

National Mission (predominant)	National Mission (Sub)	Planned Activity (Main)	Planned Activity (Sub)	Success Criteria	Funding Source	Type Spend 5r's	Cost
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"> <li>•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.</li> <li>•SLT and Middle Leaders access ETLF programme to support the development of the Professional Teaching and Leadership Standards (PTLS).</li> <li>•Lead development of using PTLS in professional learning and self-evaluation.</li> <li>•Class teachers access Professional Learning to support development against the PTLS. Whole Staff Twilight Training sessions (30.01.19 and 22.02.19, dates for Summer tbc)) All staff to self-evaluate and identify areas for self development. PM to be linked to self-evaluation in 2019-2020/ SDP for next year directed by areas.</li> </ul> <p>Clytha as a learning organisation-Developing and sharing a vision centred on the learning of all pupils.</p>	Professional Learning to Support Teachers	Release	£1050
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.	<ul style="list-style-type: none"> <li>•Headteacher invests in personal development linked to relevant career pathway.</li> <li>•Headteacher development against the new Professional Teaching and Leadership Standards (PTLS) PM Review on 20.02.19, next steps in development discussed ast PM Review.</li> <li>•Performance Management reflects development against new PTLS.</li> <li>•Governors will be knowledgeable about the curriculum reform agenda and how the school will need to address this through the SDP. Governors invited to attend twilight sessions. DHT to provide Curriculum Reform Updates at every GB meeting. One Governor aligned as Professional Learning Governor-new role. Clytha as a learning organisation-Creating and supporting continuous learning opportunities for all staff.</li> </ul>	Professional Learning to Support Teachers	Training / Development	Nil

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.	33) Other	<ul style="list-style-type: none"> <li>•As part of our Professional Learning agenda, all staff are leaders at Clytha and have opportunities to lead both internally and in supporting other schools relevant to their roles and responsibilities. STEM LNS, S2S, Peer Review Schools. Leaders will engage in Cluster Projects-BBC MICRO:BITS, LEADERSHIP, SCIENCE, CODING, MAT)Senior leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school.</li> <li>•Senior Leaders within school/cluster all identify PL needs against PTLs, SDP and PM.</li> </ul> <p>All Learning Teams have clear roles and responsibilities with Action Plans and Leader Logs. Learning Teams develop 'Clytha Manifesto/ Vision' for each AoLE linking what we want our 11 year olds leaving us to be and to have- creating a rationale for each area matching the Four Purposes with our non-negotiables for each area. 'What Matters' statements to be added in each section.To be completed in Summer Term, 2019-beginning now. Professional Learning outcomes and impact directing Self-Evaluation and SDP for 2019-2020. Clytha as a learning organisation- Promoting team learning and collaboration among all staff and Creating and supporting continuous professional learning opportunities for staff.</p>	Professional Learning to Support Teachers	Release	Funding from EAS Grants e.g. £1600 for Micro:Bits
High quality education profession	Leaders working collaboratively to raise standards	5) Access leadership programme to support middle leadership core development.	24) School staff access specialist support from a range of Learning Network Schools linked with identified need(s).	<ul style="list-style-type: none"> <li>• 'We are all Leaders. We are all learners at Clytha'-As part of our Professional Learning Agenda, all staff are leaders at Clytha and have opportunities to develop themselves and others.All leaders including Middle leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school (STEM, Micro:Bits, Welsh and Cymraeg Campus Arian, DCF, ALN Transformation Bill, Metacognition, Wellbeing. Leaders engage in Cluster, EAS and Peer Group Projects(Coding, Welsh, Inspiring Science, Micro:Bits)</li> <li>•Middle Leaders within school/cluster all identify PL needs against PTLs as part of Performance Management and twilight sessions. Clytha as a learning organisation-Creating and supporting continuous learning opportunities for all staff. Clytha as a learning organisation-Modelling and growing leadership.</li> </ul>	Professional Learning to Support Teachers	Release	£1500-Welsh - EAS Grant for Peer Review Group, £1600-Inspiring Science, £1600Micro:Bits £300 for Coding

