



School Improvement Plan 2023-2024

2023/2024	Priority <i>Blaenoriaeth</i>
1	Leadership at all levels is recognised, supported and developed through professional learning opportunities which empower and challenge the Blackwood Primary Family to accurately evaluate the school's strengths and areas for development.
2	To continually review Blackwood Primary School's Inspire curriculum so that it prepares the pupils to become independent, confident, innovative, healthy, creative and ethical. Internal and external collaboration throughout the school and cluster will support a curriculum that is developmental and progressive enabling learners to build skills and competence through clear intrinsic assessment processes to meet the needs of the learners.
3	Blackwood Primary school's culture promotes pupils' spiritual, moral, social, mental, emotional, physical and cultural development. The ALN reform and well-being and equity procedures and practices develop school processes to identify and support learners and families.

Key Priorities - Summary 2022-2025

2022/2023	2023/2024	2024/2025
<ul style="list-style-type: none"> ● To develop effective self-evaluation and school improvement with a focus on supportive professional learning for all staff. ● Experimenting with pedagogy through universal provision and the Blackwood INSPIRE curriculum. ● Use ALN reform and well-being and equity to develop school processes to identify and support learners that need targeted provision. ● To fully engage with the transformational curriculum to prepare BPS for Curriculum for Wales. 	<ul style="list-style-type: none"> ● Accurate self-evaluation to drive school improvement. ● Professional learning to support all staff through effective coaching and mentoring. ● Agreed pedagogy through universal provision and the Blackwood INSPIRE curriculum. ● Cluster collaboration for curriculum design ● Use ALN reform and well-being and equity to embed school processes to identify and support learners that need targeted provision. ● Progression and assessment ● Develop leadership at all levels. ● Develop strong Welsh ethos 	<ul style="list-style-type: none"> ● Curriculum for Wales systems and processes for progression and assessment - tracking of learners ● High Standards in all AoLEs ● Pedagogy - continue to develop cross cutting themes.



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

Grant	Allocation	Planned Spend
Pupil Development Grant (PDG)	£125,350.00	£125, 350.00

Planned Activity	Success Criteria	Type of spend	Cost
Learning support assistants support the delivery of high quality teaching and learning with a view to developing strong relationships so that pupils feel safe, happy and secure in school. Early interventions for social emotional, literacy and numeracy are identified and tracked for pupils to achieve their full potential and achieve targets set.	High quality learning environment is provided with a focus on support for metacognition, growth mindset. Quality feedback is provided for pupils to move forward with learning. Identified interventions are appropriate to pupil needs. Appropriate diagnostic and tracking systems are in place for eFSM pupils.	PDG Grant funded post	£88,916
Provision team continue to further develop a range of family engagement strategies and actions to improve attendance and well-being support for eFSM pupils	Clear lines of communication for families with identified support from appropriate agency. Well established tracking system for well-being, attendance and attainment for eFSM pupils. Pupil and family voice used to further develop family engagement. Close links with multi agencies used to support families with individual needs.	PDG Grant funded post	£16,884
Staff identify, plan, undertake and evaluate support needed in Early Years to increase 'school readiness'	Track and support academic attainment, and social and emotional development, including children's ability to cooperate and socialise with other children; sustain attention and be confident about their parents/carers leaving them for the day; and motor control such as being able to use a knife and fork or hold a pencil.	PDG Grant funded post	£19,550



This details the impact that our PDG activity had on pupils in the 2022 to 2023 academic year.

Activity	Impact
EY staff identify, plan, undertake and evaluate support needed in Early Years to increase 'school readiness'	A robust tracking system been effectively embedded to meet the needs of individual pupils with highly effective support provided for at least expected academic attainment and social and emotional development.
staff members deliver social and emotional interventions to support eFSM pupils through ELSA programme	Pupils have been effectively supported to engage and self-regulate with social and emotional well-being strategies.
Improve communications with parents to focus on attendance and well-being for pupils.	A well established tracking system for well-being, attendance and attainment has been used effectively to meet the needs of eFSM pupils. Clear lines of communication with relevant multi agencies has been used effectively to identify and support the needs of eFSM families.