achievements. Focusing on the development of learner's literacy & numeracy learning skills where relevant.</p>	<p>Working with key service providers to deliver a menu of focused learning opportunities for all eFSM/LAC Pupils.</p> <p>Providing Construction skills courses to develop qualifications & experience to access the construction industry.</p> <p>City & Guilds Hair vocational Courses for boys & girls to develop skills & qualifications to enter the beauty industry.</p> <p>Pupils planning & monitoring their work and evaluating how well they have done on completion of tasks.</p> <p>Improved engagement with curriculum & learning by providing a diverse option to engage with learning that meets the learners needs.</p> <p>Additional vocational courses to provide pupils with opportunities to achieve L2</p> <p>Milford Additional Provision wider vocational opportunities provided to pupils who demonstrate barriers to learning.</p>	<p>Providing LAC/eFSM pupils with structured tutoring time to catch-up and develop skills. This will be coordinated on an in school & outreach approach to engage our target pupils.</p> <p>Providing morning pastoral support before school starts to ensure pupils are ready to learn and have staff members to engage with to discuss concerns, issues and success.</p> <p>Provision of EXCEL Homework Club at KS3 and Learning Coach Extended Day provision to provide tailored support to learners to catch up and develop. Develops routine for doing homework for pupils. Fosters pupils' independent study skills.</p> <p>Provision in place for KS3 and KS 4.</p> <p>To provide tutor support for pupils in need of alternative provision in core subjects.</p> <p>To provide interventions for pupils in core subjects as a result of Pixl tracking and modular exam results.</p>	<p>Planned after school Drama sessions to engage learners in creative literacy. Working in partnership with the Torch Theatre to work with identified target pupils.</p> <p>Provision of a diverse & stimulating Careers & Entrepreneur programme for eFSM pupils engaging with key external providers. Linking to PSE/Career / Welsh Bacc challenge days.</p> <p>Enhancing learning opportunities that develop transferable skills and knowledge back to the classroom.</p> <p>Health and wellbeing after school club. Targeted pupils to develop food technology and health awareness skills.</p> <p>Food and nutrition club. 12-15 key stage 3 pupils will attend a cookery club for 1 hour per week (majority eFSM pupils). Each pupil will be matched with a year 11 or 12 partner who will assist them with recipes, cooking skills etc. This will be an opportunity for KS3 pupils to develop communication skills and receive support and mentoring from an older pupil. KS4 and 5 pupils will be able to work on their mentoring skills. The will also be learning basic cookery skills.</p>	<p>Planned after school Drama sessions to engage learners in creative literacy. Working in partnership with the Torch Theatre to work with identified target pupils.</p> <p>Provision of a diverse & stimulating Careers & Entrepreneur programme for eFSM pupils engaging with key external providers. Linking to PSE/Career / Welsh Bacc challenge days.</p> <p>Enhancing learning opportunities that develop transferable skills and knowledge back to the classroom.</p> <p>Health and wellbeing after school club. Targeted pupils to develop food technology and health awareness skills.</p> <p>Food and nutrition club. 12-15 key stage 3 pupils will attend a cookery club for 1 hour per week (majority eFSM pupils). Each pupil will be matched with a year 11 or 12 partner who will assist them with recipes, cooking skills etc. This will be an opportunity for KS3 pupils to develop communication skills and receive support and mentoring from an older pupil. KS4 and 5 pupils will be able to work on their mentoring skills. The will also be learning basic cookery skills.</p>	<p>Delivery of teacher CPD programme to support staff to aspire and drive up standards. Creating action based enquiry methods through professional learning communities.</p> <p>Timetable of Twilight/ Inset days. To improve knowledge of Hwb and delivery of PDG Plan.</p> <p>Skyrocket training to focus on improving attendance & attainment of eFSM/LAC pupils.</p> <p>Implementing clear processes to drive standards via referral systems and FSM monitoring.</p> <p>Clear pro tracking for eFSM/LAC pupils to track & evaluate impact.</p> <p>Implement monitoring processes as agreed by staff and embedded into the school development plan.</p>	<p>Pupil & Community Learning sessions - Support for school linked community organisations & not for profit organisations that promote a learning through doing. Close partnership working with the <i>Family Foundation</i> on planning and coordinating elements of PDG programmes.</p> <p>Targeted sessions that are delivered via outsourced providers to engage eFSM/LAC pupils and parents.</p> <p>Community Engagement officer working with range of providers, external agencies and school staff to ensure smooth delivery of targeted intervention support that underpin teaching, learning and family engagement. KS2/3 Pastoral Support Officer also involved in implementing and monitoring progress.