High quality education profession	Leaders working collaboratively to raise standards	11) Allocate a PL lead role within the school.	13) Attend the spring term 2019 programme and dissemination back at school.	<ul style="list-style-type: none"> <li>The PL lead has time to carry out and disseminate their leadership role-Staff INSET in Nov.2018, Feb.22nd, 2019 and twilight sessions. Time to research approaches and information. All staff familiar with changes pilot new approaches aligned to both the Professional Standards and the National Mission in Performance Management, Staff working on research that interests them individually in this round of PM, extending to collaborative in 2019-2020. Clytha as a learning organisation-Learning with and from the external environment and larger learning system</li> </ul>	Professional Learning to Support Teachers	Training / Development	£1000- for staff release and research time.
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.	10) All staff will have access to PL to support the introduction of the new Bill.	<ul style="list-style-type: none"> <li>All PL leads work collaboratively across cluster/s to drive professional learning and curriculum reform. PL Leads attend all Cluster HT Meetings to deliver key messages and identify common approaches.</li> <li>The PL disseminates the resources and information to all staff and completes the arranged gap tasks. Professional Learning Lead to guide staff with the implementation, development and embedding of new curriculum extending into 2019-2020. Clytha as a learning organisation-Developing and sharing a vision centred on the learning of all students.</li> </ul>	Professional Learning to Support Teachers	Release	Two HT Meetings in Spring Term-£75 per meeting for cover costs.
High quality education profession	Leaders working collaboratively to raise standards	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"> <li>The school has 2 trained staff to deliver a national TA programme at school level-Spring Term, 2019.</li> <li>The National TA development programme will be delivered to all TAs within the school/cluster. Cluster Events in Summer Term. All TAs to self-evaluate against the Professional Standards for TAs and their development will become part of next PM cycle and School Staff Development Plan. Clytha as a learning organisation-Modelling and growing leadership.</li> </ul>	Professional Learning to Support Teachers	Release	£300
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 are aware of the research and approach to Schools as Learning Organisations. All staff contribute to the SLO snapshot evaluation of the school. Clytha will generate a snapshot in Spring Term, 2019. Leaders will use the outcome of the SLO snapshot to inform self-evaluation and the next SDP for 2019-2020.	Professional Learning to Support Teachers	Release	£300 release funding

High quality education profession	Transformational Curriculum	21) Improving teaching and learning: Access regional PL programmes; The Excellent Teacher Programme, OLEVI etc.	7) Access the regional coaching and mentoring development programme for identified staff.	Improved quality of teaching and learning for individually identified teachers. Culture of collaboration and enquiry established at Clytha. Regular Staff Training focusing on Pedagogy and staff sharing ideas highlighted as best practice in school with others-'Meet Teach' sessions. All staff to have appropriate time to research. Gleaning best practice from Peer Review Partners to share. All staff develop professionally -record on PLPs and CPLPS, Staff Sharing Meetings, Phase and Learning Team Meetings. 2019-2020- identified staff attending regional programmes. Clytha as a learning organisation- Promoting team learning and collaboration among all staff.	Professional Learning to Support Teachers	Release	£350
High quality education profession	Leaders working collaboratively to raise standards	7) Access the regional coaching and mentoring development programme for identified staff.	33) Other	<ul style="list-style-type: none"> <li>•Staff use coaching techniques to support their workforce to become self-improving in their approaches to teaching and learning within and beyond the school.' Clytha Team Teach/Tri Da'used to support, coach and mentor all staff-focus on Welsh Oracy and DCF this term. Staff Meetings used to share good practice and research-Pedagogy focused. Staff use APP time to observe others and develop professionally. Clytha as a learning organisation-Creating and supporting continuous learning opportunities for all staff.</li> </ul>	Professional Learning to Support Teachers	Release	£2000 EIG
High quality education profession	Transformational Curriculum	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"> <li>•PL lead successfully disseminates days 1-4 to whole school community and develops a greater understanding of the requirements of curriculum reform.</li> <li>•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. INSET DAYS- 23.11.18, 14.02.19, 25.05.19 and Twilight meetings.</li> <li>•PL leads successfully implements the schools/cluster individual action plan for curriculum reform.</li> <li>•Staff become better prepared for the realisation of curriculum for Wales. Curriculum Reform and Pedagogy Focus at every Staff Meeting, Learning Teams utilising all staff and their strengths in the Six AoLE, our Clytha Vision and Rationale in every AoLE and our changed planning processes-responsive and learner led.</li> <li>•Learners become better prepared for the realisation of curriculum for Wales. Learners are confident with their understanding of the Four Purposes. Learners in Y6 involved in Learning Teams. Learners shaping learning and recording. Learners shaping targets through Review Meetings and discussing pedagogy with HT and staff in 'Working Lunches.; Parents become better prepared for the</li> </ul>	Professional Learning to Support Teachers	Release	£4000 from original PL Grant

