

Templed ar gyfer disgrifio Prosiect Rhagori
Template for describing School Raise Project

<p>Enw'r Ysgol School Name Acrefair (HT – Mrs L Roberts)</p>	<p>Meysydd Dysgu o fewn y Cynllun Subject Areas covered during the Project Liteacy , Mathematics</p>
<p>Disgrifiad byr o'r Prosiect Short Description of Project Literacy – Blitz and Catch Up Mathematics – Sums Up Speech & Language Groups Leading and managing support staff effectively. Effective Learning Strategies</p>	
<p>Deilliannau tebygol Expected Outcomes Raised self esteem and confidence. Improved NFER results and teacher assessments.</p>	
<p>Gwybodaeth Ychwanegol Additional Information Use of NFER, PIE , PIMM, Early Literacy and Suffolk.</p>	

RAISE – SCHOOL SELF-EVALUATION & LEA MONITORING FORM

LEA: Wrexham

SCHOOL:	Acrefair	HEADTEACHER:	Lisa Roberts
OFFICER:	Nick Williams	DATE OF VISIT:	Friday 5th September
Duration of Visit:	1.5 hours	School Tel. No.:	01978 820616

1. The school's understanding of the overall aim of RAISE

- How has your understanding of the links between disadvantage and underachievement informed your RAISE work?

The purpose of RAISE was shared with all staff and Governors - they were all made aware that the aim was to 'close the gap' for children that were falling behind due to social disadvantage. Since the introduction of RAISE and its associated activities, staff understand the importance of targeted intervention of individual children. They also recognise its advantages in raising attainment across school as a whole.

- How does your approach address socio-economic factors that affect pupils' achievement in your school?

The targeted children are receiving intensive support in basic skills within Maths or Language. Many of the children's confidence levels and self esteem has risen and this has resulted in increased participation within regular class lessons. School also addresses socio-economic disadvantage through Breakfast Club, after school club, and Family Learning sessions - we have tried hard to target RAISE group parents, with some success.

- How did you identify your target group(s)?

Through extensive discussions within the target setting process. Pupils that were targeted to get level 1 (a/b) at the end of KS1 or level 3 (a/b) at KS2 in Maths or Language were targeted. We also used NFER data - identifying children that scored 85/90 and Fischer data.

- Are there any changes to the overall membership / nature of the target group? Reasons for any change?

The groups change on a regular basis as we review targets and children's progress every half term. Some children have made such good progress they have been taken out of groups. Some SN children have also made good progress through intensive support strategies and have therefore been 'moved up' into the booster groups. Staffs understanding of the distinction between SN children and 'basic skills' children in need of a boost has improved considerably.

School's evaluation of the progress to date: Effective Sound Unsatisfactory	School's evaluation of the prospects for improvement: Excellent Sound Unsatisfactory
LEA's evaluation of the progress to date: Effective Sound Unsatisfactory	LEA's evaluation of the prospects for improvement: Excellent Promising Uncertain
Suggestions for further improvement:	The following support needs were agreed:

2. How effectively is the school monitoring and evaluating its RAISE activities?

- Who is responsible for monitoring the school's RAISE work?

The Head Teacher meets on a regular basis with teachers and support workers to monitor activities, evaluations and individual pupil progress. The SENCO also works closely with the support workers during their PPA time on a Friday afternoon, ensuring support workers have reviewed progress correctly and are aware of 'next steps' and how to achieve them.

- Who receives information about the progress made with RAISE?

Teachers, support workers, Governors, parents and the LEA.

- How often and in what form (verbal / written) does this transfer of information take place?

Staff - at least half termly within meetings and general staff meetings.

Governors - half termly within the Head Teacher's report in Govs Meetings.

Parents - termly verbal feedback on an individual basis (with SENCO and support workers) and generally in news letters.

- What criteria / measure(s) did you use to assess individual pupils' baseline / starting point?

NFER scores, end of key stage targets set by teachers, Sums up assessments that highlight 'gaps' and provide learning targets.

- What targets have you set for pupils' progress?

Individual or group targets (depending upon what is appropriate) - based upon the Sums up / Blitz / Catch Up assessments that highlight 'gaps' and provide learning targets.

Overall target was that all children would move above the 85/90 bracket in NFER tests and achieve levels 2 or 4 end of key stage.

- What key achievements have been made?

All of the children that were targetted for RAISE intervention have benefitted greatly, both in terms of confidence and attainment. Their 'basic skills' have improved greatly and this has been evident to class teachers within their day to day work and their willingness to participate.

In end of Key stage assessments 2008, all of the children in Year 2 that had ben targetted for RAISE managed to achieve a level 2 in Maths and language. In Year 6, 5/6 of the children attained level 4 in Maths and 4/6 attained level 4 in English.

School's evaluation of the progress to date:

Effective Sound Unsatisfactory

School's evaluation of the prospects for improvement:

Excellent Sound Unsatisfactory

LEA's evaluation of the progress to date:

Effective Sound Unsatisfactory

LEA's evaluation of the prospects for improvement:

Excellent Promising Uncertain

Suggestions for further improvement:

Formalise reporting procedures and further enhance links with parents/guardians of RAISE pupils.

The following support needs were agreed:

3. Progress in respect of the aims and key features of the RAISE programme?

- What steps have you taken to support the staff in developing their ability to work with disadvantaged pupils?

Staff have received Blitz, Catch Up and Sums Up training (from Lynda Thomas, Nigel Davies and Siwan Meirion).

Staff are also supported through detailed discussions about individual children within regular meetings. An experienced teacher has also modelled sessions with small groups for support workers. The SENCO also acts as a mentor for the support workers, meeting them weekly / fortnightly on a Friday afternoon during their PPA time.

- What steps have you taken to make the curriculum more learner-centred and skills-focussed and to develop pupils as independent learners?

The school is working hard generally to improve teaching and learning using formative assessment and accelerated learning techniques. The use of both has been evident in every classroom during lesson observations and within small

group situations with support workers. Planning throughout school has a strong emphasis on the learning intention, success criteria and evaluations, There is also evidence throughout school of focussed evaluations informing the next steps in planning - particularly within RAISE groups on an individual basis.

The Foundation Phase has already been introduced into Nursery, Reception and Year 1 which focusses on a learner-centred and skills-focussed curriculum and develops pupils as independent learners.

We have worked as a whole staff on teaching, learning and assessment, exploring practice in depth and developing an 'Effective Learning' Policy.

- To what extent does your RAISE work support the progress of pupils across and between key stages?

Pupils in Year 2 and Year 6 are benefitting from support in Maths and language. The success they experience within these groups raises their confidence and prepares them for the challenges of the next Key Stage. Ysgol Rhiwabon - our primary feeder school is also a RAISE school and the children are highlighted as they move up so that work may continue with them.

- How have you linked your RAISE work with your school's transition plan?

The emphasis of the Transition Plan is to raise attainment in the core subjects and to develop a shared understanding of effective teaching and learning. It should also improve the understanding of levels within core subjects through moderation exercises. All of these priorities are shared with the vision of RAISE.

- How have you linked your RAISE work with the school improvement plan?

The RAISE action plan is cross referenced within the SIP as the main focus of the SIP is to raise standards within Maths and Language. The vehicle that we are using to do this is RAISE.

- How have you used RAISE funding to increase the opportunities for disadvantaged young people to gain qualifications?

Employing support workers to deliver small group targetted intervention in order to raise attainment in Maths and Language.

- What kind of response has there been from the pupils in the target group to the activities offered?

They have enjoyed the sessions and have gained confidence that has been evident in regular class sessions.

- How have you involved parents in your RAISE work?

By giving them regular feedback. Some of the children have been given tasks to do at home with their parents' support. We have also tried to engage parents through Family Learning sessions.

School's evaluation of the progress to date: Effective Sound Unsatisfactory	School's evaluation of the prospects for improvement: Excellent Sound Unsatisfactory
LEA's evaluation of the progress to date: Effective Sound Unsatisfactory	LEA's evaluation of the prospects for improvement: Excellent Promising Uncertain
Suggestions for further improvement:	The following support needs were agreed:

4. Planning to sustain the benefits of the RAISE programme

- What steps have you taken to support your staff in developing their ability to work with disadvantaged pupils?

