



**Key questions for consideration:**

1. How will you ensure that all staff access the key messages and have access to individual / school priority PL activity?
2. How will you enable the PL Lead to disseminate learning from the regional programme? What form will this learning take e.g. e-learning?
3. How will your PL Lead engage with the cluster developments?
4. What engagement will learners, governors and parents have in this process?
5. How will you review the progress your school is making towards the success criteria within this plan?
6. What use will you make of wider purposeful collaborative activity? E.g. LNS, peer review

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A	Leaders working collaboratively to raise standards	<ul style="list-style-type: none"> <li>• Engagement with professional standards for teaching and learning programme.</li> <li>• Excellence in Teaching and Leaderships Framework (ETLF) for Middle Leaders and Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher and Deputy Headteacher access ETLF programme and support development of all staff using the new standards.</li> <li>• Deputy Headteacher implementing the Xience online package (ETLF tool) to ensure all colleagues are able to plan and evaluate their professional development against PTLS objectives.</li> <li>• SLT link meeting (protected hour every fortnight = 1 day supply) to monitor progress with HODs and this in turn is disseminated to all staff.</li> <li>• EY leading drop in session to support all colleagues.</li> </ul>	Professional learning to raise the quality of our teachers	Twilight session. Training / Development. SLT Link meetings. HOD & departmental meetings.	<p><b>£130 planning and reprographics.</b></p> <p><b>£300 in house training for EY</b></p> <p><b>15X £140 =</b></p> <p><b>Total (2,100)</b></p>
B	Inspirational leaders working collaboratively to raise	<ul style="list-style-type: none"> <li>• Governors will attend training events planned by EAS and / or participate in school level activity.</li> </ul>	<ul style="list-style-type: none"> <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.</li> </ul>	Professional learning to raise the quality of our teachers	Full Governor meetings. Subcommittee meetings. INSET days and hospitality	<b>£500 Chartwell costs.</b>





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D	Developing a high-quality education profession.  Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> <li>Access leadership programme to support middle leadership core development.</li> </ul>	<ul style="list-style-type: none"> <li>12 potential Middle leaders access leadership guidance relevant to their role and responsibilities to support strategic leadership of the department or area of whole school plan.</li> <li>Middle Leaders within school/cluster all identify PL needs against PTLs.</li> <li>HOD's to work with in house colleagues to complete and review SER's and DDP's. (2 hour cluster meetings every term. – ½ day supply costs per dept.)</li> </ul>	Professional learning to raise the quality of our teachers	5 ½ day release over the year.	5x£70 x 12 £4,200  £70 X 18 = £1,260  Total £5,460
E	Developing a high-quality education profession.	<ul style="list-style-type: none"> <li>Allocate a PL lead role within the school.</li> </ul>	<ul style="list-style-type: none"> <li>The PL lead has time to carry out and disseminate their leadership role.</li> <li>Collaborate with colleagues to identify PL needs and plan in house training.</li> </ul>	Professional learning to raise the quality of our teachers	Appointment of Deputy head.	<b>Regional Pioneer funded</b>
F	Developing a high-quality education profession.  Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> <li>Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates.</li> </ul>	<ul style="list-style-type: none"> <li>All PL leads work collaboratively across cluster/s to drive professional learning and curriculum reform.</li> <li>The PL disseminates the resources and information to all staff and completes the arranged gap tasks.</li> </ul>	Professional learning to raise the quality of our teachers	Half-termly regional meetings. Half-termly extended cluster curriculum meetings. Half termly cluster PL meetings. Travel expenses	<b>£140 x 3 = £420 Total £420</b>



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	Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> <li>Encouraging staff to be flexible with opportunities under the new curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Cross-curricular project STEAM. Will encourage collaboration across the departments. Students will benefit from a real life experience of completing a whole school project.</li> </ul>	Professional learning to raise the quality of our teachers	2 day release for CP to liaise with external agency. Dept. ½ day planning Resources to enhance the learning experience.	<p>£140 x 2 = £280</p> <p>£70 x 18 = £1,260</p> <p>£250</p>
G	Developing a high-quality education profession.	<ul style="list-style-type: none"> <li>Release Associate head (ALNCO) to attend the EAS led train the trainer course.</li> <li>Deliver the train the trainer course to a representative from each of our cluster schools. Create new - one page pupil profiles suitable to meet the individual needs and targets of our ALN pupils.</li> <li>Teaching Assistant National programme x 2 per school.</li> <li>2 TA's will receive training in "Positive approaches to behaviours that challenge."</li> <li>Learning coach will receive ELSA training.</li> </ul>	<ul style="list-style-type: none"> <li>The school has 2 trained staff to deliver a national TA programme at school level.</li> <li>The National TA development programme will be delivered to all TAs within the school/cluster.</li> <li>Consultation with teachers and TA's responsible for tracking withdrawal sessions.</li> <li>Initially this will be shared with colleagues in house, but can share the training with cluster.</li> <li>This will support vulnerable students particularly in taking steps to modify behaviour.</li> <li>Support staff to attend all INSET training (1 day supply for the duration of the year)</li> </ul>	Professional learning to raise the quality of our teachers	<p>Training / Development.</p> <p>Time to co construct OPPP.</p> <p>NSM course cost</p> <p>Course cost</p>	<p>£140 x 3 = £420</p> <p>£235 x 2 = £470</p> <p>£450</p> <p>£140 x 10 = £1400</p> <p>Total £ 1340</p> <p>£ 2470</p>



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H	<p>Developing a high-quality education profession.</p> <p>Inspirational leaders working collaboratively to raise standards.</p>	<ul style="list-style-type: none"> <li>Attend regional SLO workshops to support the understanding of the framework.</li> <li>The Headteacher and the PL Lead will attend the regional workshops.</li> <li>Complete the SLO snapshot tool and use the snapshot tool to shape school improvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>All staff aware of the research and approach to Schools as Learning Organisations (SLO).</li> <li>All staff contribute to the SLO snapshot evaluation of the school.</li> <li>The school generate a snapshot in spring term 19.</li> <li>Leaders use the outcome of the SLO snapshot to inform self-evaluation activity and the next iteration of the SDP for 2019/2020.</li> <li>Twilight Nov 2019 – action plan from Snapshot was shared with all staff. This was also shared at regional cluster meeting.</li> <li>Want staff to consider the SLG opportunity for action research in an area of interest from their SER priorities, SDP priority and their own PM objectives. They can create the Strategic learning group and put together a PL bid of £500 to enable them to conduct the action research. Want a maximum of three for the first year.</li> </ul> <p>Additional work will happen with our feeder cluster but this appears with curriculum.</p>	Professional learning to raise the quality of our teachers	½ day for departments to complete SLO survey.	<b>SLG 3 x £500 = £1,500</b>



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I	High Quality Education	<ul style="list-style-type: none"> <li>Assertive discipline training was facilitated for all staff.</li> <li>WJEC courses are now offered to all departments at £210 per course and £140 day supply</li> </ul>	<ul style="list-style-type: none"> <li>To ensure a consistent guidance was provided for all staff to maintain excellent learning environments</li> <li>Examiners reports and item level data can be interpreted to ensure planning is informed and challenging for all learners.</li> </ul>		£1,700 course costs – NSM training 10 dept. attending WJEC	<b>£1,700</b> <b>£210 x 10 = 2,100</b> <b>140 x 10 = £14</b>
	Developing a high-quality education profession.	<ul style="list-style-type: none"> <li>Improving teaching and learning: Access regional PL programmes; ETLF Middle leaders and embarking on EV roles with NQT's</li> </ul>	<ul style="list-style-type: none"> <li>Improved quality of teaching and learning for individually identified teachers.</li> <li>Increase the number of colleagues adopting an EV role sept 2019.</li> </ul>	Professional learning to raise the quality of our teachers	2 x ½ day release of 6 EV's to visit each NQT. (2 each)  1 x ½ day release to attend initial training. 1X ½ day to complete paperwork over the year. 1 x full day for moderation in July	<b>EWC funded for EV's</b> <b>£70 x 6 = £420</b>  <b>£70 x 6 = £420</b>  <b>£140</b>  <b>Total £980</b>
J	Developing a high-quality education profession.	<ul style="list-style-type: none"> <li>Further develop coaching and mentoring across all staff.</li> </ul>	<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.</li> <li>Every Inset and Training day staff are given time to meet with their coach to plan supporting actions to reach PM objectives or experiment with different teaching strategies.</li> </ul>	Professional learning to raise the quality of our teachers	1 day release per department to conduct learning walks, learning conversations of lesson observations.	<b>£140 x 18 = £2,520</b> <b>Additional sessions for larger dept. LLC, Science and technology and Maths £140 x 4 = 560</b> <b>Total £3080</b>



