

CWMFFRWDOER PRIMARY SCHOOL

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2024 to 2025 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 | Cwmffrwdroer Primary School |
| Number of pupils in school | 218 (including Nursery) |
| Proportion (%) of PDG eligible pupils | 39% |
| Date this statement was published | 30/09/24 |
| Date on which it will be reviewed | 30/09/25 |
| Statement authorised by | |
| PDG Lead | Sarah Truelove |
| Governor Lead | Nicola Davies |

Funding Overview

| Detail | Amount |
|--|-----------------|
| PDG funding allocation this academic year | £67,850 |
| EYPDG | £12,650 |
| EIG | £96,607 |
| ALN Implementation (Reform) | £5,738 |
| PL (Reform) | £4,584 |
| WEG | £1,917 |
| Total budget for this academic year | £189,346 |

Part A: Strategy Plan

Statement of Intent

Using our allocated PDG funding for this academic year our objectives involve raising attainment, more specifically attainment of literacy and numeracy skills, of specific groups of learners, including those entitled to free school meals, those who are LAC and vulnerable learners. Improved attendance will be promoted to reduce unauthorised absences.

- To secure staff availability to support pupils in need of interventions, including wellbeing
- To provide support for pupils in basic skills through intervention programmes in phonics, reading and spelling and numeracy
- To provide nurture support for pupils with emotional and social difficulties
- To provide FSM pupils with the same opportunities and experiences as non-FSM pupils.
- Employment of TAs in PS1
- To provide pastoral support for learners and the wider school community.
- To improve family and community engagement through a range of activities

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 |
|---|--|
| Employment of TAs | Appropriate ratios of adults/learners are in place in classes from nursery - Y2, impacting positively on pupil engagement and supporting / challenging learning. |
| Promote good attendance, reduce unauthorised absences as part of the #NotinMissout communication campaign. | Increased attendance of all pupils including FSM and improved attendance in all classes to at least 93%. |
| Raise standards in basic skills: Interventions for Reading and Maths in all classes, ages 4-11 to support FSM, EFSM and vulnerable learners | Summative Data and formative assessment outcomes show an increase of learner evidence showing a reduction in the number of FSM pupils reading below their age or recommended progression step. |
| Greater engagement from learners and parents. | All target pupils accessing bespoke learning experiences linked to interest and need. Increased engagement, self-esteem and aspiration evident for nearly all target pupils. All target pupils show increased engagement, self-esteem and aspiration evident for nearly all target pupils. Attendance data, PASS survey, engagement events |
| To provide financial support for all pupils to attend visits, events etc. | All pupils will have same opportunities for attending all essential experiences in curriculum. |

Learning and Teaching

Budgeted cost: £126,200

| Activity | Evidence that supports this approach |
|---|---|
| Provide appropriate numbers of support staff in classes and intervention/nurture | <p>To provide appropriate ratios for adults: learners in PS1 and PS2 for improved social, emotional and independent learning skills for target EY pupils.</p> <p>LSAs in Progression Step 2&3 to provide enhanced nurture provision for pupils identified with emotional and social difficulties.</p> <p>LSAs in Progression Step 1&2 to provide learning support and meet suggested ratios to adults in FP.</p> <p>EEF Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence +4 months impact.</p> |
| Prioritise vulnerable and FSM learners with catch-up programs and daily interventions | <p>Interventions for basic skills, emotional and social support to reduce the number of FSM learners reading below their age or recommended progression step.</p> <p>Improve the number of pupils achieving 115+ by at least 10%</p> <p>EEF Reading Comprehension Strategies Very high impact for very low cost based on extensive evidence +6 months impact.</p> |

Community Schools

Budgeted cost: £7,500

| Activity | Evidence that supports this approach |
|---|---|
| Subsidise activities for learners in receipt of FSM and other factors | <p>Equity for all learners. All pupils to be offered the same opportunities in line with the essential experiences offered as part of school curriculum.</p> <p>PASS Surveys, pupil questionnaires, discussions following experiences and review of pupil learning have illustrated that all pupils report increased self-esteem, improved knowledge and skill development and progress in learning from starting points.</p> |

