

St Bernadette's Catholic Primary School



Learn, Live, Believe

School Improvement Plan 2024 - 25

St Bernadette's Mission Statement



**We are a Christ centred community,
reaching out to others.
We learn, grow and celebrate together,
We bring our faith to life.**



Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children
Article 28: every child has the right to the best education

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1. General School Information

Address	Bryn Heulog, Pentwyn Drive, Pentwyn, Cardiff CF23 7JB							
Telephone	029 20733443							
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Email	stbernadettesprm@cardiff.gov.uk							
Website	http://stbernadettesprm.cardiff.sch.uk/							
DES LA Number	681/3370							
Headteacher	Mrs Suzanne Williams							
Chair of Governors	Mr Paul Newbury							
Director of Education	Melanie Godfrey							
Staffing Levels	Teaching	TAs	ALN TAs	Admin	Caretaker Cleaners	Midday Supervisors	Canteen Staff	Total
	6 FT (inc HT) 5 PT	2 X 5 days (1 long term supply) 1 x 4 days 1 x 2 days (long term supply)	1 ALN TA x 5 days	2 PT	1	SN, JK & TA's	2	26

ALN Register 2024-25

Year Group		YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on Roll Sept 2024-25	Aut term 2024	17am 14pm	30	26	30	30	30	30	30	Rec-Y6 =206 Nur-Y6 = 236
IEP/IDP			1 - IDP	1 (IDP) 1 IDP	0	0	1 IDP 1 (IDP - SLCN prog)	1 (LA IDP) 1 IDP		7
Total of children on ALN register	No. of Pupils		1	2	0	0	2	2	0	7
	Percentage	0	3%	7%	0	0	6.7%	6.7%	0	N-Y6 =2.9%

Summary of pupils on ALN register 2024-25

<p>7 pupils on ALN register – 2.9% 5 Boys, 2 Girls EAL 4 pupils: 57% 1 girl, 3 boys EM 4 pupils: 57% 1 girl 3 boys eFSM 1 pupil: 14% 1 boy</p>	<p>IDPs 7 pupils</p>
<p>Whole School Info: 206 pupils R-Y6 236 Nursery - Y6 ALN - 7 pupils (2.9%) eFSM - 16.5% EAL - 22% Male -47.5% Female - 52.5% Baptised: Rec - Y6 = 187 - 91.2% Nursery - Y6 = 209 - 89.3%</p>	<p>Further Notes: 1pupil has a physical disability - (not on the ALN register) 1 visual impaired - supported by the VIT</p>

Staffing Structure - Teaching Staff					
Name	Position	AOLE	Responsibility	Planned CPD Training Leadership training in green	Teaching Position

1. Suzanne Williams DSP	HT		Curriculum Overview and Teaching & Learning, Strategic Development and Budget, Data Analysis, INSET/CPD, Health & Safety, Safeguarding, EVC (Educational Visit Co)	HTs meetings: CSC, City wide, Catholic primary, Catholic HTs, Cluster, SIG, CLA	HT
2. Clare Heathfield Deputy DSP	DHT	RE and Assessment	RE, Assessment, CFW, Transition	Curri for Wales, RE termly mtgs, Assessment, AOLE Humanities mtgs, Aspiring Heads. Pedagogical Principles in Action Working party	DHT & Year 6 - 0.4
3. Joanne Dendle	SLT P/T 0.6	ALNCO	ALNCO, Student work placements, CLA	ALNCO Forums, Cluster ALN meetings CLA training, SLT courses	Year 2 0.6
4. Laura Jones	SLT	Mathematical Dev Health and WB	Leader of Learning , Welsh, Senior Mentor for Clinical Practice students, TLAC	TLAC, Welsh cluster/CSC meetings NAC SL termly mtgs, Traming to be senior mentor	Year 5
5. Deirdre Godsall	P/T 0.7	Language Lit and Communication	MD	AOLE Maths SL termly mtgs	Year 2 0.7
6. Julia Husband	P/T 0.7	Expressive Arts	EA, Music, RE: School worship Preparation and RE Community Links More Able and Talented	MAT courses/conferences, Exp Arts courses	PPA 0.7
7. Katie Nicholon	FT	Science and Technology	ICT/DCF Science and Technology	ICT SL courses Computational Thinking, Digital skills, Digital leadership	Reception
8. Ricky Newman	FT	Health and Well- Being	Health and Well-Being, PSE, PE/Games	H&WB network	Year 4
9. Rachel Whitehurst 1 st Aid	P/T 0.6	Humanities	Humanities, Fairtrade RRR Programme -Thursdays Y5+6	AOLE SL termly meetings Humanities	Year 6 - 0.6
10. Danielle McFarland	FT	Health and Well- Being	Health and Well-Being, PSE, School Senedd, ESDGC and Community Links e.g. Keep Wales Tidy	AOLE LLC SL termly meetings School of Sanctuary, School Ambassadors, Active Travel	Year 1
11. Rebecca Ashworth	P/T 0.6	Language Lit and Communication	LLC focus on BSL	AOLE LLC meeting - cluster and CSC, BSL	Nursery 0.6
12. Ffion Price	FT	Science and Technology	Science and Technology, Eco ESDGC and Community Links e.g. Keep Wales Tidy	Science/Tech. Eco	Year 3