				realisation of curriculum for Wales-Meet the Teacher Meetings, Parent Council and Parent Workshops, Curriculum Reform/Four Purposes Leaflets for each year group shared at Parent Meetings. •Governors become better prepared for the realisation of curriculum for Wales-Inputting at Full GB Meetings 24.09.18, 29.11.18, 14.02.19, 11.04.19.			
High quality education profession	Leaders working collaboratively to raise standards	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.	12) Attend regional SLO workshops to support the understanding of the framework.	<ul style="list-style-type: none"> <li>•All Practitioners (including Support Staff) are engaged purposefully with research and enquiry as part of PM. Staff share research and progress on 22.02.19 and 25.05.19 and 17.07.19.</li> <li>•Professional enquiry impact positively on provision and pupil progress-Research shared at Staff Meetings and impact measured. 'Spirals of Inquiry-'developed to feed into SDP from findings.CD engaged purposefully with Stirling Project research and enquiry looking critically at reading for pleasure development (Cluster approach and CD is also linked with Cardiff Met.) 2019-2020 PM will be collaborative research based-in house, Cluster and with Peer Review Group. Pupil Research for Y5 and 6 will be a focus at Clytha-individual based on interest first, then collaborative as in leader model-children as researchers.. All staff to work on school based focus of inquiry, innovation and exploration using Hattie and Clarke's 'Visible Feedback.' Clytha as a learning organisation-Establishing a culture of inquiry, innovation and exploration.</li> </ul>	Professional Learning to Support Teachers	Release	£501 from this PL Grant
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.		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		
High quality education profession	Leaders working collaboratively to raise standards	24) School staff access specialist support from a range of Learning Network Schools linked with identified need(s).	24) School staff access specialist support from a range of Learning Network Schools linked with identified need(s).	<ul style="list-style-type: none"> <li>•School improvement results in leadership, teaching, learning in participant / school in area of identified need. Clytha is an LNS for STEM. Support from Peer Review and is developing others as well as ourselves through this. Welsh and DCF support is accessed from WCP and YGC. Clytha as a learning organisation- Learning with and from the external environment and larger learning system.</li> </ul>	Professional Learning to Support Teachers	Release	£1600- Welsh Grant, EIG funding

Leaders working collaboratively to raise standards	High quality education profession	14) Attendance of Headteachers and PL leads at spring term review of regional curriculum and professional learning event.	12) Attend regional SLO workshops to support the understanding of the framework.	<ul style="list-style-type: none"> <li>•Review of progress of the curriculum and review model. Develop SLO Model effectively at Clytha-informing practice, progress and pedagogy.</li> <li>•All leaders and learners contribute to shaping requirements of draft curriculum feedback in summer term.</li> </ul>	Professional Learning to Support Teachers	Release	£300
Excellence, Equity and Wellbeing	High quality education profession	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"> <li>•School improvement results in leadership, teaching, learning in participant / school in area of identified need. All Staff trained in ACE Awareness, and follow-up session taken for Governors. Next ACE session is on 06.03.19. Clytha is a Wellbeing Lead and our Lead is an ACE Awareness Trainer for the Cluster. The Cluster Leads have established a collaborative research group focusing on Wellbeing and further research into ACEs . Wellbeing Lead has attended Psychoanalyst Strategies training and has shared with SLT. See Cluster Plan.</li> <li>•The cluster has a well defined and understood strategy for Wellbeing that is implemented and reviewed for impact on a regular basis. A 'Nurture Group'-Two O'Clock Club is established and Boxall Profiles are used to plan and assess pupil progress within this. Within our Cluster Plan is a Transition Project for Y6-Y7 led by pupils and Digital Leaders and will be uploaded to school websites. Completed early summer, 2019. Mindfulness development across the Cluster-sharing PAWS B training. Clytha has introduced Peer Massage and Meditation and through individual staff research-'tapping' techniques to alleviate anxiety.</li> <li>•The progress of vulnerable learners is tracked effectively, and individual learners make at least good rates of progress from their starting points. Progress is tracked for both learning and wellbeing. See PDG Review.</li> <li>•Attendance Target is 96.5%, attendance is currently 96.64% Exclusions -0 Clytha as a learning organisation-Embedding systems for collecting and exchanging knowledge and learning.</li> </ul>	Professional Learning to Support Teachers	Release	Wellbeing Cluster Grant.
Excellence, Equity and Wellbeing	Assessment, evaluation and accountability supporting a self-improving system	29) The school will identify the most appropriate member of staff to attend the regional PDG workshops.	33) Other	<ul style="list-style-type: none"> <li>•PDG allocation is based upon evidence of impact.</li> <li>•The progress of vulnerable learners is tracked effectively, and individual learners make at least 'good' rates of progress from their starting points in both learning and in their levels of Wellbeing.</li> <li>•The interim impact of the PDG indicates at least 'good' impact-and significantly 'excellent' levels of progress of learners. All barriers to learning lifted at Clytha- See Interim Evaluation.</li> </ul>	Professional Learning to Support Teachers	Resources	£13 800-PDG