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

Budgeted cost: £43,000

| Activity | Evidence that supports this approach |
|--|--|
| Continue Wellbeing Lead role to increase engagement with learning and attendance | <p>Wellbeing lead monitors attendance with school clerk at whole school level and individual.</p> <p>To provide social and emotional support for learners; to increase engagement levels of learners and families.</p> <p>Positive relationships with peers and staff evident in learning walks and listening to learners and parent questionnaires.</p> <p>EEF Parental engagement Moderate impact for very low cost based on extensive evidence + 4 months impact.</p> |

| | |
|--|---|
| Train ALNco in TIS work to support pupils with self-regulation and increase engagement in learning | Improved attendance, reduction in incidences of disengagement for target learners. EEF Metacognition and self-regulation Very high impact for very low cost based on extensive evidence +7 months impact. |
| Implement ELSA sessions to support with self-regulation and increase engagement with learning. | Improved attendance; reduction in number of physical interventions; vulnerable learner reviews evidence increased levels of well-being and school engagement for target learners; reduction in incidences of disengagement for target learners. EEF Metacognition and self-regulation Very high impact for very low cost based on extensive evidence +7 months impact. |

Total budgeted cost: £177,700

Part B: Review of outcomes in the previous academic year (2023-2024) **Interventions to improve standards in basic skills 2023/24**

Pupil numbers accessing interventions:

Autumn:

Literacy = 19 pupils

Maths = 24 pupils

Spring:

Literacy = 41 pupils

Maths = 32 pupils

Summer (with 2 members of staff – 2 weeks and assessments):

Literacy = 39

Maths = 24

Summer (Amended with 1 member of staff - Since 1st May 2024):

Literacy = 31

Maths = 6

Literacy Interventions throughout the year (depending on pupils' needs) have included:

- POPAT
- Literacy Junction
- SPLD
- Corrective Reading
- Little Wandle (including Keep Up, Catch Up, SEND, and Spelling)
- Speech & Language tasks set by Speech & Language Therapist (currently I'm working with 3 pupils)

Maths Interventions throughout the year (depending on pupils' needs) have included:

- Springboard (Year 3, Year 4, Year 5)
- Catchup Maths Year 6
- Number Recovery

Autumn Term 2023

Literacy

| | |
|---|----|
| Number of Pupils | 12 |
| Average number of sessions received | 19 |
| Average Benchmark Level Gained (7 weeks) | 7 |

Maths

| | |
|--|---------|
| Number of Pupils | 24 |
| Average number of sessions received (ea. Pupil) | 12 - 13 |
| Average Skills Gained (7 weeks) | 9* |

Spring Term 2024

Literacy

| | |
|--|-----------------|
| Number of Pupils | 41 |
| Average number of sessions received | 13 |
| Average Benchmark Level Gained | See Summer Term |

Maths

| | |
|--|----|
| Number of Pupils | 32 |
| Average number of sessions received | 7 |

Summer Term 2024

Literacy

| | |
|---|---|
| Number of Pupils | 31 |
| Average number of sessions received | 14 |
| Average Benchmark Level Gained (from Spring/Summer combined) | +4 benchmarking levels from Dec to end of year Little Wandle Keep Up gained an average of +5 benchmarking levels (LW Keep Up ran from Jan to Sept '24) |

Maths

| | |
|--|-------------------|
| Number of Pupils | 6 Number Recovery |
| Average number of sessions received | 5 |

All pupils accessing interventions made progress from starting points.

Nurture

The progress of all the learners accessing intervention/wellbeing provision this year has been carefully monitored and tracked regularly. Programmes have been changed/amended and groups reorganised, if and when necessary, according to data collection and analysis and in consultation with the TAs delivering the support. Exclusions and behaviour incidents are reduced compared to previous year.

Attendance

Attendance has improved over 3 years and the differential between FSM and Non FSM was around 2% at the end of the summer term 2024.

| Whole school 92.9% | | Authorised absence 6.52% | | Unauthorised 0.75% | |
|-----------------------|--------|-----------------------------|-------|-----------------------|-------|
| Non-FSM | 92.96% | Non-FSM | 6.09% | Non-FSM | 0% |
| FSM | 91.94% | FSM | 8.06% | FSM | 0.95% |