



Llantilio Pertholey Church in Wales Primary School

Accelerated Learning Plan

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Rationale for development: Accelerated Learning Program

Inspection Areas:

4: Care, support and guidance

4.1: Tracking, monitoring and the provision of learning support

Links to: National Priorities:

- Literacy
- Numeracy
- Closing the gap

Links to: National Mission

- Inspirational leaders working collaboratively to raise standards
- Strong and inclusive schools committed to excellence, equity and wellbeing

Area for Development &

Key Objective(s) (What?)

To develop catch up and accelerated learning program

Action

(What do we plan to do to achieve these objectives?)

- Timetable a school LSA to cover intervention sessions
- Employ additional staff to cover LSA
- Assess the needs of the children – baselining and talking to staff
- Timetable group or individual support provision prioritising Year 6 and working down through the school
- Dedicated space for intervention sessions to include resources and learning displays to support learning

Responsibility (Who?)	Timescale (When?)	Resources, Professional Learning & Costings (How will we fund and support this?)	Monitoring, Evaluation & Review (Refer to MER schedule)	Success Criteria (How will we know when this has been achieved?)
Helen King Sian Whiteman	From September 2020	Accelerated Learning Program Grant 2020/2021 (£5791.98)	Pupil well-being survey	<ul style="list-style-type: none"> • Additional staff employed to undertake accelerated learning program

Whole Staff		<p>2021/2022 (£4137.13)</p> <p>LSA to be supported with catch up program</p> <p>LSA given 4 days to develop, create and organise resources for catch up groups</p>	<p>Staff survey</p> <p>Parent survey</p> <p>Lesson observations</p> <p>Listening to Learners</p> <p>Monitoring of individual progress</p> <p>At least half termly review of intervention support offered</p>	<ul style="list-style-type: none"> • Pupils baselined and children behind expected levels identified • Timetable of support provision for pupils needing reading support, literacy support and maths support identified. • Pupils learning and progression is regularly monitored and intervention support reviewed.
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