

## 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	Blaenymaes Primary
Number of pupils in school	236
Proportion (%) of PDG eligible pupils	65%
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	GB
PDG Lead	Kathryn Lecrass
Governor Lead	Anthony Charles

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£197,800
eFSM	£141,450
EY	£56,350
<b>Total budget for this academic year</b>	<b>£1,409,901</b>

## Part A: Strategy Plan

### *Statement of Intent*

At Blaenymaes Primary School, we use the Pupil Development Grant in order to narrow the gap in both attainment and achievement for this targeted group. We fund a number of approaches aimed at developing self-esteem, practical skills and emotional resilience, as well as academic knowledge and skill. We track progress on a pupil-by-pupil basis and ensure that high quality teaching and support is in place day by day. Interventions for improving attendance are specifically aimed at removing barriers to learning and enjoyment that social context and poverty can lead to. Our aim is for PDG pupils to make good progress against set targets

### *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
<ul style="list-style-type: none"><li>To reduce the gap in attainment by providing support across the school in learning activities in order improve progress and wellbeing of target group</li></ul>	<ul style="list-style-type: none"><li>Staffing- to support learning activities across the school. Training delivered in line with SDP and PM targets set. Data and pupil progress meetings will show progress.</li><li>Staffing - Children develop motivation and resilience through outdoor learning including Forest schools</li><li>Staffing - Smaller class sizes for older pupils in line with WG preferred target. Data in relation to behaviour policy, literacy and numeracy targets shows progress</li><li>Staffing - A range of intervention programmes delivered to target specific academic and emotional, social needs</li><li>Careful monitoring of data to identify relevant children will show good progress from interventions. (Data scrutinised – Boxalls, reading age, spelling age and maths age scores alongside formative assessments and wellbeing surveys.)</li></ul>

<ul style="list-style-type: none"> <li>• To improve attendance and foster engagement, by working closely with pupils and families,</li> <li>• To ensure that targeted support is given as needed so that pupils are not disadvantaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing – Family inclusion officer / team support - strategies to improve self-esteem of pupils, help pupils deal with their emotions within school community e.g. classroom learning and playground social interactions.</li> <li>• Support offered to families through FIO intervention for accessing a range of wider appropriate organisations. Parents/carers engage with support and interventions both in school with workshops and with wider agencies</li> <li>• Intervention strategies to support families and monitor poor attendance and improve overall attendance</li> </ul>
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### Activity in this academic year

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

Staff employed for intervention groups targeted across year groups, for classroom support and smaller class sizes as well as facilitating outdoor learning. Intervention team working towards a whole school approach to wellbeing.

### Learning and Teaching

Budgeted cost: £ 167,800

Activity	Evidence that supports this approach
<i>Intervention groups within school</i>	Children are targeted for specific needs as identified through Boxalls, Wellcom, teacher assessments and other data. Progress monitored through data, pupil progress meetings has indicated that these interventions support children in their wellbeing – readiness for learning and academic achievements
<i>Classroom support including outdoor learning</i>	Focus tasks and smaller class sizes with TA support is part of targeted support in addressing the development of the whole child. Outdoor learning promotes a positive disposition to learning supporting pupil wellbeing.

## Community Schools

Budgeted cost: £ 30000

Activity	Evidence that supports this approach
Targeted intervention and support by the Family Inclusion Officer/wellbeing team	<p>Our FIO has a developed network of support and is able to access a range of interventions to support our families.</p> <p>Building relationships and increasing family engagement has proved crucial for improving wellbeing and attendance</p> <p>WG priority to develop Community Focused Schools, which reach out to engage families and work with the wider community to support all pupils and particularly those disadvantaged by poverty</p>

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

Budgeted cost: £ with community school costs

Activity	Evidence that supports this approach
<p>Targeted intervention and support by the Family Inclusion Officer/wellbeing team</p> <p>Engaging with the whole school approach to mental health and wellbeing</p>	<p>Engaging with partnerships to support families leading to wellbeing for all.</p> <p>Using parent voice through a parent council and family engagement opportunities has proved successful as families are aware of the services that are provided and are able to ask for support. Average attendance is gradually improving.</p> <p>Identified as a national priority by WG - wellbeing priority but also ensuring more schools are able to operate and develop as Community Focused Schools, which reach out to engage families and work with the wider community to support all pupils and particularly those disadvantaged by poverty</p>

**Total budgeted cost: £197,800**

## 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.

Following a difficult time of the pandemic years, PDG activity supported targeted children and families on the return to a more structured year. A number of pupils faced difficulties with wellbeing and social skills. Motivation and resilience needed developing as well as 'catch up' with regards basic skills. Smaller class sizes with TA support enabled focus sessions, addressing individual needs. This also had a positive impact on behaviour monitored through fewer incidents on my concern. More specific intervention groups supported pupils more with S.E.B.D. as well as literacy and numeracy skills in readiness for learning within the classroom environment. Data at the end of the year showed positive improvements in pupil profiles. The use of the outdoors, forest school and development of the allotment areas has supported pupils in their wellbeing. A pupil survey indicated that pupils enjoy learning in the outdoors.

A number of successful family engagement sessions brought families back into school. Local partnerships were involved. The school received positive feedback from families involved and one of the projects – Room to Grow featured on an ITV news report and as part of a W.G. case study. A parental survey indicated that the school has a good understanding of the needs of the pupils as well as the community.

### ***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

### **Further information (optional)**

*Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.*