

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2022 to 2023 academic year.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School Overview

Detail	Data
School name	Glenboi Primary
Number of pupils in school	137
Proportion (%) of PDG eligible pupils	70%
Date this statement was published	September 22
Date on which it will be reviewed	April 23
Statement authorised by	Gemma Powell
PDG Lead	Gemma Powell
Governor Lead	Cllr Andrew Morgan

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 86,250
Total budget for this academic year	£ 649,540

Part A: Strategy Plan

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Support for vulnerable pupils – progress of all pupils tracked with the	Analysis of eFSM pupil progress indicate progress made and

performance of eFSM pupils being tracked and analysed in detail - pupils set realistic yet challenging targets. Robust intervention program with pupils grouped effectively to ensure that all are making progress and that the interventions in place are sustainable.	identifies areas for further development. Following this a plan is put in place to challenge or support pupils where needed.
Pupils individual learning needs are met through: • Catch up Literacy, • Catch up Numeracy • First Class Number • Precision teaching • Number Stacks • Maths intervention groups based on MALT results and diagnostic assessment, • ELSA • Relationship based play	Monitoring of impact of interventions (as part of the on-going MER cycle) and through performance management meetings indicate good progress made.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

Funding the employment of 2 Level 3 Teaching Assistants, supporting FSM pupils with Literacy and Numeracy Funding of Level 4 Family Engagement Officer to work with families and support attendance and inclusion (0.8) Additional Teaching Assistant, supporting FSM pupils in Foundation Phase with group Literacy and Numeracy support Part time teacher (0.2) funded to release Health and Wellbeing Lead/ALNCO Funds reserved to support families with cost of residential trips, transport and extra-curricular trips/visits
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Learning and Teaching

Budgeted cost: £ 55 k

Activity	Evidence that supports this approach
Catch up Literacy, Catch up Numeracy Precision teaching First Class Number ELSA/THRIVE	Detailed tracking of progress in all interventions is collated termly

Community Schools

Budgeted cost: £ 23 k

Activity	Evidence that supports this approach
Family Engagement Officer support	Parent support classes Liaising with WRV officer and Attendance and Welbeing service ELSA / THRIVE practitioner Development of Home school partnerships Additional funds reserved to support families directly with trips/transport costs
	Funds reserved to support families with cost of residential trips, transport and extra-curricular trips/visits

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: 8k

Activity	Evidence that supports this approach
Health and Well being priority (Target 1 on SIP)	Lead for H/W/ALN released to support training and development across the schools

Total budgeted cost: £ 86,250

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2021 to 2022 academic year.

Outcomes 21-22

- Progress of all pupils is tracked with the performance of eFSM pupils being tracked and analysed in detail. We ensure that that this group of pupils are set realistic yet challenging targets.
- Information regarding PDG spend is included in our SIP and is also available on our school website. GB finance committee review the school's use of PDG and the impact of this on standards.

- Due to Covid and the disruption experienced by schools it has been unable to measure progress against targets previously set
- Blended learning was used whenever appropriate during Self isolation periods. Class teachers uploaded the weekly tasks
- Staff monitored pupil engagement with any online learning, and provided support over the phone to every family who needed help to access online learning platforms
- Pupils individual learning needs were met through small group literacy support, Precision Maths, Rapid numeracy maths Speech link and language link, Relationship based play, ELSA and THRIVE.
- SIMs tracking updated termly to monitor pupil progress and a range of testing programmes including MALT, SALFORD and PM benchmarking ensure that we continued to measure value added progress across the school
- All staff fully aware of the expectations for their learners in line with Welsh Government recommendations. Time is set aside in INSET to monitor and assess pupil progress collectively.
- PDG spend is outlined in the SIP and evaluated in the SER.

• IMPACT

Foundation Phase interventions	Below expected progress	Expected progress	Accelerated progress
Numeracy interventions (21 pupils)	9%	9%	82%
Literacy interventions Reading round up (6 Children)	16%	16%	67%
ELSA (11 pupils)	45%	0	44%
Relationship based Play	60%	0	40%

Speech & language link	Did not make progress	Made progress	Made sufficient progress
Speech link		40%	60%

5 pupils			
Language link 11 pupils	45% ASD/ Attendance And only 2 blocks of intervention due to disruption	55%	

KS2 interventions	Below expected progress	Expected progress	Accelerated progress
Year 3 & 4 Numeracy interventions (21 pupils)	40%		60%
Year 5&6 Numeracy interventions (21 pupils)	9%	27%	64%
Year 3 & 4 Literacy interventions Rapid writing	27%		73%
Year 5&6 Literacy interventions Rapid writing	15%		85%
ELSA 6 pupils (1 left-)	40%	20%	20%

- Relentless focus on raising standards of attainment. Analysis and use of data relating to individuals and groups resumed. Value added tracking used to ensure that pupils make two or more levels of progress between key stages.
- SIMs tracking up dated termly to monitor pupil progress.
- Frequent monitoring of the progress of every eFSM child through pupil progress meetings. The detailed tracking of eFSM pupils indicates progress made and identifies areas for further development. Following this a plan is put in place to challenge or support pupils where needed. Strategies range from Close proximity adult support in Literacy and Maths to develop basic skills, in addition support is given in other curriculum areas to enable pupils to achieve their potential.
- Where slow progress is identified, intervention is put in place rapidly. There is a robust intervention program in place through careful timetabling. Pupils are grouped effectively to ensure that all are making progress and that the interventions in place are sustainable.

- In addition the impact of interventions is monitored as part of the on-going MER cycle and through performance management meetings and detailed pupil performance reviews.
- Every effort is made to engage parents and carers in the education and progress of their child
- Attendance is monitored by FEO fortnightly and addressed as a priority
- Staff are trained in using strategies and principles that overcome barriers. 100% buy in from staff of the importance of the PDG agenda. All staff are fully aware of the expectations for their learners in line with Welsh Government recommendations. Time is set aside in INSET to monitor and assess pupil progress collectively.
- Evaluation of all interventions, and flexibility regarding content based on evaluation of impact
- PDG spend is outlined in the SIP and evaluated in the SER.

Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

Programme	Provider
My Concern (support by LA)	My Concern (RCT)
Speech and Language Link	RCT
Relationship Based play	RCT
ELSA	RCT
Catch up Numeracy	RCT
Catch up Numeracy	RCT