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K	Developing a high-quality education profession.	<ul style="list-style-type: none"> <li>Attend regional and cluster curriculum reform meetings.</li> </ul>	<ul style="list-style-type: none"> <li>PL lead successfully disseminates plans 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 to support their critical understanding of the changes to the curriculum model.</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.</li> <li>AOLE cluster planning.- Initially DDP's to consider four purposes and the pedagogical PTS's.</li> <li>On reflection of the SLO cluster want to conduct a transitional programme for STEAM.</li> <li>CP has already attended course and day in Lewis girls to further develop our own F1 week, but to look at ideas for the cluster programme.</li> <li>Creative AOLE looking to trial Midsummer Nights event in the summer term.</li> <li>H&amp; WB – new material created for PSE during a rolling tutorial once a fortnight.</li> <li>Food and nutrition looked at budgeting for catering and hosting a number of cream tea events for meetings.</li> <li>Link with St Joseph's to share the progress in</li> </ul>	Professional learning to raise the quality of our teachers	<p>Release time for PL lead.</p> <p>2 day for AOLE clusters to meet. Training for teacher and pupils. Governor training and meetings.</p> <p>Liaise with AD from SJHS – humanities rep from STA</p>	<p><b>EY release calculated above</b></p> <p><b>£60 x 6 = £420</b> <b>£60 x 6 = £420</b></p>



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			developing the humanities AOLE. • Learners become better prepared for the realisation of curriculum for Wales. (learning Champions) • Governors become better prepared for the realisation of curriculum for Wales.			Forecast: Total £5,000
L		• 9) Accessing regional Research and Enquiry Sessions e.g. Critical Collaboration and Professional Enquiry (CCPE) with University of Stirling, Development of research and enquiry in school etc.	• Practitioners are engaged purposefully with research and enquiry. • Professional enquiry impact positively on provision and pupil progress. "		CB, SD, CP and SW continued engagement with courses and resources.	£1,000
M	Developing a high-quality education profession.	• 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 and cluster level.	• Five colleagues are engaged in mentoring PGCE students with their new enquiry based placements.	Professional learning to raise the quality of our teachers	3 x 1 day release - RH  ½ day release every half-term for meetings	£140 x 3 = £420  £70 x 6 (+RH) = £420  Total £840





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N	Developing a high-quality education profession.	<ul style="list-style-type: none"> <li>School staff access specialist support from a range of Learning Network Schools linked with identified need(s).</li> </ul>	<ul style="list-style-type: none"> <li>School improvement results in leadership, teaching, and learning in participant / school in area of identified need.</li> <li>School to school project with IRIS originally involved ER now extending to include KC.</li> <li>Breaking through work with colleagues on capabilities within their school</li> </ul>	Professional learning to raise the quality of our teachers	day release for KC  2x ½ support	<p><b>£140 = £140</b></p> <p><b>£60 x 2 = £120</b> <b>£2900 1 year renewal of IRIS contract.</b></p> <p><b>Total £3160</b></p>
O	Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> <li>Attendance of Headteachers and PL leads at spring term review of regional curriculum and professional learning event.</li> </ul>	<ul style="list-style-type: none"> <li>Review of progress of the curriculum and review model.</li> <li>Will release identified staff to future collaborative session once Curriculum 2022 has been released in January. This will involve visiting innovative schools</li> <li>All leaders contribute to shaping requirements of draft curriculum feedback in summer term.</li> </ul>	Professional learning to raise the quality of our teachers	EY, AB, ER, HT, JH, JM and MG to attend curriculum meeting ½ day. Visit innovative schools ½ day supply costs	<p><b>£140 X 6 = £840</b></p>
P	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> <li>The Wellbeing Lead will attend regional workshops to support the ACE developments.</li> <li>Ace EAS coordinator to deliver training to all staff, cluster will also be invited.</li> <li>The school will work with the cluster to develop and</li> </ul>	<ul style="list-style-type: none"> <li>School improvement results following a greater understanding of ACES and how it will be implemented in leadership, teaching and learning, as well as adapted pastoral care.</li> <li>The cluster having a well-defined and understood strategy for Wellbeing that is implemented and reviewed for impact on a regular basis.</li> <li>The progress of vulnerable learners is tracked</li> </ul>	Professional learning to raise the quality of our teachers	1 day release  Twilight session  KJ 2 x ½ day meeting	<p><b>£140</b></p> <p><b>£60 x 2 = £120</b></p>