Staffing structure- Support Staff						
Name	Position	AoLE	Responsibilities	Interventions and Support:	Class support	
1. Sara Evans 1st Aid	TA FT		Nursery Support	Spirals, Eclipse, Phonic focus groups, Welcomm	Nursery	
2. Louise McLaughlin	TA FT	RE, Sc&Tech	Targeted support Y1 Maths and LLC Support Y1	Precision Teaching, Language Links Rainbows (bereavement), Handwriting Motorway, Sound Discovery, P.A.T	Year 1	
3. Naomi Woodward	TA PT	ALN, LLC	1:1 support for child in Y4	Sound Discovery, individual reading, modifying class materials for VI	ALN Year 4	
4. Hannah Power 1st Aid	TA PT	Health&WB	Targeted Maths support Y5/Y6 KS2 interventions	LLC and MD support Thrive Elsa, Maths and LLC support, Precision Teach	Y3/4 interventions	
5. Emma Bean	TA PT	Exp Arts	Targeted support Y2 Maths and LLC Y2 interventions	ELSA, Thrive, Maths and LLC support, Rainbow Readers, Precision teach	Y2	
6. Angela Danielsen 0.8	TA PT	Maths Dev	Targeted support Rec Maths and LLC Rec interventions	Maths and LLC support, Cued Spelling, Rainbow Readers, Precision Teach, Sound Discovery	Rec	
7. Nicola Malpas	TA PT	Health&WB	Targeted Maths support Y3/Y3 KS2 interventions	1:1 STARS, Precision Teaching, LLC and Mathematics programme delivery, Sound Discovery	Y5/6 interventions	
8. Jacintha Angelo (Jess)	TA FT	New Directions	Support in Reception		Reception	
9. Tanjina Hassan-Mustafa	TA 0.4	New Directions	Nursery TA Thursday and Friday		Nursery	
10 Eve Jones	TA FT	Teaching personnel	Support for EYs children with complex needs	Sound Discovery, 1:1 reading, LLC and MD support	ALN Nursery /Rec	ALN EYs
10 - TAs 7 on the establishment - 2 x ALN support TAs; 9 x classroom support, 3 Supply TA						

ST BERNADETTE'S VISION STATEMENT

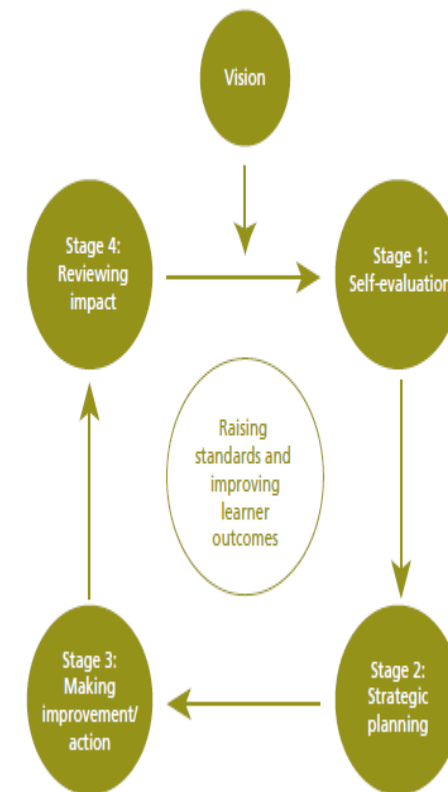
St Bernadette's is a Christ centred community, valuing every one of our children and giving them the opportunity to thrive and be successful in their lives. We aim to develop children who are well rounded individuals, equipped with life-long skills to be the best that they can be, contributing to their families, the church and the wider community.

We want every child to know that they have their own purpose in life and to develop into resilient, ethical and faith filled young people who respect themselves and others, and are joyful and celebrate together.

SCHOOL AIMS and OBJECTIVES

St Bernadette’s is a caring school community in which every child is given a sense of security and recognition at each phase of their school life. We are a Rights Respecting School and our mission is to embed such values into daily school life and give pupils the best chance to lead happy, healthy lives and to be responsible active citizens. We have high expectations that enable all pupils to achieve their potential. We offer a broad and balanced education that enables pupils to make links between the different areas of learning and experience and apply their learning to new situations and contexts. Teaching and learning in St Bernadette's is underpinned by the 4 purposes of the Curriculum for Wales. We aim to help all learners become:

- Spiritually aware through a knowledge of their faith; strengthening their relationship with God
- The best they can be academically, spiritually and morally; being guided by the virtues of the Jesuit Pupil Profile
- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethically informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.



Through these, we aim to strengthen home, school and parish links and envisage an open, friendly and professional relationship with parents/carers enabling them to be included in the education of their children during their time at St Bernadette’s

3 Year Strategic Overview 2023-26

Year 1–2023-24 Aims & Aspirations:	Year 2–2024-25 Aims & Aspirations:	Year 3–2025-26 Aims & Aspirations:
Priority 1 Assessment Priority 2 Curriculum - Review and further develop the design of curriculum for Wales.	Priority 1: Diversity Priority 2: Financial management Priority 3: RE assessment/ PLD Priority 4: TLaC	Priority 1: Diversity Priority 2: Writing Priority 3: RED review and assessment Priority 4: TLaC

<p>Priority 3 RE new curriculum To further develop the progression: BSL Grammar and Punctuation</p> <p>Priority 4 Continue to develop pedagogy: standards in teaching and learning through TLAC</p>		
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St Bernadette's School Improvement Plan (SIP) Priorities 2024-25

Our Aims and Success Criteria:

