

Key Area for Development: Recruit, Recover, Raise standards: the accelerating learning programme (ALP) £15,754
 Inspection Area: All (Links to PDG and EAL grants)

Focus: Implementation of a programme to mitigate the effects of Covid19 on the education of all pupils

Leaders: Mark Thompson, Jack Branford and Kate Cadmore
 Governor: All

Target (Where do we want to be?)	Actions (How will we get there?)	Success criteria (How will we know?)	Resources, & training	Personnel	Monitoring and evaluation (who, how, when)	Timescales/ milestones
<p>To improve literacy, numeracy and digital competence within a broad and balanced curriculum – for vulnerable and disadvantaged children, as defined by a range of approaches, but including the poorest children and families, learners with special educational needs, learners from BAME communities</p>	<p>Appointment of 2 members of staff to implement the programme</p> <p>Pupils and families who need support are identified by class teachers and Headteacher</p> <p>Staff to identify what pupils have missed out on during lockdown, what they need going forward and how parents can be involved in supporting this process</p>	<p>Staff are in place by 2.11.20</p> <p>Pupils are identified by 6.11.20 and ongoing evaluation</p> <p>Staff complete this on a standardised pro-forma by 23.10.20</p>	<p>£15,754 grant for 2 staff</p> <p>1 x ADDS session</p> <p>1 X ADDS session</p>	<p>MT & NF</p> <p>All teachers</p> <p>All teachers</p>	<p>Report at HT & C of G bi-weekly meetings</p> <p>JB and KC to report monthly on progress of identified pupils</p> <p>JB and KC to report monthly on progress of identified pupils</p>	<p>Staff are in place by 2.11.20</p> <p>Pupils identified by 6.11.20 and ongoing evaluation</p> <p>Staff complete this on a standardised pro-forma by 23.10.20</p>

<p>To develop independent learning skills, to enable and motivate learners in all groups to make accelerated progress by working more effectively alone and out of school</p> <p>To improve support and engagement through coaching and emotional support for identified learners</p> <p>To improve the ability if parents to support home learning in the event of school/class-group closures</p>	<p>Individual and group programmes are put in place in literacy, numeracy, digital competence and PSD for the identified learners</p> <p>New technologies (Microsoft Teams, YouTube etc.) are used to engage and train parents in supporting home learning and link with PDG and EAL support</p> <p>Digital resources are in place to support home learning in the event of a school/class closure</p>	<p>Programmes are in place and implemented from November 2020 – July 2021</p> <p>Videos and produced and virtual training undertaken from November 2020-July 2021</p> <p>30 Chromebooks are purchased and being used by November 1st 2020</p>	<p>2 Full time staff (£15,754)</p> <p>Non-contact time for 2 staff</p> <p>£10,000 taken from EAL grant</p>	<p>BC, RB, JB & KC</p> <p>BC, RB, JB & KC</p> <p>MT and TS</p>	<p>JB and KC to report monthly on progress of identified pupils</p> <p>Perusal of training records monthly</p> <p>Reports to finance committee November 2020</p>	<p>Programmes are in place and implemented from November 2020 – July 2021</p> <p>Videos and produced and virtual training undertaken from November 2020-July 2021</p> <p>30 Chromebooks are purchased and being used by November 1st 2020</p>
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Research based questions linked to the area of development	Professional reading/research linked to the area of development	Input from Pupil Vice Groups	Within school sharing of good practice and school to school working opportunities (Swansea Directory and beyond)
		N/A	Internal sharing: External practice:

EVALUATION:	
	Limited progress. Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision
	Satisfactory progress. Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.
	Strong progress. Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision
	Very good progress. Does not require any further attention to any aspect.

Term	Progress colour and progress level	Comment
Spring term		Staff and Governors: Pupil voice groups: .

Summer term		Staff and Governors: Pupil voice groups:
Autumn term		Staff and Governors: Pupil voice groups: