

Activity – action required, for instance, Recruitment of outstanding teachers	Outputs – evidence that activities have occurred, for instance the number of teachers that have received catch up training	Outcomes – the difference/impact made, for instance improvement in numeracy levels	Inputs – resources, in this case the PDG funding and human resource required.	SDP Link
Activity Supported i.e. collaborative, evaluative and developmental	Intended Outputs (evidence based)	Intended Outcomes (i.e. Provision)		
<p>To employ dedicated support teachers to provide targeted literacy and numeracy support</p> <p>To employ specialist teachers English</p>	<p>Continuation of the Literacy catch up programme.</p> <p>Continuation of the Numeracy support worker role.</p> <p>To work with targeted EFSM groups of students in year 7 with low levels of literacy in English lessons</p>	<p>Accelerated gains reduces the gap between reading ages and chronological ages.</p> <p>Re-testing quantifies progress and effectiveness of the intervention programme.</p> <p>Accelerated gains reduces the gap between mathematical ages and chronological ages.</p> <p>Re-testing quantifies progress and effectiveness of the intervention programme. Progress mapped against mean progress of other schools across the Local Authority.</p> <p>Accelerated gains reduces the gap between reading ages and chronological ages.</p>		C4.3
<p>To refine student tracking systems</p>	<p>To consolidate, embed and further development a cohesive tracking system that links to the Vulnerability Assessment Profile (VAP) that helps to identify those vulnerable learners and targets resources to meet their individual needs.</p>	<p>Consistent use of the VAP to identify and inform on individual pupil needs and risks of disengagement.</p> <p>An effective progress tracking system is developed and applied in relation to identified learners.</p> <p>The impact of chosen strategies for support and engagement is monitored and evaluated through the progress tracking system.</p>		A6.3
<p>To recruit a key worker to engage disadvantaged/fragmented families presenting barriers to their child's education.</p> <p>(Family Liaison Officer – Engagement)</p>	<p>To engage with known families displaying a lack of support for education.</p> <p>To engage with identified families.</p>	<p>The key worker will engage with families whose children present challenging attitudes to education and provides advice, guidance and support.</p> <p>Families and learners requiring support due to negative outlooks relating to education identified and encouraged to come into school for coaching sessions on how to support their children's learning.</p>		B2.2
<p>To strengthen the PAWB team to support with Attendance and Wellbeing</p>	<p>Maintain attendance figures beyond the 90% threshold.</p> <p>Patterns of attendance that fall below 90% are identified, reasons for non-attendance established and the parents supported in getting learners into school.</p> <p>Pupils on alternative provision have their individual provision mapped out.</p> <p>Individual progress reports for and evaluations of providers made.</p> <p>Return to school support provided for 100% of fragile learners.</p> <p>Suitable and appropriate educational activities and placements are provided for disengaged learner. The engagement and attendance on alternative provision is closely monitored and evaluated.</p>	<p>Persistent low attenders tracked.</p> <p>Disaffected pupils monitored and re-engaged in learning.</p> <p>Percentage of NEETS kept below 3%</p> <p>Referrals to PACE and Cynnydd</p>		B2.2
<p>To employ a disadvantaged learner coordinator</p>	<p>To co-ordinate all strategies aimed at raising standards of attainment for disadvantaged learners.</p>	<p>To reduce the gap to less than 10 % between eFSM and non eFSM pupils in all subjects.</p> <p>An effective progress tracking system is developed and applied in relation to targeted learners.</p> <p>The impact of chosen strategies for support and engagement is monitored and evaluated through the progress tracking system.</p> <p>To reduce the gap to levels of attainment to less than 10 % between eFSM and non eFSM pupils in all subjects.</p>		B2.1
<p>To provide vulnerable students with targeted support with Social and Communication Champion</p>				
<p>To broaden and promote health and wellbeing through the curriculum.</p>				
<p>To maintain a safe area for out of hours learning.</p>	<p>Facilities exist to provide opportunities for disadvantaged learners to access advice, guidance and encouragement for completing homework.</p>	<p>A safe, well resourced area is provided for disadvantaged learners to receive support in their learning before, during and after the end of the school day.</p> <p>A support worker is identified and works with disadvantaged young people who require care and encouragement in the learning process.</p> <p>Resource area available before and after school.</p> <p>Total Allocation</p>	<p>£411,700</p>	A6.1