Marshfield Primary School
Grant Planning - Financial Year 2018/19

Grant	Professional Learning for Support Teachers
Allocation	£6,446
Spend Planned	£6,446
Over/under spend	£0

No.	National Mission (predominant)	National Mission (Sub)	Planned Activity (Main)	Planned Activity (Sub)	Success Criteria	Funding Source	Type Spend 5r's	Cost	Type Spend 5r's	Cost
A	High quality education profession	Leaders working collaboratively to raise standards	16) Engagement with professional standards for teaching and learning programme.	17) Excellence in Teaching and Leaderships Framework (ETLF) for Headteachers and Deputy Heads, Senior Leaders and Middle Leaders and Teachers.	•Headteacher and Deputy Headteacher access ETLF programme and support development of all staff using the new standards and further develop SER processes using ETLF tools. •SLT and Middle Leaders access ETLF programme to support the development of the Professional Teaching and Leadership Standards (PTLS).Link to SDP 4: 2. To update and enhance professional practices and in line with the new curriculum reform programme. •Lead development of using PTLS in professional learning and self-evaluation. •Class teachers access Professional Learning to support development against the PTLS.	Professional Learning to Support Teachers	Release	£ 1,000	Training / Development	£ 500
B	High quality education profession	Leaders working collaboratively to raise standards	1) Access leadership programme to support Headship development, Aspiring Headteacher	18) Governors will attend training events planned by EAS and / or participate in school level activity.	•Headteacher invests in personal development linked to relevant career pathway. •Headteacher development against the new Professional Teaching and Leadership Standards (PTLS) •Performance Management reflects development against new PTLS. •Governors will be knowledgeable about the curriculum reform agenda and how the school will need to address this through the SDP. Linked to all aspects in the SDP, especially the development of ETLF/ Professional standards. All staff have a good understanding of the new standards and these are referenced on their PRDs	Professional Learning to Support Teachers	Training / Development	£ -		£ -
C	High quality education profession	Leaders working collaboratively to raise standards	6) Access leadership programme to support senior leadership development.		•Senior leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school. •Senior Leaders within school/cluster all identify PL needs against PTLS.	Professional Lead Contribution - Additional	Release	£ -	Training / Development	

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D	High quality education profession	Leaders working collaboratively to raise standards	5) Access leadership programme to support middle leadership core development.		•Middle leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school •Middle Leaders within school/cluster all identify PL needs against PTLS.	Professional Learning to Support Teachers				
E	High quality education profession		11) Allocate a PL lead role within the school.		•The PL lead has time to carry out and disseminate their leadership role.	Professional Learning to Support Teachers	Release	£ -		
F	High quality education profession	Leaders working collaboratively to raise standards	22) Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates.		•All PL leads work collaboratively across cluster/s to drive professional learning and curriculum reform. •The PL disseminates the resources and information to all staff and completes the arranged gap tasks. EC to successfully lead a range of research/analytical tasks.	Professional Learning to Support Teachers	Release	£ 500	Training / Development	£ -
G	High quality education profession		23) Release for the lead Teaching Assistant (TA) trainer in the school to attend the train the trainer with cluster Professional Learning leads.	25) Teaching Assistant National programme x 2 per school.	•The school has 2 trained staff to deliver a national TA programme at school level. •The National TA development programme will be delivered to all TAs within the school/cluster. Accredited programme at a cluster level.	Professional Learning to Support Teachers	Release	£ -	Training / Development	
H	High quality education profession	Leaders working collaboratively to raise standards	12) Attend regional SLO workshops to support the understanding of the framework.	27) The Headteacher and the PL Lead will attend the regional workshops.	•All staff aware of the research and approach to Schools as Learning Organisations (SLO). •All staff contribute to the SLO snapshot evaluation of the school. •The school generate a snapshot in spring term 19. •Leaders use the outcome of the SLO snapshot to inform self-evaluation activity and the next iteration of the SDP for 2019/2020.	Professional Learning to Support Teachers	Release	£ 250	Training / Development	

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I	High quality education profession		21) Improving teaching and learning: Access regional PL programmes; The Excellent Teacher Programme, OLEVI etc.		•Improved quality of teaching and learning for individually identified teachers.	Professional Lead Contribution - Additional	Release	£ -	
J	High quality education profession		7) Access the regional coaching and mentoring development programme for identified staff.		•Staff use coaching techniques to support their workforce to become self-improving in their approaches to teaching and learning within and beyond the school.	Professional Learning to Support Teachers	Training / Development		
K	High quality education profession		8) Access the regional Curriculum Reform programme days 1-4 and disseminate back at school/cluster.	13) Attend the spring term 2019 programme and dissemination back at school.	•PL lead successfully disseminates days 1-4 to whole school community and develops a greater understanding of the requirements of curriculum reform. •Every practitioner has the opportunity to reflect on the National Curriculum reform programme (days 1-4) to support their critical understand of the changes to the curriculum model. •PL leads successfully implements the schools/cluster individual action plan for curriculum reform. •Staff become better prepared for the realisation of curriculum for Wales. •Learners become better prepared for the realisation of curriculum for Wales. •Governors become better prepared for the realisation of curriculum for Wales.	Professional Learning to Support Teachers	Release	£ 500	