<p>Priority 1 <i>LJ to lead</i></p> <ul style="list-style-type: none"> ● <i>Support from DMcF/RW</i> ● DIVERSITY 	<p>To promote understanding and respect for difference by raising awareness of Equity, Diversity and Inclusion (EDI)</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● As a result of professional learning, action research project work, questionnaires, collaboration with the cluster and CSC, staff and Governors of StBs have a greater awareness and understanding of EDI and knows what now needs to be done and how to do it
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	<ul style="list-style-type: none"> As a result of careful action planning and policy updates, AOLE leads have developed approaches to diversity across the curriculum, which has enabled children to begin to develop a deeper understanding and respect for difference Activities and opportunities to develop EDI is well embedded in the curriculum throughout the school Questionnaires, workshops and displays have enabled the school community to develop a deeper respect and understanding of EDI
<p>Priority 2 DG to lead</p> <p>TEACHING and LEARNING</p> <ul style="list-style-type: none"> MD Financial education 	<p>To develop children understanding of Financial Education (FE) throughout the school (linked to PM for the whole school)</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Staff have received training and have a better understanding of teaching and learning in Financial Education Through a variety of activities and teaching techniques, children have developed a better understanding of FE The curriculum reflects a wider opportunity for FE which is reflected in teachers planning Assessments used enable SLT to track progress in FE throughout the school
<p>Priority 3 CH to lead</p> <p>TEACHING and LEARNING</p> <ul style="list-style-type: none"> RE 	<p>To develop an effective assessment process of the RED programme including tracking and progression</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> The teaching and learning of the RED has become well embedded throughout the school. Staff have had opportunities to review and reflect on the delivery of the RED in their year group Clear and concise Knowledge organisers for each Branch are having a positive impact on the teaching and learning of the RED Staff involvement with the RED Cardiff and the Vale Archdiocesan working party, has led to a deeper understanding of assessment and progression in the RED and how this can be used to track progress and identify and target needs Staff moderation of work shows improved understanding of expectations within the RED
<p>Priority 4 LJ/CH to lead</p> <p>PEDAGOGY</p> <p>Teach Like A Champion</p>	<p>To ensure consistency in the provision of calm, positive and productive learning environments throughout the school. Academic Ethos - Techniques 15-19? questioning, Stretch-it no opt out, without apology, right is right, format matters</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> All practitioners have a good understanding of the importance of pedagogy in supporting the realisation of the curriculum which has a positive impact in standards A set of techniques are used to create positive and productive classrooms A shared vocabulary provides consistency throughout the school
<p><i>All AOLEs to have a link to SIP priorities in Action planning 2024 -25</i></p>	

Targets	Why a priority?	
1. CFW -Diversity	Rising Incidents at school, National priority	
2. Curriculum - Financial management	Results from WRM indicate that this is an area that needs developing, lack of experience of handling money	
3. RE	RE - review of the new RED with a focus on assessment. Introduction to the PLD	

4. Pedagogy	To continue to provide consistency in excellent teaching and learning experiences through TLaC	
Budget – 2024-25 - £971, 580		
Standards Grant the school has to spend for financial year 2024-25		£107,793

Grant Funding Employment Costs 2024/25					
Standards Grant 2024-25 = £107,793 PDG = £38,930; EYPDG = £5,750 Professional learning Grant: £5134					
		Stds Grant £107,793	EYPDG - £5,750	PDG – £38, 9300	Curriculum Sch Grant - £2600
TOTAL		£117,656	£7,752	£39,350	£2600
		Sch to fund £9,863	Sch to fund £2002	Sch to fund £420	

Priority 1 Diversity	<ul style="list-style-type: none"> To promote understanding and respect for differences by raising awareness of Equity, Diversity and Inclusion (EDI) 					
Priority – National/LA/School	Target Leaders: Laura Jones/Danielle McFarland/Rachel Whitehurst		GB Link Member – Sarah Jenkins			
<i>Targets:</i>				Autumn	Spring	Summer

<ul style="list-style-type: none"> To understand and prioritise EDI as a whole school community. engage with action research projects in order to improve curriculum provision for diversity and inclusion – baseline questionnaires (staff & pupil), playground analysis, parent workshop, resource audit, 			
<ul style="list-style-type: none"> Professional Learning - provide training for all staff and governors on EDI 			
<ul style="list-style-type: none"> Policies and Practices to support EDI <ul style="list-style-type: none"> Identify opportunities in the curriculum to celebrate diversity Curriculum, school environment and resources To implement and track a diverse and inclusive curriculum.All AoLE to include diversity focus. All Action Plans to include target for diversity To develop partnership opportunities. 			
<ul style="list-style-type: none"> Anti-Racism target 			
<ul style="list-style-type: none"> To raise awareness about forced displacement and migration and to build a culture of welcome for all. <i>The School of Sanctuary award</i> 			

Source of priority: WG, CFW

Target 1: To understand and prioritise EDI as a whole school community.

Plans to bring about improvement	Actions required	Lead person /others	Success Criteria (Impact and outcomes for staff and Learners	When Start/End	Budget/ Resources	Monitoring – who, how and when	Evaluation
Create an EDI toolkit for staff and Governors to complete.	Feedback from Toolkits to support development of SIP.	LJ	EDI is an effective tool specific to STBs	24.9.24		SLT	Toolkit completed and disseminated to CT on 2.10.24, TAs and wider staff on 25.10.24 and governors on 25.11.24
Staff and Governors to complete EDI toolkit	Use RAG system Review actions from audit and revisit.	LJ	Findings from EDI used as baseline to identify issues	2.10.24			Staff completed toolkit 2.10.24 Governors to complete on 25.11.24

Create a pupil baseline to support the EDI Toolkit.	DMcF to share with staff - focus on attitudes, opinions and stereotypes. Pupils to complete	DMcF	Child friendly toolkit that all KS2 children can access independently. Findings used to inform next steps	September 2024			Pupil baseline completed and results shared with CT on 2.10.24 To be shared with TAs and wider staff on 25.10.24
Parental Baseline to audit parental awareness and understanding.	SW explain to parents focus of priority DMcF share with parents	DMcF	Audit used to inform next steps	September 2024			Parent Questionnaire completed and results shared with CT 2.10.24 To be shared with TAs and wider staff on 25.10.24
To establish a learner Diversity group.	Diversity group to choose an appropriate name. Group to consist of pupils, teacher and a TA Choose children from KS2 What would you like to see? What is EDI? What do you think about our school? What can we do?	RW?	ideas and decisions from the Diversity group are implemented and successful in raising awareness of EDI	October 2024			

