

## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2023 to 2024 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	213
Proportion (%) of PDG eligible pupils	74% Sept 23 ( PLASC 68.9%)
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	GB
PDG Lead	Kathryn Lecrass
Governor Lead	Anthony Charles

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£192,050
eFSM	£146,050
EY	£46,000
<b>Total available resources for this academic year</b>	£1,445,164
<b>Total delegated school budget for this academic year</b>	£1,159,110

## 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
<p>To reduce the gap in attainment by providing support across the school in learning activities in order to improve progress and wellbeing of target group.</p> <p>To improve attendance and foster engagement, by working closely with pupils and families.</p> <p>To ensure that targeted support is given as needed so that pupils are not disadvantaged.</p>	<ul style="list-style-type: none"><li>• Additional staffing to support in class learning activities across the school.</li><li>• Staff trained in line with SDP and performance development targets set.</li><li>• Regular pupil progress meetings use teacher narrative, summative and formative assessments to show individual's pupil progress in terms of both academic attainment and wellbeing.</li><li>• Purposeful outdoor learning provision (eg forest school opportunities) develop pupil motivation and resilience.</li><li>• Smaller class sizes for older pupils as a result of deploying additional staffing.</li><li>• Improved behaviour, literacy and numeracy skills of targeted pupils.</li><li>• Appropriate intervention programmes target specific academic and emotional, social needs.</li><li>• Improved Boxall scores, reading age, spelling age and maths age scores of pupils receiving intervention.</li><li>• Staff use monitoring data effectively to produce termly class impact reports.</li><li>• Successful interventions mean most pupils no longer need additional support outside of universal provision.</li><li>• Curriculum opportunities in line with the Blaenymaes '50 things,' ignites pupil interest resulting in greater pupil engagement.</li></ul>

	<ul style="list-style-type: none"> <li>• Effective training and support provided by Family inclusion officer and team upskill staff with strategies to raise the self-esteem of pupils, help pupils deal with their emotions within school community e.g. classroom learning and playground social interactions.</li> <li>• Most pupils understand their emotions and have strategies to self-regulate.</li> <li>• Most pupils exhibit good behaviour and show care and respect to others.</li> <li>• Greater access to support for families through FIO intervention and signposting to external organisations.</li> <li>• Improved parents/carers engagement with support and interventions both in school via workshops and with wider agencies</li> <li>• Improved attendance as a result of weekly monitoring of pupil absence and appropriate intervention strategies to support families in getting their child to school.</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.

Additional staff employed or deployed for:

- in class support and reducing adult:pupil, and smaller class sizes,
- lead intervention groups targeted across year groups,
- facilitating outdoor learning and forest schools' activities

Intervention team working towards a whole school approach to wellbeing.

### Learning and Teaching

Budgeted cost: £ 162,050

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 tracked data. Progress monitored through data and 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>	<p>Focused tasks and smaller class sizes with TA support is part of universal provision and addressing the development of the whole child.</p> <p>Outdoor learning promotes a positive and engaging disposition to learning that enriches pupils' experiences and supports pupil wellbeing.</p>
<i>Curriculum visits/visitors and residential opportunity</i>	<p>Providing a range of 'hooks,' to engage learners, enrich their experiences, and raise aspirations through bringing topics to life with authentic and purposeful visits/ visitors. This supports our vision of providing all pupils' opportunities to experience Blaenymaes' 50 things as well as improve engagement in learning. Our topic audits and pupil voice supports this approach.</p>

## Community Schools

Budgeted cost: £ 30000

Activity	Evidence that supports this approach
<p>Targeted intervention and support by the Family Inclusion Officer/wellbeing team.</p> <p>(This supports the WG Community Focused Schools agenda).</p>	<p>Our FIO has a developed network of support and can access a range of purposeful interventions to effectively support our families.</p> <p>Building relationships and increasing family engagement has proved crucial for improving wellbeing and attendance. For example, the proactive parent council has forged links with local businesses to raise money for resources and support families with affordable school uniform.</p> <p>FIO proactive in reaching out to families and developing effective partnerships with the wider community eg POBL housing to support all pupils and particularly those disadvantaged by poverty.</p> <p>FIO works closely with the EWO providing detailed evidence of targeted support to families in need.</p> <p>FIO/well-being team have recorded a few successful case studies last year.</p>

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

Budgeted cost: £ as required to promote community schools' agenda

Activity	Evidence that supports this approach
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<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>Utilising the parent council as a vehicle for parent voice and fostering family engagement opportunities is highly successful as families have greater awareness of the services available and have the confidence to ask for support.</p> <p>Visits and visitors to school raise pupil aspirations.</p> <p>Pupil committee working with Swansea University enquiry project researching barriers to good attendance.</p>
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**Total budgeted cost:** £192,050

## **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 2022 to 2023 academic year.

PDG activity continues to support targeted children and families. Smaller class sizes with TA support and focus groups enables staff to tailor teaching and learning more to the needs of groups and individuals. All pupils access the school's universal provision and around half attended Rainbow Room sessions for a variety of support including S.E.B.D., reading interventions and Thrive. Pupils have responded well to time in our new reading café with a dedicated TA as part of our reading for pleasure initiative. Evidence shows that attitudes to reading and progress has improved. Pupil progress was discussed in termly meetings with the assessment lead, ALNCO, staff and pupils. Class impact reports and data tracking systems have highlighted improvements in both progress and wellbeing. There have been some exceptional case studies. Incidents in line with our behaviour policy have continued to fall.

The use of the outdoors, forest school and development of the allotment areas continue to support pupils in their wellbeing. Pupils have talked about how much they enjoy forest school and learning outdoors during pupil progress meetings. The PASS survey indicated an improvement in attitudes to learning for the majority of our pupils across the school.

The school is currently monitoring attendance to look for any emerging trends that need addressing. For example, the school considers putting Inset days on the last day of term as attendance levels drop on the last day of each term. It must be noted that attendance is affected by a small number of persistent absentees. The school has examples of successful case studies around improving attendance.

Our FIO continues to work on family engagement sessions to bring families back into school. There have been further cooking sessions this year and some parents have assisted in developing the grounds. Families have attended topic celebrations, assemblies and class workshops. Local partnerships have been involved eg the community farm. We had a successful Family Festival Day in the summer term where wider partners attended for family help and support. This was a well-attended event.

A few families have been signposted to support for example to Brighter futures and Early Help Hub support. There have been a number of positive case studies for attendance during the year.

### ***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.*

<b>Programme</b>	<b>Provider</b>
Rapid readers	Pearson

**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.*