Staff have received Blitz, Catch Up and Sums Up training (from Linda Thomas, Nigel Davies and Siwan Meirion). Staff are also supported through detailed discussions about individual children within regular meetings. An experienced teacher has also modelled sessions with small groups for support workers. The SENCO also acts as a mentor for the support workers, meeting them weekly / fortnightly on a Friday afternoon during their PPA time. Four of the five support workers within our school have been working with RAISE groups - obviously, not all of the support worker hours have been financed by RAISE, therefore, the support workers that we are able to sustain after the RAISE funding ends will continue the good work. It will have to be with a far smaller target group though.

- What specific resources have you developed / purchased to support pupils' learning?

Blitz, Catch Up and Sums Up materials. We have utilised a lot of resources already in school to support these programmes.

- How are you sharing your RAISE work with other schools?

RAISE schools within Wrexham meet regularly to share good practice. This is facilitated by the LEA. I have also visited another school within the Ruabon consortium to observe how they have organised their RAISE activities.

- What have you learned from other RAISE schools that has enabled you to improve your own strategy?

I think that many of the RAISE schools in Wrexham have followed a similar route to ourselves with RAISE - giving targetted intervention in Maths and Language. Therefore, meeting other schools and discusssing the project has reassured us that we are on the right route.

I was very interested in the work that had been going on in Llay and Heulfan in terms of Family Learning groups. We subsequently introduced this in Acrefair in the summer term.

- What plans do you have to sustain your RAISE work beyond 2008?

If funding is extended, continue the targetted intervention for maths and language and tie Family Learning sessions in with the project.

If funding is not extended, attempt to build Blitz, Catch Up and Sums Up sessions into the support workers timetables that we have been able to retain.

The use of support programmes for identified groups of children is now firmly embedded in school.

School's evaluation of the progress to date: <u>Effective</u> <u>Sound</u> <u>Unsatisfactory</u>	School's evaluation of the prospects for improvement: <u>Excellent</u> <u>Promising</u> <u>Uncertain</u>
LEA's evaluation of the progress to date: <u>Effective</u> <u>Sound</u> <u>Unsatisfactory</u>	LEA's evaluation of the prospects for improvement: <u>Excellent</u> <u>Promising</u> <u>Uncertain</u>
Suggestions for further improvement:	The following support needs were agreed:

5. How could the RAISE programme develop further?

- What significant inhibitors, frustrations or challenges have you encountered in implementing your RAISE strategy?

The level of paperwork for monitoring purposes has been very time consuming. Staff changes (support workers)

- What further support do you need to encourage the development and dissemination of good practice from:
 - the Assembly,
 - the LEA,
 - your regional RAISE co-ordinator.

Termly / bi annual meetings with other schools to share good practice - within Wrexham and out of county. Lists / contact details of other schools out of county taking part in RAISE, perhaps with a brief outline of the activites undertaken in each school.

School's evaluation of the progress to date: <u>Effective</u> <u>Sound</u> <u>Unsatisfactory</u>	School's evaluation of the prospects for improvement: <u>Excellent</u> <u>Promising</u> <u>Uncertain</u>
LEA's evaluation of the progress to date: <u>Effective</u> <u>Sound</u> <u>Unsatisfactory</u>	LEA's evaluation of the prospects for improvement: <u>Excellent</u> <u>Promising</u> <u>Uncertain</u>
Suggestions for further improvement:	The following support needs were agreed: The RAISE website (see Ngfl link) should aid the sharing practice across North Wales

SIGNED:*N J Williams* (LEA)Acrefair (School)

RAISE – Raising Attainment and Individual Standards in Education
School RAISE activity Proforma

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Local Education Authority	<u>Wrexham</u>	School Name	<u>St. Mary's Aided, Brymbo</u>
RAISE Allocation 2006/07	_____	School Establishment Number	<u>665 3342</u>

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The following information should be completed in full by each RAISE school in discussion with their LEA. Completed forms should be returned to LEA RAISE contacts no later than **9 June 2006**.

Note that in setting out intended use(s) of the RAISE grant schools should be clear in how they intend to use the grant, which specific groups they intend to target with projects and the outcomes they expect. Outcomes should relate to the specific group of pupils targeted and be relevant to the specified group, they may be qualitative as well as quantitative. For example improved attainment levels, improved attendance or behaviour, acquisition of learning or other skills may be valid outcomes as appropriate to the target group.

1. Lead Contact Details – please provide details of the member of staff who will lead on RAISE initiatives

Name	<u>Martin Matthias</u>	Job Title	<u>Headteacher</u>
Contact telephone	<u>01978 758340</u>	Contact email	<u>mailbox@stmarys-brymbo-pri.wrexham.sch.uk</u>

2. Proposed use(s) of the grant.

Indicate how this will target individual pupils or groups of pupils suffering disadvantage to enhance the educational expectation and attainment of these pupils. Please indicate if projects are new, additional or extensions of existing work and the added value expected from RAISE investment. Against each specify the outcomes sought, the baseline(s) against which the outcome will be judged, any interim progress measures that apply and monitoring arrangements.

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Proposed use of grant	Outcome(s), Baseline(s) and Interim progress measure(s)	Monitoring arrangements
<u>To release a Classroom Assistant to work alongside small groups of children identified under BSQM criteria (attached) as being targeted (TCP). The children have</u>	<u>To help the children attain higher than criteria set out under B.S.Q.M. for targeted</u>	<u>Through regular timetabled assessments (termly profile week)</u>

Proposed use of grant	Outcome(s), Baseline(s) and Interim progress measure(s)	Monitoring arrangements
<p><u>been identified as working below expected range in literacy and numeracy.</u> <u>To purchase resources specifically for targeted pupils (as opposed to pupils with S.E.N.), initially literacy resources, followed by numeracy resources.</u></p>	<p><u>children (T.C.P) (attached)</u></p>	
<p><u>In order to ensure that the project will be sustainable the Classroom Assistant will be released to work alongside other classroom assistants within the school, in order to ensure that all classroom assistants are familiar with the resources and approach to helping these specific groups of children.</u></p>	<p><u>Ensure consistency of delivery and of staff skills. To ensure sustainability beyond the period of the Grant.</u></p>	<p><u>Senior Management observations of sessions</u></p>
<p><u>St. Mary's School is sited in an area classified under the European Urban 2 regeneration scheme, and has therefore been classified as an area of deprivation. Many of our parents receive benefits which exclude them from eligibility for Free School Meals (which in itself is a relatively high percentage). The majority of our children therefore come from economically deprived backgrounds and will have their education significantly enhanced through the use of this grant.</u></p>	<p><u>To ensure that children from economically deprived backgrounds benefit from this grant.</u></p>	<p><u>Monitoring targeted pupils, looking at eligibility for free school meals or entitlement to remission for board and lodging during residential visits.</u></p>

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3. Declarations

	Signature	Print Name & date
School Declaration I confirm that these proposals are consistent with the school's improvement plan		Martin Matthias 20 th September, 2006.
Local Authority Approval Declaration I confirm that these proposals have been agreed with the LEA, that they meet the requirements of the grant in terms of pupil targeting, planned outcomes and monitoring. Use of the funding outlined draws on established good practice in school improvement, is consistent with individual school improvement plans and, in the case of secondary schools, fits with the plans of the local 14-19 partnership.		

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Assessment Criteria as agreed under BSQM.

Key:

TCP – Targeted children profiles (those children who are working under the expected range)

SA – School Action (SEN)

Assessment criteria for Reception children.

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Language

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The following criteria has been set for knowing letter sounds:

20 – 26 letters will be considered good

10 – 20 letters TCP

<10 letters SA

The following criteria has been set formation of lower case letters:

20 – 26 letters will be considered good

10 – 20 letters TCP

<10 letters SA

The following criteria has been set for reading ability using the National Literacy Strategy's first 45 High Frequency Words:

25 – 45 words will be considered good

10 – 25 words TCP

<25 words TCP

Mathematics

Children will be expected to be proficient in:

Formation of digits – all

Number recognition to 10

1-1 correspondence to 10

Number value to 10

Counting orally to 20

Assessment criteria for Year 1 children.

Language

The following criteria has been set for knowing letter sounds:

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All to read and spell common CVC words
All to show awareness of sentence structure correctly spaced

The following criteria has been set for reading ability using the National Literacy Strategy's first 56 High Frequency Words:

40 – 56 words will be considered good
25 – 40 words TCP
<25 words SA

Mathematics

Children will be expected to be proficient in:

Counting, reading and writing numbers to 20
Addition and subtraction to 20
Counting in 2s to 20
Counting in 10s to 100
Adding on 1 more or 1 less
Using
Comparing two measurements
Use of non standard measurements
Use of everyday language to describe features of familiar 2D and 3D shapes

Assessment criteria for Year 2 children.

Language

The following criteria has been set for knowing letter sounds:

All to read and spell words beginning and ending with a blend
To write a short passage using capital letters and full stops

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The following criteria has been set for reading ability using the National Literacy Strategy's first 113 High Frequency Words:

80 – 113 words will be considered good

50 – 80 words TCP

<50 words SA

Mathematics

Children will be expected to be proficient in:

Counting, reading and writing numbers to 100

Knowing number bonds to 10

Counting in 2s to 20 and back

Counting in 10s to 100 and back

Add and subtract tens and units mentally

Using number line to 100

Knowing standard measures

Knowing hours and halves in time

A basic understanding of halves in shapes

Key Stage Two

The children will continue to be assessed during profile weeks of October and February, and parents consulted during Parents' Evenings which follow.

During the summer term use will be made of All Wales Reading tests, N.F.E.R. Maths tests, and Young's spelling tests to gain standardised scores and reading \ spelling ages. (Children receiving standardised scores between 80 and 95 to be considered TCP, below 80 to be considered for SA)

Children will continue to be identified and tracked as previously, but in future those tracked children will be placed on the TCP register.

Neale's Analysis has been purchased to give an accurate assessment of literacy, of those children identified.

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**RAISE – Raising Attainment and Individual Standards in Education
School RAISE activity Proforma**

Local Education Authority	<u>Wrexham</u>	School Name	<u>Brynteg County Primary</u>
RAISE Allocation 2006/07	_____	School Establishment Number	<u>665 2176</u>

The following information should be completed in full by each RAISE school in discussion with their LEA. Completed forms should be returned to LEA RAISE contacts no later than **9 June 2006**.

Note that in setting out intended use(s) of the RAISE grant schools should be clear in how they intend to use the grant, which specific groups they intend to target with projects and the outcomes they expect. Outcomes should relate to the specific group of pupils targeted and be relevant to the specified group; they may be qualitative as well as quantitative. For example improved attainment levels, improved attendance or behaviour, acquisition of learning or other skills may be valid outcomes as appropriate to the target group.

1. Lead Contact Details – please provide details of the member of staff who will lead on RAISE initiatives

Name	<u>Mr Dafydd Ifans</u>	Job Title	<u>Headteacher</u>
Contact telephone	<u>01978 756398</u>	Contact email	<u>mailbox@brynteg-pri.wrexham.sch.uk</u>

2. Proposed use(s) of the grant.

Indicate how this will target individual pupils or groups of pupils suffering disadvantage to enhance the educational expectation and attainment of these pupils. Please indicate if projects are new, additional or extensions of existing work and the added value expected from RAISE investment. Against each specify the outcomes sought, the baseline(s) against which the outcome will be judged, any interim progress measures that apply and monitoring arrangements.

Use the 'Tab' key to move to the next cell, cells will expand. To add rows press 'Tab' when in final cell.

Proposed use of grant	Outcome(s), Baseline(s) and Interim progress measure(s)	Monitoring arrangements
<p><u>Provide a KS 1 classroom support worker to work with pupils from disadvantaged background and those who are at risk of underachieving. This is a new initiative that will enable pupils in both classes better access to the curriculum in Literacy and Numeracy. The additional support will also allow a greater degree of flexibility for staff within the school to receive training and deliver specific programmes such as Catch-up and Blitz.</u></p> <p>Cost SEPTEMBER – MARCH</p>	<p><u>Improved achievement amongst most deprived pupils. NFER scores for identified pupils to be tracked on an annual basis. Our target would be a ten point increase in standardised scores for each pupil. The pupils who are targeted for catch-up and blitz will be tested at the beginning and the end of the programme.</u></p>	<p><u>The class teacher will monitor the work of the Teaching assistant. SMT will monitor teachers planning and IEPs if appropriate. SMT will analyse the test data in order to measure success.</u></p>
<p><u>Part fund a KS 2 classroom support worker employed at HLTA level or equivalent to work with pupils from disadvantaged background and those who are at risk of underachieving. This is a new initiative that will enable pupils in both classes better access to the curriculum in Literacy and Numeracy. Additional funding to come from special needs budget. The post holder will be able to release the literacy and numeracy co-ordinators in order to allow them to support other teaching staff within the school to target and support underachieving pupils. The post holder would also support the training of existing Teaching Assistants in order to enable them to deliver specific, targeted programmes.</u></p> <p>Cost SEPTEMBER – MARCH £xxxx (BASED ON CURRENT NNEB SCALE)</p>	<p><u>Improved achievement amongst most deprived pupils. NFER scores for identified pupils to be tracked on an annual basis. Our target would be a ten point increase in standardised scores for each pupil. It is envisaged that all existing support staff would be trained to deliver catch-up, blitz and numeracy support programmes. Teaching staff should be better able to identify and support underachieving pupils within a cohort.</u></p>	<p><u>The class teacher will monitor the work of the Teaching Assistant. SMT will monitor teachers planning and IEPs if appropriate. SMT will analyse the test data in order to measure success.</u></p>

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<i>Proposed use of grant</i>	<i>Outcome(s), Baseline(s) and Interim progress measure(s)</i>	<i>Monitoring arrangements</i>

3. Declarations

	Signature	Print Name & date
School Declaration I confirm that these proposals are consistent with the school's improvement plan		
Local Authority Approval Declaration I confirm that these proposals have been agreed with the LEA, that they meet the requirements of the grant in terms of pupil targeting, planned outcomes and monitoring. Use of the funding outlined draws on established good practice in school improvement, is consistent with individual school improvement plans and, in the case of secondary schools, fits with the plans of the local 14-19 partnership.		

RAISE – Raising Attainment and Individual Standards in Education School RAISE activity Proforma

Local Education Authority	Wrexham	School Name	Gwenfro Infant School
RAISE Allocation 2006/07	£XXXX	School Establishment Number	665 2198

The following information should be completed in full by each RAISE school in discussion with their LEA. Completed forms should be returned to LEA RAISE contacts no later than **9 June 2006**.

Note that in setting out intended use(s) of the RAISE grant schools should be clear in how they intend to use the grant, which specific groups they intend to target with projects and the outcomes they expect. Outcomes should relate to the specific group of pupils targeted and be relevant to the specified group, they may be qualitative as well as quantitative. For example improved attainment levels, improved attendance or behaviour, acquisition of learning or other skills may be valid outcomes as appropriate to the target group.

1. Lead Contact Details – *please provide details of the member of staff who will lead on RAISE initiatives*

Name	Mrs. J. Ashford	Job Title	Headteacher
Contact telephone	01978 354947	Contact email	mailbox@gwenfro-inf.wrexham.sch.uk

2. Proposed use(s) of the grant.

Indicate how this will target individual pupils or groups of pupils suffering disadvantage to enhance the educational expectation and attainment of these pupils. Please indicate if projects are new, additional or extensions of existing work and the added value expected from RAISE investment. Against each specify the outcomes sought, the baseline(s) against which the outcome will be judged, any interim progress measures that apply and monitoring arrangements.

<i>Proposed use of grant</i>	<i>Outcome(s), Baseline(s) and Interim progress measure(s)</i>	<i>Monitoring arrangements</i>
To employ an experienced teacher on a 0.4 basis to support groups of pupils in Rec, Yr 1 and Yr 2 who have been identified as pupils who are socio-economically disadvantaged. Gwenfro Infant School is in a Communities First Area situated in the Queensway ward which has been identified as the highest area of deprivation in the Wrexham area.	Use of formal assessments including: on entry/Baseline and NFER tests in Maths & English Early Learning Skills screening	Success criteria will be that: Pupils NFER scores to increase by 10

<i>Proposed use of grant</i>	<i>Outcome(s,) Baseline(s) and Interim progress measure(s)</i>	<i>Monitoring arrangements</i>
<p>All of the pupils in the school live in this Communities First area. We presently have 65% of families claiming free school meals.</p> <p>The identified groups of pupils will include those who have poor and irregular attendance which is detrimental to their progress which leads to under performance. They will also include those pupils who have little or no help or encouragement with homework activities.</p>	<p>Ongoing Teacher Assessment</p> <p>Establishing a “lunchtime BLITZ” club which will give identified pupils extra teaching time during lunchtimes.</p>	<p>Staff will monitor progress together, learning from each other, sharing good practice to develop a sustainable program with the identified groups of pupils within year groups over time.</p> <p>Management time will allow the support teacher to monitor the progress of pupils and also to liaise and reflect on progress with LEA.</p> <p>This teacher will also have time to reflect on and build upon the good practice presently in place and produce a Development Plan and activity plan to support underachieving pupils over a 3 year cycle.</p> <p>Improvement in Home/School links.</p>
<p>To employ a TA on a 0.2 basis to work to support these groups of pupils who have been identified as underachieving in Numeracy and Literacy due to absenteeism and lateness.</p>	<p>To support pupils individually on, teaching methods to improve skills which will include handwriting, letter and sound recognition, through:</p> <ul style="list-style-type: none"> • Teuderescu • Precision teaching • Rainbow Writing activity • Support with homework 	<p>Success criteria will be:</p> <ul style="list-style-type: none"> • 100% full attendance within targeted groups • Improvement in punctuality • 100% completion and returning of homework

<i>Proposed use of grant</i>	<i>Outcome(s), Baseline(s) and Interim progress measure(s)</i>	<i>Monitoring arrangements</i>
	activities	activity.
<p>To purchase extra Literacy resources to include Guided Reading Packs and extra “home readers” which will be used for homework activities.</p> <p>To purchase Numeracy resources – group games, for the same purpose.</p> <p>To purchase a supply of Homework bags for those pupils within the group without one.</p>	<p>School will have sufficient “different” activities for pupils to work on at home. The school will evaluate the effectiveness of the “Home Reader” scheme.</p> <p>School will build up an effective bank of quality resources for use in BLITZ sessions.</p>	<p>Support teacher and TA to evaluate the effect of sending readers for homework.</p> <p>100% of pupils completing and returning homework</p> <p>Improved Home/School links and parental support.</p>

3. Declarations

	Signature	Print Name & date
<p>School Declaration I confirm that these proposals are consistent with the school's improvement plan</p>		
<p>Local Authority Approval Declaration I confirm that these proposals have been agreed with the LEA, that they meet the requirements of the grant in terms of pupil targeting, planned outcomes and monitoring. Use of the funding outlined draws on established good practice in school improvement, is consistent with individual school improvement plans and, in the case of secondary schools, fits with the plans of the local 14-19 partnership.</p>		

**Raise – Raising Attainment and Individual
Standards in Education**

September 2006

Reponse and amendments to Evaluation of Initial Raise Proposal – June 9th 2006

- 1. “the group of pupils identified in the proposal does not obviously include those who are socio – economically disadvantaged,”**

In response to this statement we would point out that according to National Statistics, Gwenfro Junior School is situated in one of the Welsh Council Wards with the highest level of socio – economic deprivation.

Added to this our F.S.M. percentage in one of the highest in Wrexham. L.E.A.

- 2. “the proposal is not specific about the improvements that the school expects from the target group of pupils”**

In response to this issue, the school will expect the cohort of children, in each class, to improve in performance and confidence. This will come about as a result of a more intensive delivery of basic aspects of literacy and numeracy. As a result of bringing about an improvement to these targeted groups we would be looking for it to feed into global improvement in school performance.

This would be measured by end of year school/L.E.A.fomal testing for T.S.I. Schools’

- 3. “the proposal does not indicate what the school will do to measure the improvement achieved by the target group”**

In response to this requirement, the identified cohorts will be established following intensive evaluation of N.F.E.R. Testing, done in collaboration with L.E.A. officers. There will be an agreed target of ten measurable points improvement in subsequent standardised scores both in the Literacy and Numeracy based tests.

- 4. ”the proposal does not indicate how the benefits of the funding will be sustained beyond the two years of the grant period”**

In response to this issue we are changing the main focus of delivery with regard to the proposed use. Initially we were seeking to employ two classroom assistants with the grant. We have now decided to use a qualified teacher as the key player. She will be responsible for receiving training and cascading out to four classroom assistants, already employed. She will be responsible structuring Literacy/Numeracy support, delivering Key lessons and co-ordinating classroom assistant support through the use of her teaching colleagues. We feel that long term this training will create “free standing” support workers within the organisation thus fulfilling the element of sustainability.

All other elements of initial proposal remain the same.

This is supported by more detailed approach for Numeracy/Literacy – Action Plan attached.

RAISE – Raising Attainment and Individual Standards in Education School RAISE activity Proforma

Local Education Authority	<u>Wrexham</u>	School Name	<u>Hafod y Wern Juniors</u>
RAISE Allocation 2006/07	<u>£XXXX</u>	School Establishment Number	<u>665 2197</u>

The following information should be completed in full by each RAISE school in discussion with their LEA. Completed forms should be returned to LEA RAISE contacts no later than **9 June 2006**.

Note that in setting out intended use(s) of the RAISE grant schools should be clear in how they intend to use the grant, which specific groups they intend to target with projects and the outcomes they expect. Outcomes should relate to the specific group of pupils targeted and be relevant to the specified group, they may be qualitative as well as quantitative. For example improved attainment levels, improved attendance or behaviour, acquisition of learning or other skills may be valid outcomes as appropriate to the target group.

1. Lead Contact Details – please provide details of the member of staff who will lead on RAISE initiatives

Name	<u>Jan Smith</u>	Job Title	<u>Headteacher</u>
Contact telephone	<u>01978 266830</u>	Contact email	

2. Proposed use(s) of the grant.

Indicate how this will target individual pupils or groups of pupils suffering disadvantage to enhance the educational expectation and attainment of these pupils. Please indicate if projects are new, additional or extensions of existing work and the added value expected from RAISE investment. Against each specify the outcomes sought, the baseline(s) against which the outcome will be judged, any interim progress measures that apply and monitoring arrangements.

Use the 'Tab' key to move to the next cell, cells will expand. To add rows press 'Tab' when in final cell.

Proposed use of grant	Outcome(s,) Baseline(s) and Interim progress measure(s)	Monitoring arrangements
<u>Employ a part time ASW to work with teachers and the Basic Skills target group (s.s.85-95) of approximately 10 – 15 pupils across the school in groups of approximately 5. Pupils will be identified</u>	<u>Improve maths attainment in upper key stage 2 by 15 – 50% by the end of key stage 2.</u>	<u>Sums Up Teacher Assessment</u>

<i>Proposed use of grant</i>	<i>Outcome(s), Baseline(s) and Interim progress measure(s)</i>	<i>Monitoring arrangements</i>
<p><u>using Fisher Data, Sums Up and Teacher Assessment in school time</u></p> <p><u>ASW to be managed by maths subject leader for planning etc.</u></p> <p><u>Purchase a home/school maths homework scheme to encourage parents and pupils to work together (All upper key stage 2)</u></p>	<p><u>More parents working alongside children.</u></p> <p><u>Improved attitude towards maths. (New initiative)</u></p>	<p><u>Teacher marking of homework.</u></p>
<p><u>Provide a homework club in school five evenings for 1 hour for children who do not have support at home. ASW to supervise club.</u></p> <p><u>In school we have 50% plus free school meals, we are set in an area of high social disadvantage. We are in a community First area. Many of our children experience home environments that are not conducive to homework.</u></p>	<p><u>Children have a safe placeto complete homework.</u></p> <p><u>Children develop good habits in doing homework.</u></p> <p><u>At present have homework club one evening</u></p>	<p><u>Attendance register.</u></p> <p><u>Observations by headteacher and subject leader</u></p>
<p><u>Provide named homework resource packs for children: Book bag, pencils, rulers, protractor, calculator etc as many children do not have access to these resources</u></p>	<p><u>All children whatever their background have appropriate resources to complete</u></p>	<p><u>ASW to check all children have resources.</u></p> <p><u>Subject leader to audit.</u></p>

Proposed use of grant	Outcome(s), Baseline(s) and Interim progress measure(s)	Monitoring arrangements
<p><u>at home. Cost approximately £X new initiative – have found that many children do not own appropriate resources.</u></p> <p><u>Purchase “Maths Magic” game x 10. Can be used with whole class or in learning through play activities £X.</u></p> <p><u>Purchase Monopoly game x 10 Can be used with whole class or in learning through Play activities £X.</u></p> <p><u>Purchase further software to promote and develop maths £X. Used in lessons and children have access in lunchtime computer club – already in place.</u></p> <p><u>Purchase 6 laptops for use with target maths groups £X.</u></p> <p><u>To develop “Catch Up” type throughout whole school to support children who are underachieving targeting children using AWRT and teacher assessment. This is building upon the catch up system operating in school for the past 4 years partly funded by LEA and</u></p>	<p><u>homework.</u></p> <p><u>To improve pupil attainment in using and applying maths. To improve pupil attitude as see maths as fun.</u></p> <p><u>To improve pupil attainment in using and applying maths. To improve pupil attitude as see maths as fun.</u></p> <p><u>Children who do not have access to computers at home have more time to work using ICT</u></p> <p><u>Children have access to PC’s</u></p> <p><u>Improve level 4 and above at end of key stage 2</u></p>	<p><u>Teacher assessment in using and applying strand. Sums Up</u></p> <p><u>Teacher assessment in using and applying strand. Sums Up</u></p> <p><u>ICT subject leader Maths subject leader</u></p> <p><u>ICT subject leader Maths subject leader</u></p> <p><u>AWRT Teacher assessment</u></p>

Proposed use of grant	Outcome(s), Baseline(s) and Interim progress measure(s)	Monitoring arrangements
<u>supplemented by school budget.</u> <u>It will require employing an additional part time ASW to work with target groups. £X</u> <u>Purchase further appropriate literature for the children £X</u>	<u>Staff able to complete more 1 to 1 so children who do not have parental support for reading are heard to read regularly</u> <u>Continue to encourage children to take home books and read at home</u>	<u>Childrens reading diaries</u> <u>Childrens reading diaries</u> <u>Teacher assessment</u>

3. Declarations

	Signature	Print Name & date
School Declaration I confirm that these proposals are consistent with the school's improvement plan	<u>J Smith</u>	<u>J Smith 12.06.06</u>
Local Authority Approval Declaration I confirm that these proposals have been agreed with the LEA, that they meet the requirements of the grant in terms of pupil targeting, planned outcomes and monitoring. Use of the funding outlined draws on established good practice in school improvement, is consistent with individual school improvement plans and, in the case of secondary schools, fits with the plans of the local 14-19 partnership.		

Amendments	Proposal
1. The group of pupils identified in the proposal does not obviously include those who are socio-economically disadvantaged.	The school is situated in the Wynnstay ward of Caia Park, Wrexham. The Wynnstay ward and the neighbouring ward Queensway are currently identified as the two most deprived areas in Wales (National Statistics of Deprivation) All pupils are resident in these wards. The school is situated in a Communities First area. Targeted pupils will therefore fall into the category of socio-economically disadvantaged.
2. The proposal does not indicate what the school will do to measure the improvement achieved by the target group of pupils.	Formal assessments will be undertaken with targeted pupils prior to intensive speech and language sessions. Assessments will be carried out termly with the support of the Speech and Language advisor and progress will be tracked and recorded. Use of Baseline Assessments, phonic tests, numeracy tests and language assessment sheets will be carried out on all pupils within the target group. Attendance of pupils will be monitored closely and measures taken if attendance dips below 90%.
3. The proposal does not indicate how the school will use the grant to enable staff to improve their teaching and managerial skills.	All members of staff will gain experience in strategies used to boost speech and language skills and these strategies will be incorporated into everyday teaching. Good subject knowledge will allow staff to provide varied activities to engage and interest pupils. Information/findings will be shared with all members of staff. The initiative will provide valuable professional development for all staff. Leadership skills will be developed in Teaching Assistants who are leading the initiative.
4. The proposal does not indicate how the benefits of the funding will be sustained beyond the two years of the grant period.	Within two years, all members of staff will be confident and competent in the use and delivery of Speech and Language within the curriculum. Strategies will be embedded into the curriculum/ timetable.

RAISE – Raising Attainment and Individual Standards in Education
School RAISE activity Proforma

Local Education Authority	Wrexham	School Name	Ysgol Heulfan
RAISE Allocation 2006/2007	£X	School Establishment Number	665 2268

1. Lead Contact Details

Name	Julia Thomas Haigh	Job Title	Headteacher
Contact telephone	01978 722040	Contact email	mailbox@heulfan-pri.wrexham.sch.uk

2. Proposed use(s) of the grant

Proposed use of grant	Outcome(s) Baseline(s) and interim progress measures	Monitoring arrangements
<p>0.5 teacher to provide additional support/teaching to target group of Year 3 & 4 pupils to develop literacy and numeracy skills. A new project; to include pupils who are socio-economically disadvantaged. This project will be led by a very good teacher. She is enthusiastic and displays good skills; all teachers will have the opportunity to observe her teaching styles and approaches. After the two years of the grant period, this project will be sustained by the Headteacher and Deputy Headteacher having an increased teaching responsibility.</p>	<p>*Improved attainment levels in literacy and numeracy. *Improved Basic Skills. *Acquisition of learning skills. *An increase of +10 Standardised Score when comparing Progress in English and Progress in Maths scores 2006 with 2007. *Interim progress measures – improved attainment as measured by weekly spelling/mental maths tests.</p>	<p>Headteacher to monitor quality of teaching and learning during classroom observation visits. Headteacher to monitor teacher's planning and pupils' books. Class teacher to monitor and evaluate progress on a weekly basis (spelling and mental maths tests to be used). Headteacher to keep Governors informed regarding this initiative.</p>
<p>A new project to improve attendance; to include those pupils who are socio-economically disadvantaged. LSA to spend 5 hours per week (2 x 2.5) to support pupils with low rates of attendance. Support with literacy and numeracy will be provided. The LSA will work alongside the class teachers; her skills and approaches will improve as a result of this initiative. Class teachers will have smaller groups of pupils; this will impact on learning, teaching and assessment. Fortnightly meeting of 'targeted pupils' (with LSA and pupils) to share any issues and to monitor attendance. Class teachers to be kept updated. LSA to support parents and to keep them up-to-date re the attendance of their child – to phone parent/guardian on first day of absence. After the two years of the grant period, this project will be sustained jointly by the Headteacher and School Community Manager.</p>	<p>*Higher rates of attendance (whole school). Whole school attendance to be 90 - 95%. *Higher rates of attendance (target group). Target group – percentage attendance to be between 85 - 90% *Interim progress measures – weekly monitoring of percentage attendance to be undertaken by Headteacher. *Headteacher to interview individual pupils re attendance rates if they go down.</p>	<p>Headteacher/LSA/Class teacher to monitor. Headteacher to monitor the percentage attendance of the whole school.</p>
<p>To purchase resources for "Maths Sacks" for target groups of pupils (e.g. with number fans, number lines, dice, calculators, games, whiteboards etc). Sacks will be differentiated according to age range of pupils. To provide INSET for teachers and LSAs – how to use the maths sacks, suitable activities etc. This is a new project which will be part of the school's action plan to achieve the BSQM. This project will include pupils who are socio-economically disadvantaged.</p>	<p>*Improved attainment levels in mental maths. *Improved basic skills. *Interim progress measures – Headteacher to undertake classroom observations to see the maths sacks being used.</p>	<p>Team Leader for Mathematics to monitor impact of maths sacks. Headteacher to monitor via classroom observations.</p>

3. Declarations

	Signature	Print Name & date
<p>School Declaration I confirm that these proposals are consistent with the school's improvement plan.</p>	<i>Julia Thomas Haigh</i>	Jullia Thomas Haigh 9 th June 2006
<p>Local Authority Approval Declaration I confirm that these proposals have been agreed with the LEA, that they meet the requirements of the grant in terms of pupil targeting, planned outcomes and monitoring. Use of the funding outlined draws on established good practice in school improvement, is consistent with individual school improvement plans and, in the case of secondary schools, fits with the plans of the local 14-19 partnership.</p>		

RAISE – Raising Attainment and Individual Standards in Education School RAISE activity Proforma

Local Education Authority	<u>Wrexham LEA</u>	School Name	<u>Park Junior School</u>
RAISE Allocation 2006/07	<u>£X</u>	School Establishment Number	

The following information should be completed in full by each RAISE school in discussion with their LEA. Completed forms should be returned to LEA RAISE contacts no later than **29 September 2006**.

Note that in setting out intended use(s) of the RAISE grant schools should be clear in how they intend to use the grant, which specific groups they intend to target with projects and the outcomes they expect. Outcomes should relate to the specific group of pupils targeted and be relevant to the specified group, they may be qualitative as well as quantitative. For example improved attainment levels, improved attendance or behaviour, acquisition of learning or other skills may be valid outcomes as appropriate to the target group.

1. Lead Contact Details – please provide details of the member of staff who will lead on RAISE initiatives

Name	<u>Miss. Rebecca Jones</u>	Job Title	<u>Teacher</u>
Contact telephone	<u>01978 853126</u>	Contact email	

2. Proposed use(s) of the grant.

Indicate how this will target individual pupils or groups of pupils suffering disadvantage to enhance the educational expectation and attainment of these pupils. Please indicate if projects are new, additional or extensions of existing work and the added value expected from RAISE investment. Against each specify the outcomes sought, the baseline(s) against which the outcome will be judged, any interim progress measures that apply and monitoring arrangements.

Use the 'Tab' key to move to the next cell, cells will expand. To add rows press 'Tab' when in final cell.

Proposed use of grant	Outcome(s,) Baseline(s) and Interim progress measure(s)	Monitoring arrangements
<u>For extra teacher to have groups of selected Basic Skills Target pupils.</u> <u>Selection being based on 85-95 NFER results which shows with a boost</u>	<u>To assess pupils at beginners NFER results for baseline assessment then ongoing</u>	<u>To monitor through:-</u> <u>-ongoing assessment</u> <u>-books</u> <u>-tests</u>

Proposed use of grant	Outcome(s), Baseline(s) and Interim progress measure(s)	Monitoring arrangements
<u>They can achieve Level 4</u>		
<u>Teacher to take classes to release other members of staff for professional development to help them Within their own classrooms. i.e., Shadowing of other teachers within and outside of own school with good practice courses for professional development</u>	<u>Regular assessment and testing</u> <u>More confidence for teachers</u> <u>New approaches</u>	<u>Professional development file</u> <u>Classroom observation</u>
<u>After 2 years of the grant period, this project will be sustained by the Headteacher having an increased teaching responsibility.</u>		

3. Declarations

	Signature	Print Name & date
School Declaration I confirm that these proposals are consistent with the school's improvement plan		
Local Authority Approval Declaration I confirm that these proposals have been agreed with the LEA, that they meet the requirements of the grant in terms of pupil targeting, planned outcomes and monitoring. Use of the funding outlined draws on established good practice in school		

improvement, is consistent with individual school improvement plans and, in the case of secondary schools, fits with the plans of the local 14-19 partnership.		
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RAISE – Raising Attainment and Individual Standards in Education
School RAISE activity Proforma

Local Education Authority	Wrexham	School Name	
RAISE Allocation 2006/2007	£X	School Establishment Number	665 2155

1. Lead Contact Details

Name	Mrs Lynda Thomas	Job Title	Headteacher
Contact telephone	01978 365023	Contact email	mailbox@penycae-inf.wrexham.sch.uk

2. Proposed use(s) of the grant

Action Plan Ammendment- Following a meeting with Headteacher, Deputy headteacher (SENCO) and staff, - Focus – **Maths through structured play incorporating keyskills in literacy**

Proposed use of grant	Outcome(s) Baseline(s) and interim progress measures	Monitoring arrangements
<p>Target Groups – NEW PROJECT LED BY SENCO</p> <p>Employ a full time NVQ 2 (LSA) (25 hours) to work with small groups with a focus on maths skills whilst at the same time incorporating key skills in literacy. LSA to make maths games with the children linked to scheme and topics. (Provide a bank of mathematical vocabulary)</p> <p>Early Years - Small group support as instructed by the class teachers in collaboration with SEN teacher and deputy. Full day Monday, Tuesday morning and Friday Afternoon</p>	<ul style="list-style-type: none"> Improved numeracy skills. *Improved attitude and application to learning. Improved literacy key skills Use the pupil target and tracker system to measure progress. Use Travelling Together Assessment Document 	<p>Ever half term – all agencies to discuss development and next steps. SENCO/Headteacher.</p> <p>Link in with pupil tracker and individual pupil records.</p> <p>Maths subject leaders to monitor the impact</p>
<p>Target Group –</p> <p>Class Ash, year 2. small group support as instructed by the class teacher in collaboration with the SEN teacher and deputy Wednesday Morning, Thursday afternoon.</p> <p>Class Elm, years 1 and 2 – small group support as instructed by the class teacher in collaboration with SEN teacher and Deputy, Tuesday afternoon , Thursday morning.</p> <p>Class Oak, years 1 and 2, small group support as instructed by the class teacher in collaboration with SEN teacher and Deputy, Tuesday afternoon Thursday morning.</p>	<ul style="list-style-type: none"> Improved numeracy skills. *Improved attitude and application to learning. Improved literacy key skills Use the pupil target and tracker system to measure progress. Use Travelling Together Assessment Document 	<p>Ever half term – all agencies to discuss development and next steps. SENCO/Headteacher.</p> <p>Link in with pupil tracker and individual pupil records.</p>
<p>Ammendments -</p> <p>The funding will be sustained beyond the two years -</p>	<p>It is envisaged that through evaluation and review over the two years that we will be able to sustain the action plan. The majority of the plan is based on the practical element of maths (foundation phase) through games. The games will be made and embedded into the curriculum.</p>	
<p>To enable staff to improve their teaching and managerial skills</p>	<p>Class teachers are in the process of</p>	

<p>Link between deprivation and underachievement</p>	<p>compiling a booklet of progressive maths skills for support workers to use. This will result in increased liaison/ training with classteacher and support workers, This will be used in discussion in order to decide targets, evaluate and review. Ultimately resulting in increased collaboration, teamwork and the sharing of good practice.</p> <p>The majority of the children are from an area of social depravation, bordering on a Community First Area.</p>	
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3. Declarations

	Signature	Print Name & date
<p>School Declaration I confirm that these proposals are consistent with the school's improvement plan.</p>		<p>June 2006 Ammdement September 2006</p>
<p>Local Authority Approval Declaration I confirm that these proposals have been agreed with the LEA, that they meet the requirements of the grant in terms of pupil targeting, planned outcomes and monitoring. Use of the funding outlined draws on established good practice in school improvement, is consistent with individual school improvement plans and, in the case of secondary schools, fits with the plans of the local 14-19 partnership.</p>		

Local Education Authority	Wrexham	School Name	St. Anne's RC Primary
RAISE Allocation 2006/07	£X	School Establishment Number	665 3343

Proposed use of grant	Outcome(s) Baseline(s) and interim progress Measure(s)	Monitoring arrangements
Employ ASW (TA) Full Time (To be shadowed by other TA to ensure sustainability when funding ceases and ongoing professional development. i.e. developing skills of assessment, monitoring, recording and challenging children)	<ul style="list-style-type: none"> - Blitz project for Yr1 and Yr 2 (continue) - 2 groups of 4 children carefully selected - Travelling Together, Baseline,AWRT, NFER, TA, Early literacy screening assessment - Termly progress monitored - Catch-up project (Yr3 & Yr 4) - 2 groups of 4 children carefully selected 	<p>→ Early literacy screening – Identify Group s.s. 85 - 95 (Raise s.s. by 10 after one year)</p> <ul style="list-style-type: none"> - Attitude to reading more positive - Improved confidence in speaking & listening
ASW (ICT Specialist) Employed to support Full time ICT and Numeracy across school (To be shadowed by other TA to ensure sustainability when funding ceases and ongoing professional development)	<ul style="list-style-type: none"> - ICT scheme from Rec → Yr 6 - ASW, targeted, timetabled support across school to ensure coverage and raise confidence and competence in skills - Sums-Up assessment sheets at beginning and end of project 	<ul style="list-style-type: none"> - Checklist of expectations used to monitor progress - TA will monitor regularly and develop skills through fun/practical activities in small groups of 6 or 8
TA to support Foundation Phase children who are targeted from Baseline and Travelling Together assessments.	<ul style="list-style-type: none"> - Use Baseline and Travelling Together Assessments to highlight children for support. 	<ul style="list-style-type: none"> - Higher literacy levels - Better speaking and Listening skills - Structured play activities monitored by TA to support in class. Notes of progress kept in class book of milestones.

Category 3 Amendments	Proposal
<p>Blitz, Catch-Up and Sums-Up will be used to support children who are underachieving. (Blitz as an ongoing project). The extra ASW (TA) will be able to support these projects so that other staff can be freed up to help SEN, EAL and Traveller children who demand time of the staff due to the high percentage of each category within the school.</p> <p>A TA has also been employed to support in the Foundation Phase so that children with poor basic skills can be boosted through play activities.</p>	<p>The Proposal emphasises SEN and EAL initiatives, rather than an attempt to address the link between deprivation and underachievement</p>
<p>All staff will benefit professionally from observing strategies that the TA will demonstrate whilst working with the children. Tight targets will be set and monitored. Newly employed TA's will benefit from leading and supporting other staff within the classrooms and school.</p>	<p>The proposal does not indicate how the school will use the grant to enable staff to improve their teaching and managerial skills</p>
<p>Newly employed TA's will be shadowed by other staff to observe assessment techniques, teaching strategies, record keeping and evidence, success levels and areas for development.</p>	<p>The proposal does not indicate how the benefits of the funding will be sustained beyond the two years of the grant period.</p>

St. Anne's School is in a Communities First Area and it is acknowledged as in the top two highest areas of deprivation in Wales.

Extra ASW's (TA's) will be supporting groups who are NOT SEN or EAL – 88% of the Literacy group and 89% of Numeracy group who have been targeted are children who are underachieving due to deprivation, **THEY ARE NOT SEN OR EAL CHILDREN.**

Last updated: 15/07/2009 12:03 by MKM

	About		Resources		Projects		Meetings		Archive	
	Eng	Cym	Eng	Cym	Eng	Cym	Eng	Cym	Eng	Cym
National	Done	Translation needed	N/A	N/A	N/A	N/A	Done	Done	N/A	N/A
North	Done (mentions 14 projects, but removed statement as only have 5 so far)	Done	Done (2)	Done (2)	Done (5)		Done	Done		
Central South	Done		Done (11)	Done (11)	Done (13)	Not added to Livelink as participating schools need to be translated.	Done	Done		
South East	Done	Done	Hold fire till hear from Nicola – not clear what the resource is!		Done (13)	Done (13)	Done	Done	Received but not in Livelink yet	
SWAMWAC			Done (5) St Thomas Case study document not present.	Done (6)	Done (10)	Done (10)	Done	Done		

Last updated: 15/07/2009 12:03 by MKM

Proposed use of Grant.	Outcome[s], Baseline[s], and Interim progress measure[s].	Monitoring Arrangements.
<ul style="list-style-type: none"> ▪ Allocate time for staff to implement and utilise the NFER forms of assessment and to identify pupils who are underachieving [target group]. ▪ The Targeted Basic Skills Group will be a group of pupils who have a standardised score between 80 and 95. ▪ N.B. The Targeted Group will include pupils from an area of low income and significant deprivation i.e. Communities First. ▪ Devise methods for staff to boost/raise the performance of the Targeted Basic Skills Groups by 5 to 10 points [on their standardised scores]. <p>E.g. Teacher's planning to be specific in Learning Outcomes and Key Skills.</p> <p>Audit resources, expand and develop as necessary.</p> <p>Specific and directed use of Teaching Assistant [T.A.s] and volunteers.</p> <p>Professional Development for all staff; Accelerated Achievement, Blitz Training for T.A.s, Networking with other schools, Team Teaching within St. Giles.</p> <ul style="list-style-type: none"> ▪ Whole School training in Formative Assessment will improve the quality of all learning/teaching. 	<p>All staff become experienced in NFER assessment and utilise results effectively.</p> <p>Targeted groups identified in Year 1 and Year 2.</p> <p>2007 NFER results to show an improvement of 5 to 10 points in the Targeted Groups.</p> <p>Weekly planning and evaluation sheets</p> <p>Resources to be utilised effectively and to be relevant to pupil's learning.</p> <p>Activities for Teaching Assistants illustrated in Planning Sheets.</p> <p>All staff to develop their teaching strategies and managerial skills.</p>	<p>Meetings and discussions to ensure accurate use of assessment technique and of data collected. Input from LEA Officers to begin with. Results and findings shared with Governors.</p> <p>LEA Officers and HT to monitor the lists of pupils in Target Groups.</p> <p>Weekly Planning and Evaluations. School tracking systems. NFER assessments.</p> <p>Planning and Evaluation Sheets to be scrutinised by Subject Leader and HT.</p> <p>Classroom observations to ensure all resources are utilised.</p> <p>Feedback from Teachers and T.A to ensure time is being used effectively. Objectives in Performance Management for T.A.s Professional Development Record. Performance Management. Classroom Observations by Subject Leader, HT and LEA Officers.</p> <p>Classroom Observations.</p>

<ul style="list-style-type: none"> ▪ Develop and update the whole school policy for Teaching and Learning. ▪ Update the Policy for Monitoring and Subject Leadership. Put in place a regular Monitoring timetable with specific activities for each term, e.g. Classroom observations, examining pupil's work, an awareness of each classes planning, tracking pupil progress etc. 	<p>Teaching and Learning Policy in place staff incorporating strategies indicated.</p> <p>Active subject monitoring and management to take place.</p> <p>Subject Leaders to be more aware of the Teaching and Learning taking place in each year group.</p> <p>Purposeful monitoring taking place to ensure progress is being made in each subject.</p>	<p>Monitoring timetable. Files of Evidence.</p>
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RAISE

RAISING ATTAINMENT AND INDIVIDUAL STANDARDS IN EDUCATION

School RAISE Activity Proforma

LEA – WREXHAM SCHOOL NAME – ST GILES JUNIOR CONTROLLED

RAISE ALLOCATION - £X

SCHOOL EST. NO. 665 3052

Lead Contact Details –

Name – Mrs Liz Nunley Job Title – Learning Support Teacher

Contact Tel – 01978 266944

Contact email – mailbox@stgiles-jun.wrexham.sch.uk

Proposed Uses of Grant

1. The RAISE grant will be used to improve the quality of reading of a targeted group of children in Years 3 and 6.

Target Group

The children in the target group will be identified by data analysis of The All Wales Reading Test results Summer 2006. The Basic Skills target group will consist of children who have reading quotients of between RQ85-95. The group are therefore not in the Special Needs category but are at the lower end of the average band. This resembles the same group of children who have previously been identified in the Basic Skills Catch Up programme. An analysis of this group of child shows that a large percentage come from socio-economically disadvantaged families –

Children from Community First Areas

Children on the free school meals register

Children from poor housing areas

Children whose families work with NSPCC and Social Services

Children on the Looked After Register

Children from single parent families

Method

The staff employed to implement this project will adopt the methods already in place in the school and follow the LEA's 'Catch Up Programme'.

Outcomes and Interim Progress Measures

Using the All Wales Reading Test during the period of the project will enable the school to track the pupils throughout the project. The aim of the initiative is to improve children's reading quotient by between +5 and +10 using the All Wales Reading Test as a measure.

Outcomes

Improvement in reading will enable the targeted children to access the curriculum with greater ease.

2. The RAISE grant will be used to support the teaching of Basic Skills in class.

Target Group

The children in the first project from Year 3 will be the target group.

Method

Teacher Assistant will be timetabled to support targeted children in their mainstream class in Basic Skills (Language and Mathematics). The Teacher Assistant, under the direction of the teacher, will work with individuals and groups with the differentiated work set by the class teacher.

The school has been awarded the Basic Skills Quality Mark on 3 occasions and this targeted support will enable more children to access the curriculum in a more positive and confident manner.

Outcome

Targeted children will be more confident about tackling new work, their self esteem will be raised and their attitude to learning will improve.

Monitoring

The teacher responsible for implementing the project and organising the Teacher Assistant will report to Headteacher on a Termly basis outlining progress - (improved reading ages), children acquiring a wider range of skills in a more confident manner.

Project leader will also review and refine project to enable the children to reach their full potential.

The Headteacher, through the school Professional Development classroom observation cycle, will monitor lessons.

Training/Management

Whole School training in Formative Assessment will improve the quality of all learning/teaching.

As part of the project the project leader will assist and organise training for the Teacher Assistant. There will be liaison with class teachers who in turn will understand the teaching strategies of 'Catch Up' and discuss and organise work for the Teacher Assistant.

During the life of the project it is anticipated that all teachers would have had an input into the work and acquired new skills as a teacher. Long term these skills will be used to continue to improve the education of all children in the school.

RAISE – Raising Attainment and Individual Standards in Education School RAISE activity Proforma

Local Education Authority	Wrexham	School Name	Ysgol-y-Wern
RAISE Allocation 2006/07	£X	School Establishment Number	665 3035

The following information should be completed in full by each RAISE school in discussion with their LEA. Completed forms should be returned to LEA RAISE contacts no later than **9 June 2006**.

Note that in setting out intended use(s) of the RAISE grant schools should be clear in how they intend to use the grant, which specific groups they intend to target with projects and the outcomes they expect. Outcomes should relate to the specific group of pupils targeted and be relevant to the specified group, they may be qualitative as well as quantitative. For example improved attainment levels, improved attendance or behaviour, acquisition of learning or other skills may be valid outcomes as appropriate to the target group.