Target 2: Professional Learning

Plans to bring about improvement	Actions required	Lead person /others	Success Criteria (Impact and outcomes for staff and Learners)	When Start/End	Budget/ Resources	Monitoring – who, how and when	Evaluation
Develop partnership opportunities.	<ul style="list-style-type: none"> To work in collaboration with partnership schools to develop an understanding of EDI within the local community. 	SW/LJ	<p>Working with cluster including CCHS to develop a communal approach</p> <p>Children to work together to discuss common issues and to try and find/share solutions</p>	<p>Cluster meeting July 2024</p> <p>Cluster meeting 3.9.24</p>		Staff feedback	

			Make contact and work with groups from the local community to identify any issues	Joint INSET day 8.11.24			
Professional learning for SLT	<ul style="list-style-type: none"> SLT attend DARPL, EMTAS, CSC training and network events. 	SLT and DMcF	SLT to disseminate training and focus for STBs. All staff trained and a good understanding how they can develop EDI within their AoLE	<p>SW -DARPL conference 21.11.23 LJ and SW - 25.6.24 EMTAS conference</p> <p>SW and LJ - 16.9.24 Diversity and Anti Racism for leaders</p> <p>DARPL conf 28.11.24 - LJ</p>		Complete questionnaire to ascertain the staff's understanding and attitude to the work covered	<p><i>SW, LJ, DMcF initial meeting 10.09.24.</i></p> <p><i>LJ, DMcF, CH, RW follow up meeting 15.10.24</i></p> <p><i>16.09.24 LJ and SW attended Diversity and Anti-racism for leaders (CSC)</i></p> <p><i>LJ attended Diversity and Anti-Racism Network meeting 8.10.24</i></p> <p><i>LJ attended SRtRC all day Webinar 14.10.24</i></p>
AOLE leaders to engage with CSC training promoting Diversity in the curriculum	<ul style="list-style-type: none"> AOLE leaders to attend Diversity and Anti-Racism training. All leads will give feedback to CT in the Inset session following on from their training 	AOLE leads	<p>All teachers aware of how to promote EDI in AoLEs Staff to use diversity mapping tool to include activities and ideas to ensure broad and balanced coverage, showing the progression and continuity of diverse and inclusive approaches throughout the school</p> <p>Use progression steps to identify appropriateness and populate new curriculum provision on LT and MT planning</p>	<p>Autumn term Humanities 19.9.24 - RW EA - 22.10.24 - JH HWB - 5.11.24 - RN STEM- 2.12.24 - FP Network meeting - 8.10.24 - DMcF, LJ</p>		Pupil voice - talk to diversity group. Book looks, online evidence	<p><i>RW attended Diversity in Humanities on 19.09.24</i></p>

Sharing ideas with parents and local community	Invite Nicky to come in to share. Diversity Group Children to lead	Diversity Group	Parent/Governor workshops to share changes to our school curriculum in line with a diverse and inclusive ethos and culture	Spring term		Parental questionnaire	<i>Parental questionnaire sent on 20.09.24 and results shared with staff on 2.10.24</i>
EDI is a regular agenda item for SLT and staff meetings	<ul style="list-style-type: none"> INSET diary for 2024-25 autumn term completed 	SLT	All AoLE leads feedback in INSET	INSET 2.10.24 - share action plan complete EDI self evaluation INSET day 25.10.24 8.11.24			<i>25.09.24 - RW fed back to CT from Diversity in Humanities training. Course ppt shared and saved LJ also shared NAC links to Diversity</i> <i>2.10.24 Inset Action plan shared, questionnaire results shared, Staff questionnaire and toolkit completed by CT</i>
Staff engagement to understand terminology and definitions (Diversity, diverse groups, vocabulary)	<ul style="list-style-type: none"> Equality Act Slides shared with staff on common language to use - taken from training for Diversity and Anti-Racism for leaders - 16.9.24 led by Nicky Hagendyk 	LJ	Communal acceptable language used across the school	25.10.24 (Inset Day)			

Target 3: Policies and Practices to support EDI Curriculum, school environment and resources


Plans to bring about improvement	Actions required	Lead person /others	Success Criteria (Impact and outcomes for staff and Learners)	When Start/End	Budget/ Resources	Monitoring – who, how and when	Evaluation
Staff to complete EDI Across the curriculum toolkit (started in Summer 2023). Humanities and Religion focus initially.	<ul style="list-style-type: none"> Ensure responses are specific (AOLE and area) and evidenced. 	LJ/DM/RW	Creation of an effective and diverse Curriculum toolkit	25.10.26 (Inset Day)		Diversity Leaders to identify gaps in EDI Toolkit Aut 2 2024	

(Expressive arts as a hook)							
Staff to identify gaps in curriculum toolkit (Humanities and Religion) and plan to populate curriculum fully in line with EDI approach	Activities to be specific and reviewed		An effective and diverse Curriculum toolkit is well utilised and informative			Diversity Leaders to identify gaps in EDI Toolkit Aut 2 2024	
Evaluation							
●							

Target 4: To raise awareness about forced displacement and migration and to build a culture of welcome for all. The School of Sanctuary award

Plans to bring about improvement	Actions required	Lead person /others	Success Criteria (Impact and outcomes for staff and Learners)	When Start/End	Budget/ Resources	Monitoring – who, how and when	Evaluation
LEARN							
<i>Provide training and education opportunities for staff on refugee, asylum and migration issues.</i>	EMTaS SofS training with Balwinder. Diversity training - see above Governors and Parents to be made aware of SofS	CH	All staff and governors are aware of their duty and have had access to professional development opportunities related to the Equality Act and how to recognise, report and respond to prejudicial behaviour, including racism SOS Audit completed	Aut 1 staff Govs/parents Aut 2		CH/SW	Balwinder delivered INSEt on SOS to whole staff Sept 2023. SOS met with Balwinder October 2024.
Develop an understanding of what it is to be a refugee, asylum seeker or migrant	Refugee/asylum/migration learning activities are incorporated into school life and at least one example in the curriculum, across the school Learn about countries	CH	Staff have a good understanding of terminology SOS Audit completed Using EDI from MT planning, Curriculum more diverse reflecting the world we live in	Aut 2		Class teachers CH/Mini-Vinnies to coordinate	Training on PREVENT Spet 2023 - all staff was carried out.

