PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2024 to 2025 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	144
Proportion (%) of PDG eligible pupils	76%
Date this statement was published	October 24
Date on which it will be reviewed	April 25
Statement authorised by	Gemma Powell
PDG Lead	Gemma Powell
Governor Lead	Cllr Andrew Morgan

Funding Overview

Detail	Amount
PDG funding allocation this academic year	108,000
Total budget for this academic year	1,009,852.73

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, • 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 Level 3 Teaching Assistants, supporting FSM pupils with Literacy and Numeracy in Foundation Phase. Part funding the employment of Level 3 Teaching Assistants, supporting FSM pupils with Literacy and Numeracy in Key stage 2 Part funding of an additional Teaching assistant to support EY pupils with toileting and basic oracy and number skills Funding of a Full time Level 4 Family Engagement Officer to work with families and support attendance and inclusion Funds reserved to support families with cost of residential trips, transport and extra-curricular trips/visits

Learning and Teaching
Budgeted cost: £ 69 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: £ *31 k*

Activity	Evidence that supports this approach
Family Engagement Officer support	Parent support classes Liaising with WRV officer and Attendance and Welbeing service ELSA / RELAX KIDS 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: £ 108,000

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 2023 to 2024 academic year.

Outcomes 23-24
• 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.
• Pupils individual earning needs were met through small group literacy support, reading groups, 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 CLIC tests, 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.
• 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. Additional support with Early years pupils has had to focus on toileting, oracy activities and developing simple listening skills. • 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