

St Joseph's Catholic School & Sixth Form Centre  
*PDG Action Plan 2014-2015*

<p><b>PDG Action</b></p> <ol style="list-style-type: none"> <li>1. Developing high-quality feedback to pupils and teachers</li> <li>2. Developing children's 'Learning to learn' skills</li> <li>3. Using peer tutoring/peer-assisted learning</li> <li>4. Involving parents and communities in their children's education</li> <li>5. Maximising the quality of school leadership at all levels of the school</li> <li>6. Setting up new daily homework club</li> <li>7. Promoting extracurricular activities</li> <li>8. Developing effective and improved transition</li> <li>9. Developing effective support and intervention</li> </ol> <p>Lead: Headteacher          Supported by: Senior Leadership Team</p>	<p><b>PDG Funding</b></p> <p>Action 1: £17,060          Action 2: £2,940          Action 3: £2,400          Action 4: £4,350          Action 5: £9,840          Action 6: £12,650          Action 7: £11,500          Action 8: £8,000          Action 9: £42,500          Total: £111,240</p>
<p>Outcomes (Success Criteria)</p> <ol style="list-style-type: none"> <li>1. ROLW, Lesson Observations and Pupil Voice all show that pupils receive (in accordance with a regular plan) focused and formative feedback that enables them to understand their achievements and how they can improve or sustain performance. ROLW, Lesson Observations and Pupil Voice also enable teachers to understand the effectiveness of their teaching and how they might improve or sustain performance. Increase in pupil and teacher performance.</li> <li>2. ROLW and LM dialogue identify strategies that enable learners to take part in meta-cognitive activities. Particular emphasis in the first year will be in English, Maths, Science and ICT.</li> <li>3. Peer Mentoring Scheme, Paired Reading Scheme and Young Enterprise Scheme set up and established as effective means of boosting learner self esteem. Evidence provided through teacher evaluation and pupil voice.</li> <li>4. Improved attendance at Parents Evenings. Increased participation of parents in reviews of statements, IEPs and Care Plans. Parents attending HW club and working with their children and their teaching in supportive and constructive ways. Particular focus in all of these will be on pupils on FSM.</li> <li>5. Timetabled periods from September 2014 for specific LM meetings with HODs and Learning Leaders with a particular focus on the progress being made by e-FSM pupils. LM notes/minutes will show this and will also show a focus on SEG, PDG, PIAP and School Improvement activity.</li> <li>6. Daily HW club operational from September 2014 and running throughout the year.</li> <li>7. A range of extra-curricular activities mapped out from September 2014 and taking place throughout the year. All</li> </ol>	

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students across the age and ability range are catered for.

8. Effective transition evidenced by parent survey, pupil survey and by increase in entry. Transition events identified on school calendar. Operational calendar for transition in evidence.

Action	Target Date	Monitoring and Evaluation	Achieved
<p><b>Action 1</b></p> <p>a. Development of ROLW and Lesson Observation for effective feedback.</p> <p>b. Visits of senior leaders to other schools to observe and examine good practice and to share this with staff at school via Toolbox sessions</p> <p>c. Development of AfL road maps.</p> <p>d. Training for students to enable them to take part in lesson planning principles and lesson evaluations</p>	<p>Summer term 2015</p>	<p>Half termly by SLT</p>	
<p><b>Action 2</b></p> <p>a. Development of metacognitive activity across the curriculum, especially in English, Maths, Science and ICT.</p> <p>b. Visits of senior leaders to other schools to observe and examine good practice and to share this with staff at school via Toolbox sessions</p> <p>c. Training of staff and students in the use of HWB so that it can be utilised to develop meta-cognitive activities.</p>	<p>Summer term 2015</p>	<p>Half termly by SLT</p>	
<p><b>Action 3</b></p> <p>a. Setting up of Peer Mentoring Scheme with appropriate training for staff and pupils.</p> <p>b. Setting up of Paired Reading Scheme with appropriate training for staff and pupils.</p> <p>c. Setting up of Young Enterprise Scheme / Young Business Dragons with appropriate training for staff and pupils.</p>	<p>Summer term 2015</p>	<p>Half termly by SLT</p>	
<p><b>Action 4</b></p> <p>a. Development of Parents Evenings by widening contact opportunities to engage parents (especially FSM) in dialogue about their children's progress</p>	<p>Summer term 2015</p>	<p>Half termly by SLT</p>	

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<ul style="list-style-type: none"> <li>b. Engagement of support staff to ensure increased participation of parents in reviews of statements, IEPs and Care Plans</li> <li>c. Setting up of an operational calendar for parental involvement in school</li> <li>d. Setting up of routine of parental attendance and involvement in HW club, especially at key times during the year</li> </ul>			
<p><b>Action 5</b></p> <ul style="list-style-type: none"> <li>a. Visits of senior and middle leaders to other schools to observe and examine good practice and to share this with staff at school via Toolbox sessions</li> <li>b. Training for staff in the use of shared folders in HWB to facilitate effective Line Management communication</li> <li>c. Training of staff via appropriately identified courses</li> <li>d. Widening of opportunities for staff to take on school improvement projects</li> <li>e. Development of operational calendars to ensure appropriately planned line management activities</li> </ul>	<p>Summer term 2015</p>	<p>Half termly by SLT</p>	
<p><b>Action 6</b></p> <ul style="list-style-type: none"> <li>a. Setting up of HW club that is staffed to operate at the end of every school day</li> <li>b. Identification and deployment of resources, including IT resources, to facilitate effective use of HW club</li> </ul>	<p>Summer term 2015</p>	<p>Half termly by SLT</p>	
<p><b>Action 7</b></p> <ul style="list-style-type: none"> <li>a. Mapping out a comprehensive range of extra-curricular activities from April 2014 that provides for different age ranges, abilities and interests.</li> <li>b. Resourcing the above extra-curricular activities including staffing costs for processing educational visits forms and risk assessments.</li> <li>c. Development of a lower-cost activities week at the end of the school year.</li> </ul>	<p>Summer term 2015</p>	<p>Half termly by SLT</p>	
<p><b>Action 8</b></p> <ul style="list-style-type: none"> <li>a. Transition mapping to develop operational calendar</li> <li>b. Setting up of parental and pupil surveys to help evaluate</li> </ul>	<p>Summer term 2015</p>	<p>Half termly by SLT</p>	

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<p>transition arrangements</p> <p>c. Developed use of Learning Leaders for Transition and Transition Team (form-tutors) in transition events</p> <p>d. Developed use of SENCO in transition arrangements</p>			
<p><b>Action 9</b></p> <p>a. Training of key staff in Sulp, Social Story and ELSA</p> <p>b. Training in schemes to support pastoral care (e.g. Restorative Justice, Emotional Intelligence)</p> <p>c. Resourcing and staffing for Rapid Reader + scheme (literacy intervention for learners inc. FSM)</p> <p>d. Resourcing and staffing for Matchwatch (numeracy intervention for learners inc. FSM)</p>	<p>Summer term 2015</p>	<p>Half termly by SLT</p>	