	<p>from where people have fled and understand why Project on famous people who had to seek sanctuary. Teach history of migration in the UK Organise a reading day/ week based around literature written by or about people seeking sanctuary Information board on the topic Refer to p13 of the resource pack Link with CAFOD Live Simply award</p>		<p>Display boards, discussions, events - Mini Vinnies help to ensure school more knowledgeable</p> <p>To develop a greater awareness of CAFOD and how we can support those in need</p>				
	<p><i>After school screen about refugee issues</i> <i>Hold an assembly about a refugee related topic</i> <i>Arrange for a speaker</i></p>						
EMBED	•		•				
<p><i>Continue to develop and sustain a culture of welcome beyond the award:</i> <i>Link to SDP</i> <i>Policy documents</i> <i>Staff induction processes</i></p>	<p><i>Up to date Equalities policy and Equalities Access Plan is in place and used by staff</i> <i>Schools which don't have people seeking sanctuary:</i> <i>Ensure students and staff engage with anti-racist learning activities</i></p>	<p>SW</p> <p>CH</p>	<p>Ensure school community have real understanding of the consequences of displacement and have a natural empathy to ensure we can help to make life more comfortable for those seeking sanctuary</p>	<p>Policy/Plan updated Aut 1</p> <p>Aut 2/Spring 1 - link with other organisations</p>	<p>SW</p> <p>CH/SW</p>		<p>Equalities committee met and agreed policy and plan Oct 24</p>

	<p><i>Link with schools and organisations with people who are seeking sanctuary to hold shared events and activities</i></p> <p><i>Share resources with organisations who support people seeking sanctuary e.g. playing fields, hall.</i></p>					
<p><i>Embed celebration of and participation in Refugee Week and Other annual/regular celebratory events which highlight the contribution of people seeking sanctuary and migrants to the UK</i></p>	<p><i>World Refugee day – 20th June</i></p> <p><i>Refugee week 15-21st June</i></p> <p><i>Refer to p15 of handbook</i></p> <p><i>Amnesty International –</i></p> <p><i>Football welcomes Refugees</i></p> <p><i>CAFOD</i></p> <p><i>Red Cross – Refugees</i></p> <p><i>British Council</i></p> <p> Aid to the Church in Need</p> <p>ACN UNITED KINGDOM</p> <p>Aidboxcommunity.co.uk/resources</p> <p><i>UNHCR.UK teaching about refugees</i></p>	CH	Evidence of activities and events for WRD is shared via social media or newsletter	Summer 2		<p>ACN Pray with 1 million children around the world for peace took place 18/10/24</p> <p>All children in school engaged and photos taken in school have featured in the ACN News letter</p>

<i>Develop a pupil voice group for SofS</i>	<i>School council/ student led groups actively involved in the process of working towards recognition Create welcome displays (No Outsiders). artwork and festive bunting Fundraising for local refugee support agencies/ international aid agencies working to support those forcibly displaced Assemblies/ performances around themes of sanctuary for peers</i>	CH	Diversity pupil voice group directly involved in process and planning - creation of action plan and monitoring and evaluating the activities undertaken	Aut 2		JH /SW and CH to help with ideas and monitor work displayed	
SHARE							
<i>Publicly show our commitment to endorsing the City of Sanctuary charter</i>	<i>signing the City of Sanctuary organisation pledge. and including on website/ newsletter etc.</i>	CH	Pledge signed	Aut 1			Charter pledge is signed
<i>Publicise activities in support of welcome and inclusion.</i>	<i>Use Twitter, website, school newsletter Attend regional activities or meetings. Attend regional activities/meetings</i>	Whole School	Activities and events advertised through the school	Summer 1			
<i>Publicise activities in support of welcome and inclusion.</i>	<i>Share resources, ideas and achievements via: - the school's website - City of Sanctuary website, Showcase efforts creatively in our local and regional community</i>	whole school	Ideas and events shared through school	Ongoing			

Priority 2 Teaching and Learning - MD	To improve children's understanding of Financial Education throughout the school			
Priority – National/LA/School	Target Leaders: Deirdre Godsall	GB Link Member – Maureen Haigh		
Success Criteria by the end of the academic year: Improved understanding and application of skills for: <ul style="list-style-type: none"> • money - recognising and calculating • savings • budgeting • profit/loss 				
Targets:		Autumn	Spring	Summer
1. All teachers have a clear understanding of expectations of progression steps within financial management				
2. WRM and resources used to deliver a progressive, constructive and engaging programme of work when teaching money				
Source of priority: WRM results	Evidence: Evaluation of Monitoring 2023-24, professional dialogue			

Target: All teachers have a clear understanding of expectations of progression steps within financial management							
Planned focus	Actions required	Lead person /others	Success Criteria (Impact and outcomes for staff and Learners)	When Start/End	Budget/ Resources	Monitoring – who, how and when	Evaluation with evidence
Track progress in FE through assessment	Money Baseline from WRM to be completed in September and retaken in June. Format as follows: Y1 - Rec and Y1 Y2 - Y1 and Y2 Y3 - Y1,2,3 Y4 - Y3, Y4 Y4 - Y3, Y4, Y5, Y6 - Y3 to Y6	DG CTS	- WRM FE assessments to inform along with CT planning, teaching and support level.	September-June	WRM resource	CT, DG CH, SW	Sept 24- INSET Staff have a clear understanding of PS expectations for financial education. Baseline assessments completed in September 2024

