SEG/PDG Plan: 2014 - 2015							
School		**Total delegated SEG**		**Total delegated PDG**		**Total delegated LAC PDG**	
		£		£		£	

PRIORITY 1: DEVELOP AND RAISE STANDARDS OF LITERACY & NUMERACY							
Activity supported		**Source of funding and planned spend £**	**Outputs and Outcomes**		**Targets**	**Projected** *(to be completed by OCT 2014)*	**Actual** *(to be completed JAN 2015)*
Literacy and Numeracy Identifier	***Details of activities***						
1.1 *Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach to the requirements of the LNF*		*£xxx (SEG)*	*No of teachers identified as requiring additional literacy and numeracy support*				
			No of teachers receiving additional training				
			Average No of hours of support / teacher				
			No of teachers whose core skills have improved as a result of this support (as evidenced by performance management data, assessment against the LNF and reading and numeracy test results)				
1.2 *Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning*		*£xxx (SEG)*	*No of schools that make effective use of data from reading and numeracy tests to:*	*inform future planning*	*Data to be collected centrally*		
				identify pupils that require targeted support			
				respond to the needs of MAT pupils			
				effectively target their grant spending plan			
1.3 *Provide school leaders and teachers with support, in coordination with the National Support Programme, to implement the Literacy and Numeracy Framework*		*£xxx (SEG)*	*No of schools supported by the NSP*		*Data to be collected centrally*		
			Number of teachers supported by the NSP				
			Total No of hours of support from NSP				

			No of schools making satisfactory progress in the implementation of the LNF	*Data to be collected centrally*
1.4 **Enable best practice to be effectively shared including through the use of outstanding teachers of literacy and numeracy to provide coaching and mentoring opportunities for teaching staff who are in need of additional support**		*£xxx (SEG)*	*Number of OT recruited using agreed selection criteria*	*Data to be collected centrally*
			No Trained by NSP	
			Time in days	
			No of Schools supported	
			% Schools improving	

1.5 **Through use of the reading and numeracy tests data ensure that effective catch-up provision is available at the earliest stage for those children who have fallen behind**		*£xxx (SEG)*	*Nature of programme*	*Name of Programme*			
				1= one to one *2 = small group*			
				Contact time			
			No of staff trained to use the programme	*Teachers*			
				LSA			
				Total			
			No and % of pupils supported	*No*			
				% of school cohort			
			% of those targeted having made progress (need a measure)				
1.6 **Ensuring that targeted support and provision is available to stretch our more able and talented pupils (including where reading and numeracy test data indicates performance over and above the expected range)**		*£xxx (SEG)*	*No of learners identified as MAT*				
			% of school cohort identified as MAT				
			Nature of programme	*Name of Programme*			
				1= one to one *2 = small group*			
				Contact time			
			No of staff trained to use the programme	*Teachers*			
				LSA			
				Total			
			No and % of pupils supported	*No*			
				% of school cohort			
			% of those targeted having made progress (need a measure)				

PRIORITY 2 : REDUCE THE EFFECT OF POVERTY AND DEPRIVATION ON EDUCATIONAL ACHIEVEMENT							
Activity supported		**Source of funding and planned spend £**	**Outcomes**		**Targets**	**Projected** *(to be completed by Dec 2014)*	**Actual** *(to be completed March 2015)*
Literacy and Numeracy Identifier	*Details of activities*						
2.1 **Promote effective family and community engagement**		*£xxx(SEG)* *£xxx(PDG)*	No of schools that have used PDG to funded initiatives to promote parental and community engagement and partnership working, including early education settings				
			Number of planned activities to engage parents within this grant				
			Number of parents attending				
			Number of schools conducting community inclusive activities within this grant				
			Number of schools with formal structures to promote partnership working within this grant				
			Number of e-FSM children supported				
2.2(a) **Narrow the impact between the attainment of e-FSM / in-work poverty pupils and non e-FSM pupils with reference to the Sutton Trust Toolkit (STT)**		*£xxx(SEG)* *£xxx(PDG)*	Number of schools using the Sutton Trust Toolkit (or a similar toolkit)				
			Number of schools able to demonstrate that the gap in attainment between e-FSM pupils and	*Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments*			
				Reading and numeracy test data			
				Annual performance data for achievement of LT2+ at the end of key stage 4			

2.2(b) **Narrow the impact between the attendance and exclusions of e-FSM and non e-FSM with reference to the Sutton Trust Toolkit (STT)**				*non e-FSM pupils has decreased over the 3 year period based on:*			
					Leaving schools without qualifications		
					Attendance data		
					Exclusions data		
2.3 **Looked After Children (LAC)**			*£xxx(SEG)* *£xxx(PDG)*	*Clearly defined outcomes identified for LAC in all Key Stages*			
				Number of schools able to demonstrate that the gap in attainment between LAC pupils and other pupils has decreased over the 3 year period based on:	*Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments*		
					Reading and numeracy test data		
					LT2+ at the end of key stage 4		
					Attendance data *Exclusions data*		
				Number of LAC supported			
				Number and % of LAC making good progress	*Number:*		
					%		