</p> <p>Engaging specific volunteers to support school ambitions to engage pupils and parents into focused projects that support learning.</p> <p>Make a Difference days and activities that link to school grounds audits to develop teaching & learning spaces.</p>	<p>Delivery of a Proactive approach to nurture and well-being for our eFSM/LAC pupils.</p> <p>Designated Transition support worker to liaise with feeder primary schools to support pupils coming to school to transition. Transition support tp work with identified & referred pupils that will require emotional and resilience counselling support. Enabling pupils to become emotionally resilient to self-manage and develop coping skills to manage difficulties and ensure retention of school attendance and also access t mainstream.</p> <p>Support from Learning Coach.</p> <p>Gathering key data sets and collating information to support pupils and share with staff.</p> <p>Offering Fresh Start literacy & numeracy support to pupils to improve in key identified areas so they can transition through each stage in school.</p>	<p>Train a designated Attendance Officer to make regular contact with parents & families to promote regular, on-time attendance of pupils.</p> <p>Providing pupils with clear goals to improve attendance and supporting pupils & families to improve.</p> <p>Using incentive schemes such as classcharts/Attendance Prizes / Incentive schemes to promote improvements in pupil & year group attendance and House attendance..</p>

MILFORD HAVEN SCHOOL PDG PLAN 2017-18

<p>Success Criteria and Impact</p>	<p>Improvements in pupil achievement & attitudes.</p> <p>Helps pupils to work things out for themselves in a supported way.</p> <p>Provides pupils with focused support to do well in school.</p> <p>Improvements in pupils' attendance & attainment.</p> <p>Greater engagement with pupil & family.</p> <p>Measurable improvement in literacy &/or numeracy learning skills where relevant.</p> <p>Development of digital Skills more evident in pupil work and through pupil voice.</p>	<p>Increased motivation of learners.</p> <p>Longer spells of engagement on tasks</p> <p>Greater respect for learners</p> <p>Broader range of outcomes at L1 and L2 where relevant.</p> <p>Improved behaviour</p> <p>Previously disengaged learners become engaged.</p>	<p>Increased concentration on learning and tasks.</p> <p>Inspires pupils to aim higher and achieve.</p> <p>Provides a safe environment to learn and develop.</p> <p>Learners more positive about learning.</p> <p>Learners able to cope better in school & manage emotions in a constructive way to help them learn.</p> <p>Measureable improved pupil performance in data captures, attendance and outcomes.</p>	<p>Developing and fostering positive attitudes to learning.</p> <p>Enhancing learning time. Broadening learners' access to experiences.</p> <p>Tackling anti-social behaviour issues through access of out of hours provision.</p> <p>Pupil enrichment and community collaborations developed.</p> <p>Improved awareness of health and wellbeing.</p>	<p>Providing a clear sense of direction for the whole school to aspire to aim towards.</p> <p>Consistency in PDG implementation & processes thus ensuring structure and content of delivery is of a high standard and consistent.</p> <p>Tackles real issues relating to pupil poverty and disadvantage among eFSM/LAC learners.</p>	<p>Promoting community collaboration & cohesion. Working towards a set of agreed goals.</p> <p>Needs driven initiatives that provide targeted support and real benefit to all eFSM/LAC pupils.</p> <p>Positive economic and social development through grass-root community engagement activities.</p> <p>Targeting specific parents to support improvement in eFSM outcomes.</p>	<p>Reduces the likelihood of regression.</p> <p>Assist pupils to move from one phase to the next smoothly.</p> <p>Limits emotional & behaviour distress.</p> <p>Boosts children's cognitive & social skills to move forward.</p> <p>Assist's pupils to settle in school life.</p> <p>Improves literacy & numeracy.</p>	<p>Improving attendance of learners.</p> <p>Developing positive engagement & involvement with parents & families.</p> <p>Inspires pupils to aim higher and achieve through attending school.</p>