Upskill teachers understanding of progression and expectations in teaching of money	Share WM1 Financial Literacy knowledge and skills doc, Money progression planning for reference and how to access online Money resources		- Teachers upskilled on continuity and progression when teaching money Good progression evident using docs to support	INSETs Sept 25.9.24 March June	N/A	Bring and brag sessions Teachers Moderate work	WRM curriculum document and money resources shared with all staff outlining knowledge and skills in September
Ensure staff have good understanding of expectations and progression steps	Use STBs WRM Tracker to show termly progress. Staff to use WM1 Financial Literacy knowledge and skills doc to assess and identify related progression steps and record on tracker		Differentiated Progression Steps D, E, S used to identify progress made	INSETs Sept 25.9 24 March June	N/A	Moderating of money work	Baselines completed Aut 1 and updated to WRM tracker WRM Tracker
Progress included in Performance management	Money to be performance management pupil progress target		Performance management reviews show all pupils have made progress	Targets set Sept 24. Review May 25	Supply cover	SLT to lead PM meetings with CTs	Priority 1 for PM is improvement in Financial Education shared w 11.11.24.
Target: WRM and resources used to deliver a progressive, constructive and engaging programme of work when teaching money							
Planned focus	Actions required	Lead person /others	Success Criteria (Impact and outcomes for staff and Learners)	When Start/End	Budget/ Resources	Monitoring – who, how and when	Evaluation with evidence
Training introducing	MD Lead to attend training and feedback to SLT and staff	DG					DG attended training with CSC and feedback Staf to SW (Summer B 2024)
Staff familiar with reviewed WRM SoW and how links with CFW expectations	Introduce new format of WRM - includes money and algebra in line with CFW Ensuring at all times that we teach CFW for the child and not rely entirely on the scheme		Ensure differentiated, using steps above and below to enable all chn to access	Sept 24 Ongoing	WRM resource	DG Book look Listening to learners termly	Review new WRM planning 13th Nov.

Tracking of progression in WRM	Block assessments to continue - before and after each new topic. Staff to use professional judgement when delivering assessment tasks, as not all areas will have been taught as WRM now aligned to CFW		All children are making progress. Results used to target individuals and focus teaching	Sept 24 Ongoing	WRM resources	DG to termly collate - WRM results and share with SLT	Block assessments baselines completed although issues have been noticed with coverage of the new WRM SoW.
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Priority 3 Teaching and Learning - RE	To develop an effective assessment process of the RED programme ensuring effective tracking progression						
Priority – School, Archdiocese	Target Leaders: Clare Heathfield				GB Link Member – Mary Affley		
1. RED - review planning - include knowledge organisers							
2. Assessment and progression - include knowledge organisers							
3. PLD							

Target 1: Religious Education Directory: Review planning							
Planned focus	Actions required	Lead person /others	Success Criteria (Impact and outcomes for staff and Learners)	When Start/End	Budget/ Resources	Monitoring – who, how and when	Evaluation with evidence
Share common understanding of expectations of the RED. Develop a deeper understanding of expectations of 'To Know You More Clearly'.	Continue to attend Cardiff and the Vale working group Deliver staff training on expectations and updates	CH	RE lead to be fully knowledgeable about RED to share good practice with others and feedback examples of good practice to staff at STBs	INSET 3.9.24 25.9.24	Supply costs		CH has attended all training relating to the RED and has disseminated information so that all staff have a clear understanding of expectations.

All Year groups to plan and deliver all Branches of the RED: To know You more clearly	<p>Planning for remaining Branches of the RED to be undertaken across the school.</p> <p>Resources identified to support new planning.</p> <p>Identify any resources which are produced to further support the planning and delivery of the RED</p>	CH	<ul style="list-style-type: none"> All branches of the RED are planned and delivered to every year group in the school 	Autumn 2024- Summer 2025	£500 resources to support RED e.g The Vine and the Branches	Pupil voice Book Look Planning Scrutiny	<p>All Branches have now been delivered as Branch 1 was delivered in Autumn Term.</p> <p>Staff to now review planning completed and identify areas to make improvements.</p>
Evaluate and review existing RED Branch planning to ensure quality and creative teaching and learning experiences	<p>Planning of branches to take place.</p> <p>JH to deliver elements of the RED through creativity</p> <p>Identify best practice of creativity in RE to disseminate amongst staff</p>	CH	<ul style="list-style-type: none"> Pupils increase further in independent learning Pupils skills in RE develop further Time for reflection is a feature of RE lessons consistently across the school 	Autumn 2024- Summer 2025		Monitoring of planning CH/ SW Termly	
Identify resources that can be used to support the delivery of the RED	<p>Identification of resources</p> <p>Resources are shared with staff and trailed by teachers to support their planning and delivery</p> <p>Evaluation of resources and their effectiveness in supporting both teachers and pupils within the RED</p>		<ul style="list-style-type: none"> 		£500 resources to support RED e.g The Vine and the Branches		The Vine and the Branches has been purchased for years 2 and 4.
Planned focus	Actions required	Lead person /others	Success Criteria (Impact and outcomes for staff and Learners)	When Start/End	Budget/ Resources	Monitoring – who, how and when	Evaluation with evidence
Assessment procedures to be evaluated and refined	Attend any training that is made available in relation to assessment and progression	CH	Training sessions are attended and information disseminated				CH has attended working group and assessment is still ongoing.