L	High quality education profession		9) Accessing regional Research and Enquiry Sessions e.g. Critical Collaboration and Professional Enquiry (CCPE) with University of Stirling, Development of research and enquiry in school etc.		•Practitioners are engaged purposefully with research and enquiry. •Professional enquiry impact positively on provision and pupil progress.	Professional Learning to Support Teachers	Release	£ 446		
	High quality education profession		19) Identified staff enrol in the Post Graduate Certificate for Curriculum for Wales in conjunction with University of Wales, Trinity St. David.		Not applicable-Staff obtain accreditation for improving their knowledge of the requirements of curriculum reform and impact positively within their own school on the realisation of Curriculum for Wales.	Professional Learning to Support Teachers				
N	High quality education profession		24) School staff access specialist support from a range of Learning Network Schools linked with identified need(s).		Not Applicable. School improvement results in leadership, teaching and learning in participant / school in area of identified need.	Professional Learning to Support Teachers		£ -		£ -

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O	Leaders working collaboratively to raise standards		14) Attendance of Headteachers and PL leads at spring term review of regional curriculum and professional learning event.		•Review of progress of the curriculum and review model. •All leaders contribute to shaping requirements of draft curriculum feedback in summer term. On-going sessions linked to current targets in the SDP. Planned sessions for Curriculum teams.	Professional Learning to Support Teachers	Release	£ 500	Training / Development	
P	Excellence, Equity and Wellbeing		32) The Wellbeing Lead will attend regional workshops to support the ACE developments.	31) The school will work with the cluster to develop and implement the agreed cluster Wellbeing Strategy.	•School improvement results in leadership, teaching, and learning in participant / school in area of identified need. •The cluster has a well-defined and understood strategy for Wellbeing that is implemented and reviewed for impact on a regular basis. •The progress of vulnerable learners is tracked effectively, and individual leaners make increased rates of progress from their starting points.	Professional Learning to Support Teachers	Release	£ 500	Training / Development	£ 500
Q	Excellence, Equity and Wellbeing		29) The school will identify the most appropriate member of staff to attend the regional PDG workshops.		•PDG allocation is based upon evidence of impact. •The progress of vulnerable learners is tracked effectively, and individual leaners make increased rates of progress from their starting points. •The interim impact of the PDG indicates at least 'satisfactory' impact on the progress of learners.	Professional Learning to Support Teachers	Release	£ 500		

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R	Excellence, Equity and Wellbeing		20) Identified staff will receive bespoke support from the Wellbeing LNS schools to support professional development priorities.	30) The school will plan to engage with the Family and Community Network strategy.	•School improvement results in leadership, teaching, and learning in participant / school in area of identified need. •The principles of the Family and Community Network will be embedded in the ethos of the school. •Increased engagement **** •Improvements in attendance, reduction in exclusions ******	Professional Lead Contribution - Additional	Training / Development	£ -		
S	Excellence, Equity and Wellbeing		28) The school will begin the work on the cluster More Able developments.		•The aspirations for MA learners across the cluster will increase. •There will be a common understanding of the criteria and provision for MA learners. •Individual Pupil tracking indicate strong value added outcomes. •A link cluster representative will be identified. •Learners will be identified from the school MA register who will engage in school and cluster activities. •The school will assist in designing and implementing 'Master Classes' and More Able related events and activities within the cluster for identified More Able learners. •Collate learner voice feedback following attendance and participation in events and masterclasses. •Complete an end of financial year FADE evaluating activities and events (this will be made into a More Able playlist and shared on the Regional Hub).	Professional Learning to Support Teachers	Release	£ 250	Training / Development	£ -
T	Excellence, Equity and Wellbeing	High quality education profession	26) The ALN Lead will engage in all regional activity to support the realisation of the revised Code of Practice.	10) All staff will have access to PL to support the introduction of the new Bill.	•The school will have engaged fully in all regional activity with the ALN Transformation plan. •The school will have made at least 'satisfactory' progress in meeting the priorities within the ALN priorities within the SDP. •The governing body are fully informed about the changes. •Parents are fully informed about the changes.	Professional Learning to Support Teachers	Training / Development	£ 1,000		