<p>Monitoring & evaluation</p>	<p>Individual pupil support plans.</p> <p>Results of data capture P data drops in all KS 3 and 4 to identify performance of efsm pupils and apply necessary interventions where appropriate.</p> <p>Academic test results. Data Capture points.</p> <p>Pupil feedback/evaluation reports on file.</p> <p>Pupil attendance records monitored.</p> <p>Pupils achieving better at school.</p> <p>Monitoring from LnF Co-Ordinator</p> <p>Survey of skills before and after training.</p>	<p>Self-evaluation forms of teaching & learning.</p> <p>Attendance records of pupils engaged in the provision.</p> <p>Exam/ course results cross referencing those learners who attend to map progress.</p> <p>Staff logs to report learner progress to learning coaches.</p>	<p>Monitoring of pupil performance in assessments in core subjects.</p> <p>Pupil attendance records to see if intervention has had positive impact.</p> <p>Pupil self-evaluation of engaging with intervention support.</p> <p>weekly attendance at after school sessions and internal core support.</p>	<p>Attendance records of learners partaking in individual activities</p> <p>School attendance records.</p> <p>Pupil feedback via staff & learning coaches.</p> <p>Pupil mapping progression options/routes.</p> <p>Tracking progress of pupils and completion of accreditation awards.</p> <p>Food and nutrition club- Outcomes will be measured in a number of ways. Pupils' skills development will be monitored. Participation in the club may help pupils increase their attainment levels in DT food. KS3 levels will be compared before and after participation. Pupil voice will be included with a pre, during and post participation questionnaire. This will include the practical and social aspects of the club. Pupils will be encouraged to write a cookery book showcasing their skills using book creator, an I Pad app.</p>	<p>School development plan with targets & timeframes.</p> <p>Middle management team meetings & planning</p> <p>Staff meeting & minutes of staff meetings</p> <p>Self-evaluation & scrutiny sessions</p> <p>ERW & Challenge Advisor visits</p> <p>In-house tracking system and data mapping records to map development of each learner</p>	<p>Provider monitoring data for adult education/lifelong learning and qualification datasets.</p> <p>WIMD Ward profile data.</p> <p>eFSM & LAC Family Data to plot engagement of families.</p> <p>Attendance records /logs of eFSM/LAC families support via Community Engagement officer.</p>	<p>End of KS2 data from primary schools for transition</p> <p>LNf TEST results</p> <p>CAT Data from yr 5&6</p> <p>Survey Self & School – Pastoral data</p> <p>Children's Individual educational plans.</p> <p>TAF Data</p> <p>School attendance records.</p> <p>Child counsellor pupil welfare reports to key staff.</p> <p>Attendance record of those accessing counselling support.</p>	<p>Attendance records of pupils.</p> <p>Parental feedback forms.</p> <p>Learning coach reports of pupil attending at school.</p>
<p>Links to Estyn & key strategies</p>	<p>Focusing on the development of learner's literacy & numeracy learning skills.</p> <p>Tailoring curriculum support to meet the needs of eFSM/LAC learners.</p> <p>Uses data to track the progress of disadvantaged learners.</p> <p>Develops the social & emotional skills of disadvantaged learners.</p>	<p>Uses data to track the progress of disadvantaged learners.</p> <p>Developing the expertise of staff to meet the needs of the learners.</p> <p>Tailoring curriculum support to meet the needs of eFSM/LAC learners.</p> <p>Focusing on the development</p>	<p>Uses data to track the progress of disadvantaged learners.</p> <p>Focusing on the development of learners' literacy & numeracy learning skills.</p> <p>Improving the attendance, punctuality & behaviour of disadvantaged learners.</p> <p>Providing enriching learning experience.</p>	<p>Providing enriching experiences.</p> <p>Improving the attendance, punctuality & behaviour of disadvantaged learners.</p> <p>Healthy and safe attitudes.</p>	<p>Developing the expertise of staff to meet the needs of disadvantaged learners.</p> <p>Focusing on the development of learners through targeted interventions & planning of delivery.</p> <p>Improving the attendance, punctuality & behaviour of disadvantaged learners.</p>	<p>Taking a whole school, strategic approach to tackling poverty & disadvantaged.</p> <p>Uses data to track the progress of disadvantaged learners.</p> <p>Connecting parents to their child's learning.</p> <p>Up skilling parents to support their child to learn.</p>	<p>Uses data to track the progress of disadvantaged learners.</p> <p>Develops the social & emotional skills of disadvantaged learners.</p> <p>Supporting pupils to transition without regression.</p> <p>Improving engagement with school and home to support pupils to transition.</p>	<p>Uses attendance data to track the progress of pupils.</p> <p>Improving access to learning.</p> <p>Improving the attendance, punctuality & behaviour of disadvantaged learners.</p> <p>Taking a whole-school, strategic approach to tackling poverty & disadvantage.</p>

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<p>Listening to learners & encouraging participation through feedback and gathering views.</p>	<p>of learners' literacy & numeracy skills. Through alternative learning provision to make pupils work ready.</p> <p>Improving the attendance, punctuality & behaviour of disadvantaged learners.</p> <p>Listening to learners & encouraging participation through feedback and gathering views.</p>	<p>Tailoring curriculum support to meet the needs of eFSM/LAC learners.</p>		<p>Taking a whole-school, strategic approach to tackling poverty & disadvantage.</p> <p>Tailoring curriculum support to meet the needs of eFSM/LAC learners.</p>			
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