	<p>RE lead to be part of the RED Cardiff and the Vale working party</p> <p>Assessment procedures to be reviewed</p> <p>Moderation using expected outcomes is carried out amongst all staff</p> <p>Tracking document for RE is created for each year group</p>		<p>Assessment procedures discussed at all levels to ensure clarity and effectiveness</p> <p>Moderation sessions are used to develop teachers skills in making assessment judgements and consistency in</p> <p>Tracking document is completed by class teachers for each branch</p>				
Knowledge organisers to be created for Branches in RED	<p>Knowledge organisers are created for each Branch of the RED</p> <p>Identify ways in which knowledge organisers can be used e.g. Teachers can use KOs as a reference point for assessing students' understanding and progress.</p> <p>Training for all staff on using knowledge organisers.</p>	CH	<p>Knowledge organisers are completed for each year group</p> <p>Pupils knowledge within each Branch is developed and secured</p> <p>KO are used by teachers to aid assessment and progression</p>				

Target 3: Prayer and Liturgy

Planned focus	Actions required	Lead person /others	Success Criteria (Impact and outcomes for staff and Learners)	When Start/End	Budget/ Resources	Monitoring – who, how and when	Evaluation with evidence
Implement To love You more dearly: The prayer and Liturgy Directory	<p>Attend training for PLD: Deep Dive into Spiritual Liturgy (SW)</p> <p>-Staff Training</p> <p>-Governor Training</p>	SW CH	<ul style="list-style-type: none"> Staff knowledge and understanding of the PLD is developed. Children know prayers which are linked to their year 	Autumn 2024- Summer 2025	PLD: To love You more clearly	Professional Dialogue Pupil Voice	SW attended PLD Deep Dive with FrBernard Summer term 2024

	Continue to sign up to Ten:Ten for PLD for resources and additional training.		groups as identified in the PLD			Learning Walks Monitoring of PL	Minin Vinnies have created digital class prayer books which are in the Google Classrooms and are accessible to all children.
Update PLD Policy to ensure all expectations of 'To Love You More Dearly' are included.	Policy shared with staff governors and parents Mini Vinnies create a child friendly version		Staff to use Policy to ensure clear understanding of expectations of Prayer and Liturgy throughout the school	Aut 2024			

Priority 4 PEDAGOGY <i>Teach Like A Champion</i>	To ensure consistency in the provision of calm, positive and productive learning environments throughout the school.						
Priority – School	Target Leader: Laura Jones			GB Link Member –			
Success Criteria/Targets:				Autumn	Spring	Summer	
1. Embed a culture of 'normalising error' (Technique 2: plan for error; Technique 12: Culture of error)							
2. Academic Ethos - Techniques 15-19? questioning, Stretch-it no opt out, without apology, right is right, format matters							
Professional learning needs of all staff (including leadership development) to address priority: <ul style="list-style-type: none"> ➤ LJ to complete reading of TLaC V.3 and observe training videos. ➤ Recap of TLaC strategies for CT and TA's ➤ Revisit and Embed 'culture of error' strategies, techniques and planning models ➤ Deliver staff training in setting high expectations (techniques 15-17) ➤ Ensure training reflects the need for consistency in all staff, including new starters and those who require follow up support from 23-24 (DG, FP, EJ) 							

Target 1: Embed a culture of 'normalising error' (Technique 2: plan for error; Technique 12: Culture of error)

Planned focus	Actions required	Lead person /others	Success Criteria (Impact and outcomes for staff and Learners)	When Start/End	Budget/ Resources	Monitoring – who, how and when	Evaluation With evidence
To recap techniques on culture of 'Normalising error' in all aspects of school life to improve resilience in all.	<ul style="list-style-type: none"> - LJ to revisit strategies through INSET training for teachers - Staff to discuss ideas of how they can implement in their classes - Opportunities for CT and TAs to plan/prepare for error 	LJ CT	<ul style="list-style-type: none"> • Staff gain further knowledge into normalising error. • Staff able to implement new techniques into their classroom practices. • Pupils' resilience increases and error is seen as an element of learning. 	Autumn A and B	TLAC Training TLAC resources - manual and video	LJ Inset time HT and SLT	<i>Inset delivered 3.09.24 recap normalising error techniques and planning time for plan for error. (FP&DG apologies)</i>
Remind staff of model examples of ways we can implement in our classes	<ul style="list-style-type: none"> - Agreed language to be used (cytuno/ anghytuno) - Share opportunities for Normalising Error and planning for Error. - Allow staff time to plan across AOEs how they can plan for error - Share use of Questioning 	LJ and staff	<ul style="list-style-type: none"> • Staff are aware of new strategies to be used in their classrooms. • Models of techniques are observed and carried out in all year groups. • 'Normalising Error' strategies are implemented • Welsh language patterns are seen within daily teaching sessions 	Autumn A and B	TLAC Training TLAC resources - manual, video and techniques that staff identify	LJ Inset time HT and SLT	<i>Inset delivered 3.09.24 recap normalising error techniques and planning time for plan for error across AOEs (FP & DG apologies)</i>
Continue to share good practice of 'Normalising error' among staff	<ul style="list-style-type: none"> - Bring and Brag sessions - Professional learning opportunities identified for staff to read articles/ information relating to elements of normalising error 	LJ and staff	<ul style="list-style-type: none"> • All staff are developing techniques which will enhance their classroom practices. 	Autumn, Spring and Summer	TLAC Training	LJ and CT Inset time	

					TLAC resources - manual, video and techniques that staff identify		
Provide further training to staff members as required	<ul style="list-style-type: none"> - LJ to carry out initial meeting with FP to recap 'normalising error' strategies used at STB. - LJ to coach DG further in utilising 'normalising error' TLaC strategies following learning walk with challenge advisor. - Work collaboratively to model, practise and embed TLaC strategies in 'Normalising Error/ Planning for Error' in specific classes. (FP and DG) 	LJ	<ul style="list-style-type: none"> - FP and DG have full understanding of TLaC strategies used at STB. - All staff use current TLAC strategies in all areas of school life consistently across the school. 	Autumn A and B	LAC Training TLAC resources - manual, video and techniques that staff identify	LJ	