Excellence, Equity and Wellbeing	Transformational Curriculum	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.	<p>Autumn Term, 2018-Nurturing Schools Programme run by Nurture UK -two members of staff have been trained and have shared elements of training with staff. Boxall Profiles have been introduced-for ALN pupils initially and Nurture Group children. Spring and Summer Terms, 2019- We will be looking at the wellbeing needs of all stakeholders via a Wellbeing Audit and developing an Action Plan to address all needs. Families Connect strategies are to be introduced in Spring and Summer Terms, 2019.We have developed our Intergenerational Project and Dementia Awareness Project through our links with the Sycamore Ward at St Woolos Hospital. The project is 'A Ffrind i Mi.' We are now a Dementia Friendly School and all staff have received training. In Spring, 2019, Y3-6 pupils will receive training from a DEmentia UK an=mbassador to extend the project. Pupils in two Clytha Clubs have used this as a stimulus for their activities-Creative Club are creating images to invoke memories with different materials and STEM Club are creating Digital Sounds package based on music once enjoyed by the patients and are designing Micro:Bit messages for patients. Family and Community Engagement Sessions include 'Breathe and Read' and 'Mindful Maths' both incorporating our wellbeing strategies to help support at home. Parent Council Meetings every half-term engaging families in decisions of school eg attendance, home learning, other Family Engagement opportunities.Welsh Workshops begin on 20.03.19. These will continue inthe Summer Term.</p>	Professional Learning to Support Teachers	Resources	Wellbeing Cluster Grant.
Excellence, Equity and Wellbeing	Assessment, evaluation and accountability supporting a self-improving system	28) The school will begin the work on the cluster More Able developments.	33) Other	<p>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 Lead will be identified. Learners will be identified from the school MA Register and 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 MA learners. Collate learner voice feedback following attendance and participation in events and master classes. 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.)</p>	Professional Learning to Support Teachers		

Excellence, Equity and Wellbeing	Assessment, evaluation and accountability supporting a self-improving system	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"> <li>•The school will have engaged fully in all regional activity with the ALN Transformation plan. The ALNCo will have dedicated time to meet the ALN Reform needs. The ALNCo engages fully with the Cluster ALN group Meetings. Transition Protocol in place to ensure a smooth transition to High School for all pupils including ALN.</li> <li>•The school will have made at least ‘good’ progress in meeting the priorities within the ALN priorities within the SDP.</li> <li>•The governing body are fully informed about ALN Bill changes-GB Meetings in Summer Term, 2018 and throughout 2019.</li> <li>•Parents are fully informed about the changes-focus of Meet the Teacher Meetings in July, 2019 and in 2019-20.</li> </ul> <p>Staff are fully informed about the changes and are confident in their ALN Practice. All pupils with ALN make at least good progress.</p>	Professional Learning to Support Teachers	Release	EIG for this year and next.
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