

Grant Planning Analysis - Professional Learning for Planned Grant - Financial Year 2018/19

 School Name : *Gilwern Primary*

Grant Name

Professional Learning to Support Teachers

 Professional Learning - Lead Contribution *(indicative to be confirmed)*

Grant Total	Planned Exp
£3,750	£3,750
£0	£4,000

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.	<ul style="list-style-type: none"> 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). 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	Training / Development	£700	Training / Development	£700
E	High quality education profession		11) Allocate a PL lead role within the school.		<ul style="list-style-type: none"> The PL lead has time to carry out and disseminate their leadership role. 	Professional Lead Contribution - Additional	Release	£ 700	Training / Development	£ 350
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.		<ul style="list-style-type: none"> 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. 	Professional Lead Contribution - Additional	Release	£ 1,050		
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.	<ul style="list-style-type: none"> 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. 	Professional Learning to Support Teachers	Release	£ 200	Training / Development	£ 300
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.	<ul style="list-style-type: none"> 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	Training / Development	£ 350		

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
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	Training / Development	£ 500		
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.	<ul style="list-style-type: none"> •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	Training / Development	£ 650		
N	High quality education profession		24) School staff access specialist support from a range of Learning Network Schools linked with identified need(s).		•School improvement results in leadership, teaching, learning in participant / school in area of identified need.	Professional Learning to Support Teachers	Training / Development	£ 500		
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.		<ul style="list-style-type: none"> •Review of progress of the curriculum and review model. •All leaders contribute to shaping requirements of draft curriculum feedback in summer term. 	Professional Lead Contribution - Additional	Training / Development	£ 350		

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
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.	<ul style="list-style-type: none"> •School improvement results in leadership, teaching, 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 learners make increased rates of progress from their starting points. •Attendance / Exclusions ***** 	Professional Lead Contribution - Additional	Training / Development	£ 350		
Q	Excellence, Equity and Wellbeing		29) The school will identify the most appropriate member of staff to attend the regional PDG workshops.		<ul style="list-style-type: none"> •PDG allocation is based upon evidence of impact. •The progress of vulnerable learners is tracked effectively, and individual learners 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	Training / Development	£ 350		
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.	<ul style="list-style-type: none"> •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 Lead Contribution - Additional	Training / Development	£ 700		