Target 2: Introduce and ensure consistency in setting high academic expectations (Academic Ethos: Technique 15 - No opt out; Technique 16 - Right is right; Technique 17 - Stretch it)

Planned focus	Actions required	Lead person /others	Success Criteria (Impact and outcomes for staff and Learners)	When Start/End	Budget/ Resources	Monitoring – who, how and when	Evaluation with evidence
Introduce and ensure a consistent approach to Technique 15: No Opt Out <i>Turn "I don't know" into a success by helping students</i>	<ul style="list-style-type: none"> - Audit what we currently do to ensure 100% effort and participation. - Deliver Inset to staff on Technique 15 - Share opportunities for No Opt Out in class and across the school - Allow staff time to plan across AOLEs how they can plan for No Opt out 	LJ	<ul style="list-style-type: none"> ● Staff are aware of new strategies to be used in their classrooms. ● Staff gain further knowledge into this technique ● Models of techniques are observed and carried out in all year groups. 	Spring A to Summer B	Inset training time	LJ, HT and SLT (all AOLE lead responsibilities): professional dialogue, lesson observations,	

<p><i>who won't try or can't succeed practice getting it right (and being accountable for trying)</i></p>	<ul style="list-style-type: none"> - Share examples (bring and brag/ staff dialogue) 		<ul style="list-style-type: none"> ● 'Academic Ethos' strategies are implemented in classes ● All staff are developing techniques which will enhance their classroom practices. ● Pupils' resilience, along with their own academic expectations and successes increase and are seen as key elements of learning. 			<p>learning walks, Inset training</p>	
<p>Introduce and ensure a consistent approach to Technique 16: Right is Right</p> <p><i>When you respond to answers in class, hold out for answers that are 'all-the-way right' or all the way to your standards of rigour.</i></p>	<ul style="list-style-type: none"> - Deliver Inset to staff on Technique 16; focus on introducing questioning and phrases to be utilised - Staff to plan for opportunities to practise questioning techniques. - Share good practise (Bring and Brag) 	<p>LJ</p>	<ul style="list-style-type: none"> ● Staff are aware of new strategies to be used in their classrooms. ● Staff gain further knowledge into this technique ● Models of techniques are observed and carried out in all year groups. ● 'Academic Ethos' strategies are implemented in classes ● All staff are developing techniques which will enhance their classroom practices. ● Pupils' resilience, along with their own academic expectations and successes increase and are seen as key elements of learning. 	<p>Spring A to Summer B</p>	<p>Inset training time</p>	<p>LJ, HT and SLT (all AOLE lead responsibilities): professional dialogue, lesson observations, learning walks, Inset training</p>	

<p>Introduce and ensure a consistent approach to Technique 17: Stretch it</p> <p><i>Reward correct answers with harder follow up questions.</i></p>	<ul style="list-style-type: none"> - Deliver Inset to staff on Technique 17, focussing on directive and non-directive prompts explored by CT - Staff to plan for opportunities to practise directive and non-directive prompts. - Share good practise (Bring and Brag) 	LJ	<ul style="list-style-type: none"> ● Staff are aware of new strategies to be used in their classrooms. ● Staff gain further knowledge into this technique ● Models of techniques are observed and carried out in all year groups. ● ‘Academic Ethos’ strategies are implemented in classes ● All staff are developing techniques which will enhance their classroom practices. ● Pupils' resilience, along with their own academic expectations and successes increase and are seen as key elements of learning. 	Spring A to Summer B	Inset training time	LJ, HT and SLT (all AOLE lead responsibilities): professional dialogue, lesson observations, learning walks, Inset training	
<p>To ensure Governors have full insight into current TLaC strategies and techniques at St Bernadette’s</p>	<ul style="list-style-type: none"> - Update Governors of current and upcoming TLaC strategies and the positive effect they have on classroom management - Offer opportunities for Governors to see the positive effect through school visits. 	LJ / SW	<ul style="list-style-type: none"> - Governors have a clear understanding of TLaC strategies at St Bernadettes - SIP Priority/ TLaC action plan to be shared with governors - Governors are in a better position to support and challenge. 	Autumn A/B	Governing Body meetings	LJ, SW Governing body meetings	

PDG 2024-254 - Amount of PGD and EYPDG= £38,930 + £5,750

PDG = £38,9300					
Activities	Amount	Intended Outcome/s	Pupils	Audit	Outcomes
TA Apr -Mar Y3/4 targeted support, – pupils to catch up on interventions (15 hrs p/w)	16,170	Improved attainment in Maths/Literacy skills	4 x Y3 pupils 4 x Y4 pupils	Staff	
TA ELSA, Thrive, Family thrive, support – to provide emotional literacy support for pupils. (5 hrs p/w)		Improve well-being	Targeted pupils	Staff	
TA Apr -Mar Y5/6 targeted support for - pupils to catch up on interventions (25 hrs p/w)	23,180	Improved attainment in Maths/Literacy skills	9 x Y5 pupils 5 x Y6 pupils	Staff	
TA ELSA, Thrive, Family Thrive, Build to Express support – to provide emotional literacy support for pupils. (5 hrs p/w)		Improve well-being- pupils equipped with the tools on how to cope with various emotional life situations.	Targeted pupils	Staff	
Total	£39,350	£420 to come from school budget			

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EYPDG = £5,750

Activities	Amount	Intended Outcome/s	Pupils	Audit	Outcomes
Interventions and support for EY (language Links, Eclips etc. 10 hrs Gr3 TA Apr-Mar,	7,752	Improved communication and social skills	Nursery pupils – FSM status cannot be attained	Staff	
Total =	£7,752	£2,002 to come from the school budget			
PDG and EYPDG Total	£44,680	Overspend - £2002 + £402 = £2402 to come from school budget			