1. Lead Contact Details – please provide details of the member of staff who will lead on RAISE initiatives

Name	Mr. M. Morris	Job Title	Headteacher
Contact telephone	01978 840603	Contact email	mailbox@ywern-pri.wrexham.sch.uk

2. Proposed use(s) of the grant.

Indicate how this will target individual pupils or groups of pupils suffering disadvantage to enhance the educational expectation and attainment of these pupils. Please indicate if projects are new, additional or extensions of existing work and the added value expected from RAISE investment. Against each specify the outcomes sought, the baseline(s) against which the outcome will be judged, any interim progress measures that apply and monitoring arrangements. .

<i>Proposed use of grant</i>	<i>Outcome(s), Baseline(s) and Interim progress measure(s)</i>	<i>Monitoring arrangements</i>																														
<p>The funding will be used to employ four Teaching Assistants (TAs) as detailed on the attached sheet. Three of the four TAs are currently employed at the school and the funding will allow the Headteacher to extend the number of hours of two of the TAs. Each TA has received training to enhance the educational expectation and attainment of pupils and these strategies will be employed with targeted groups of pupils. This type of support already exists in the school and the funding will enable the identified support to be used in all classes. Targeted areas will include literacy and attendance.</p> <p>Ysgol Y Wern serves a catchment area which is predominantly council owned housing. Many of our children come from low income families which is reflected by the 30%+ of children who receive free school meals. Historically, the vast majority of our pupils with SEN are from socio-economically disadvantaged groups and although the targeted groups are at School Action and therefore do not have an IEP, they are primarily socio-economically deprived children.</p> <p>The intervention programmes are child centred and aim to address the needs of pupils in an individual and group context. TAs will, across the age ranges, focus on activities whereby pupils will learn through practical, realistic experience with a "hands on" approach allowing pupils to fully interact in, for example, language games and ICT programs. In Early Years, the additional funding will allow the school to increase the number of hours TAs can spend with small groups. Emphasis will be placed on</p>	<p>Please see below for information regarding baseline, interim progress measures and expected outcomes of the programmes to be used which are:</p> <p>"Blitz" "Let's Think" "Catch Up"</p> <p><u>Blitz</u> is an intervention programme for infant pupils which accelerates children's learning of the reading and spelling of key sounds and words. The percentages below show the degree to which each child is "delayed" i.e., they are not aware to a sufficient standard of how to spell and read words and sounds commensurate with their age.</p> <table border="1" data-bbox="1003 962 1323 1511"> <thead> <tr> <th><u>Child</u></th> <th><u>Percentage</u></th> </tr> </thead> <tbody> <tr><td>1</td><td>69</td></tr> <tr><td>2</td><td>83</td></tr> <tr><td>3</td><td>61</td></tr> <tr><td>4</td><td>55</td></tr> <tr><td>5</td><td>27</td></tr> <tr><td>6</td><td>93</td></tr> <tr><td>7</td><td>85</td></tr> <tr><td>8</td><td>32</td></tr> <tr><td>9</td><td>45</td></tr> <tr><td>10</td><td>28</td></tr> <tr><td>11</td><td>31</td></tr> <tr><td>12</td><td>41</td></tr> <tr><td>13</td><td>45</td></tr> <tr><td>14</td><td>50</td></tr> </tbody> </table>	<u>Child</u>	<u>Percentage</u>	1	69	2	83	3	61	4	55	5	27	6	93	7	85	8	32	9	45	10	28	11	31	12	41	13	45	14	50	<p>Designated TA to monitor progress on a daily basis.</p> <p>SENCO to oversee implementation of intervention programmes and monitor progress on a weekly basis.</p> <p>SENCO to report to Headteacher on a termly basis with evaluation of progress made by targeted groups.</p> <p>Headteacher to report to Governors on a termly basis within the context of the Headteacher's report.</p> <p>Headteacher to report to WAG in March 2007 on the effectiveness of the programmes used, progress made by children and the benefits made of the RAISE funding.</p>
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<p>developing pupil's skills and understanding, a positive attitude to enhance self esteem and providing opportunities for creative and expressive skills to flourish.</p> <p>In KS1 and KS2 emphasis will be placed on developing key skills in literacy and ICT so that pupils will be able to use these key skills in a mainstream setting, for example, in literacy following Catch UP intervention pupils should be able to read and spell a range of key words.</p> <p>The funding will enable all members of the teaching and support staff to be trained to implement the intervention programmes which will enable them to utilise these skills on an ongoing basis for the benefit of all pupils thereafter. Thus, teachers will be able to manage the intervention programmes from an informed base rather than passing responsibility for the intervention programmes to the TA.</p> <p>Given that Ysgol Y Wern is to close in July, 2008 the benefits of the funding beyond the two years of the grant period is not applicable. However, given the opportunity for Professional Development offered by the funding for staff, they will undoubtedly be able to utilise this knowledge in the new school setting which they may find themselves in.</p>	<p>Children are assessed on a termly basis with the expectation that by July 2007 children will have made sufficient progress so as to be at least 90% accurate in spelling and reading of key sounds and words.</p> <p><u>Catch Up</u> is an intervention programme for junior pupils which accelerates children's learning of the reading and spelling of key sounds and words. The percentages below show the degree to which each child is "delayed" i.e., they are not aware to a sufficient standard of how to spell and read words and sounds commensurate with their age.</p> <table border="1" data-bbox="1003 890 1330 1257"> <thead> <tr> <th><u>Child</u></th> <th><u>Percentage</u></th> </tr> </thead> <tbody> <tr><td>1</td><td>25</td></tr> <tr><td>2</td><td>40</td></tr> <tr><td>3</td><td>21</td></tr> <tr><td>4</td><td>24</td></tr> <tr><td>5</td><td>24</td></tr> <tr><td>6</td><td>29</td></tr> <tr><td>7</td><td>26</td></tr> <tr><td>8</td><td>45</td></tr> <tr><td>9</td><td>11</td></tr> </tbody> </table>	<u>Child</u>	<u>Percentage</u>	1	25	2	40	3	21	4	24	5	24	6	29	7	26	8	45	9	11	
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<p>Address low attendance in EY by targeting all Nursery parents and the parents of pupils with under 90% attendance in Reception. It is proposed that an experience retired Headteacher be employed for six morning sessions with a brief to engage parents in a variety of activities which they can do at home which will enhance their children's learning. In addition, attention will be drawn to the need for regular attendance and its obvious educational benefits.</p> <p>Please see attached proposal outlining areas to be covered during each session.</p>	<p>Baseline to be taken from pupils attendance records. Please see data below.</p> <p>Collective Nursery attendance target for 2006-07:</p> <table data-bbox="1093 518 1518 590"> <tr> <td>Dec '06</td> <td>Mar '07</td> <td>July '07</td> </tr> <tr> <td>85%</td> <td>87%</td> <td>90%</td> </tr> </table> <p>Individual attendance targets for pupils in Reception with under 90% attendance in 2005/06:</p> <table data-bbox="999 778 1487 1034"> <thead> <tr> <th rowspan="2">Pupil</th> <th rowspan="2">Nurs %</th> <th>By</th> <th>By</th> <th>By</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>Jul</th> </tr> </thead> <tbody> <tr> <td>SB</td> <td>73</td> <td>85+</td> <td>90+</td> <td>92+</td> </tr> <tr> <td>JD</td> <td>82</td> <td>90+</td> <td>92+</td> <td>92+</td> </tr> <tr> <td>LK</td> <td>85</td> <td>90+</td> <td>92+</td> <td>92+</td> </tr> <tr> <td>HW</td> <td>56</td> <td>80+</td> <td>85+</td> <td>90+</td> </tr> </tbody> </table>	Dec '06	Mar '07	July '07	85%	87%	90%	Pupil	Nurs %	By	By	By	Dec	Mar	Jul	SB	73	85+	90+	92+	JD	82	90+	92+	92+	LK	85	90+	92+	92+	HW	56	80+	85+	90+	<p>Weekly monitoring of pupil attendance by class teacher. Class teacher to report absences to Headteacher immediately. Headteacher to seek explanation for absence from pupil's parents/carers.</p> <p>Termly evaluation of attendance by Headteacher reporting to the Governing Body within the context of the Headteacher's report.</p> <p>Headteacher to report to WAG in March 2007 on the effectiveness of the intervention programme.</p>
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3. Declarations

	Signature	Print Name & date
School Declaration I confirm that these proposals are consistent with the school's improvement plan		
Local Authority Approval Declaration I confirm that these proposals have been agreed with the LEA, that they meet the requirements of the grant in terms of pupil targeting, planned outcomes and monitoring. Use of the funding outlined draws on established good practice in school improvement, is consistent with individual school improvement plans and, in the case of secondary schools, fits with the plans of the local 14-19 partnership.		