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		<p>implement the agreed cluster Wellbeing Strategy.</p> <ul style="list-style-type: none"> <li>Following the success of the sanctuary team in high school, their expertise to be offered to the cluster as part of developing the enhanced transition programme.</li> </ul>	<p>effectively and individual learners make increased rates of progress from their starting points.</p> <ul style="list-style-type: none"> <li>The Attendance, Exclusions, and conduct of pupils to be monitored and reviewed following training.</li> </ul>		ND & CB transition visits	<b>Total £260</b>
Q	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> <li>The school will identify the most appropriate member of staff to attend the regional PDG workshops.</li> </ul>	<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 increased rates of progress from their starting points.</li> <li>The interim impact of the PDG indicates at least 'satisfactory' impact on the progress of learners.</li> </ul>	Professional learning to raise the quality of our teachers	Release & supply costs.	<p><b>Initial cost PDG</b></p> <p><b>Additional day release and visit to other schools. £975</b></p>
R	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> <li>Identified staff will receive bespoke support from the Wellbeing LNS schools to support professional development priorities.</li> <li>The school will plan to engage with the Family and Community Network strategy.</li> </ul>	<ul style="list-style-type: none"> <li>School improvement results in leadership, teaching, learning in participant / school in area of identified need.</li> <li>The principles of the Family and Community Network will be embedded in the ethos of the school.</li> <li>Maintenance of excellent attendance and low exclusion rates.</li> </ul>	Professional learning to raise the quality of our teachers	Training and development	<b>PDG funded</b>
S	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> <li>The school will begin the work on the cluster More Able developments.</li> </ul>	<ul style="list-style-type: none"> <li>The aspirations for MA learners across the cluster will increase.</li> <li>There will be a common understanding of the</li> </ul>	Professional learning to raise the	Meeting time with pupils throughout the year = 1 day.	<b>£140</b>



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			<p>criteria and provision for MA learners.</p> <ul style="list-style-type: none"> <li>Individual Pupil tracking indicate strong value added outcomes.</li> <li>A link cluster representative will be identified.</li> <li>Learners will be identified from the school MA register who will engage in school and cluster activities.</li> <li>The school will assist in designing and implementing 'Master Classes' and More Able related events and activities within the cluster for identified More Able learners.</li> <li>Collate learner voice feedback following attendance and participation in events and masterclasses.</li> <li>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 Hwb).</li> </ul>	quality of our teachers	<p>Visit to university x 2 staff</p> <p>Travel expenses for graduation and release x 2 staff</p> <p>4 x ½ day release for master classes</p> <p>Release costs</p>	<p><b>£140 x 2 = £280</b></p> <p><b>£70 x 2 + £50 = £190</b></p> <p><b>£70 x 4 = £280</b></p> <p><b>£140</b></p> <p><b>£1030</b></p>
T	Excellence, Equity and Wellbeing Developing a high-quality education profession.	<ul style="list-style-type: none"> <li>The ALN Lead will engage in all regional activity to support the realisation of the revised Code of Practice.</li> <li>All staff will have access to PL to support the introduction of the new Bill.</li> <li>All staff in school are in the process of receiving INSET in line with the ESTYN framework for ALN. This is</li> </ul>	<ul style="list-style-type: none"> <li>The school will have engaged fully in all regional activity with the ALN Transformation plan.</li> <li>The school has engaged with the EAS lead activity, the LA School to School ALN group and the ALN forum.</li> <li>The school will have made at least 'satisfactory' progress in meeting the priorities within the ALN priorities within the SDP. We are striving to make progress towards meeting the ALN priorities as evidenced by the ALN department</li> </ul>	<p>Professional learning to raise the quality of our teachers</p> <p>Teachers received INSET in Sept and Dec 2019 to</p>	<p>Release Resources costs</p> <p>Person centred planning and Estyn framework for ALN.</p>	<p><b>£140 x 3 = £420</b></p>



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		in readiness to support the introduction of the new Bill.	review November 2018. <ul style="list-style-type: none"><li>• The governing body are fully informed about the changes.</li><li>• Parents will be fully informed about changes and support mechanisms put into place to guide parents.</li><li>• RMC to be released to support cluster schools under the new Bill to modify transition. On reflection of regional meeting 12<sup>th</sup> Nov RMC also needs to look at TALP and HLTA programmes.</li></ul>	raise awareness of ALN provision and share good practice.		£140 x 4 = £560  Total £890