

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	Blaenymaes Primary
Number of pupils in school	199
Proportion (%) of PDG eligible pupils	(PLASC 68.9%) Jan 24 71% July
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	GB
PDG Lead	Kathryn Lecrass
Governor Lead	Anthony Charles

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£193,794
eFSM	£140,300
EY	£47,150
Total available resources for this academic year	£1,392,563
Total delegated school budget for this academic year	£1,091,642

eFSM	EY	TOTAL	REVISED SMOOTHING	NEW
£140,300	£47,150	£187,450	£192,050	£193,794

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
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To reduce the gap in attainment by providing support across the school in learning activities in order to improve progress of target group.
To ensure that targeted support is given support as needed so that pupils are not disadvantaged.

To reduce the gap in attainment by providing support/opportunities across the school for pupil wellbeing in order to improve readiness for learning, engagement and progress of target group.

To reduce the gap in attainment by providing an exciting and authentic curriculum for our pupils in order to improve engagement and progress of target groups.

- Additional staffing to support in class and learning activities across the school with all classes having TA support as well as our Rainbow room provision
- Staff trained in line with SDP and performance development targets set.
- 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.
- Staff use monitoring data/ teacher assessment effectively to produce termly class impact reports to measure progress.
- Appropriate intervention programmes targeting specific academic and emotional, social needs. PASS scores to improve
- Improved Boxall scores, reading age, spelling age and maths age scores of pupils receiving intervention.
- Improved behaviour, as measured with our Rhodri Behaviour policy – fewer incidents of grey
- Improved literacy and numeracy skills of targeted pupils.
- Successful interventions mean most pupils no longer need additional support outside of universal provision.
- Purposeful outdoor learning provision (eg forest school opportunities) develop pupil motivation and resilience.
- Curriculum opportunities in line with the Blaenymaes '50 things,' ignites pupil interest resulting in greater pupil engagement.

<p>To improve attendance and foster engagement, by working closely with pupils and families.</p>	<ul style="list-style-type: none"> • 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. • Most pupils understand their emotions and have strategies to self-regulate. • Most pupils exhibit good behaviour and show care and respect to others. • Greater access to support for families through FIO intervention and signposting to external organisations. • Improved parents/carers engagement with support and interventions both in school via workshops and with wider agencies • Improved attendance as a result of weekly monitoring of pupil absence and appropriate intervention strategies to support families in getting their child to school.
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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 so every class has TA support
- leading intervention groups/support universal provision across the school including our Rainbow and sensory room provision
- facilitating outdoor learning and forest school activities
- working towards a whole school approach to wellbeing
- supporting and signposting families to improve family well-being and overall attendance

Funding for:

- Igniting our curriculum vision, with trips and visitors providing engaging hooks for topics to improve pupil engagement and foster aspirations
- Residential visits

Learning and Teaching

Budgeted cost: £ 169,000

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, PASS 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 progress.
<i>Classroom support including outdoor learning</i>	<p>Focused tasks with TA support in every class is part of universal provision and addressing the development of the whole child.</p> <p>Outdoor learning, including forest schools, promotes a positive and engaging disposition to learning that enriches pupils' experiences and supports pupil wellbeing. Evidence through pupil discussions/ progress meetings.</p>
<i>Curriculum visits/visitors, performances and residential opportunity</i>	Providing a range of 'hooks and opportunities,' 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 including adventurous activities and performing to a large audience. Our topic audits and pupil voice support this approach as children speak about how much they enjoy taking part in eg the Taliesin Dance Project and our Borfa House residential.
<i>Supporting pupils and families on strategies to improve wellbeing and attendance which will in turn have a positive impact on raising school's overall attendance</i>	Evidence has shown that direct interventions with families and signposting to relevant services regarding family wellbeing has a positive impact on pupils improving their attendance and readiness to learn.

Community Schools

Budgeted cost: £ 25000

Activity	Evidence that supports this approach
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<p>Targeted intervention and support by the Family Inclusion Officer/wellbeing team. (This supports the WG Community Focused Schools agenda).</p> <p>Using the whole school well-being toolkit to continue to improve parent/carers engagement</p> <p>This year will include running regular parent/carers surgeries</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 supported with community days and discussions around community issues. Families are also more likely to attend workshops and engage with their child's learning e.g. After school cooking and forest school activities.</p> <p>FIO proactive in reaching out to families and developing effective partnerships with the wider community eg POBL housing, fire service, faith in families, EHH and library service to support all pupils and particularly those disadvantaged by poverty. FIO supporting in a range of ways e.g. fuel bank, food hampers, form filling and Mr. X to address poverty issues.</p> <p>Successful family festival days have a number of agencies attending and as a result are well attended by parents/carers</p> <p>A robust action plan in collaboration with the EWO evidences targeted support and progress towards supporting families which impacts on attendance.</p> <p>FIO/well-being team record successful case studies as evidence of good practice.</p>
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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
<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 for targeted support for 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 voice group working with Swansea University enquiry project researching barriers to good attendance. Research can be put into practice.</p>

Total budgeted cost: £194,000

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.

PDG activity continues to support targeted children and families. TA support in every class 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 Popat. A more robust communication system between Rainbow room staff and the classroom staff has resulted in more tailored support within the classroom with consistent strategies deployed in support of the pupils. Support within the Rainbow room can be flexible with some pupils no longer needing that specific support. Early year sensory room provision has supported a minority of pupils unable to access busy classroom settings due to A.L.N and this specific approach has resulted in small progress steps in their individual progress.

The reading café sessions, with a designated TA, continues to support our reading for pleasure initiative which impacts positively on pupil attitudes to reading.

In the Upper junior phase, smaller class sizes with an additional class/teacher resulted in overall progress for the majority of pupils and less incidents on the behaviour tracker.

Pupil progress was discussed in termly meetings with the assessment lead, ALNCO, staff and pupils. Class impact reports, teacher assessment and data tracking systems continue to show improvements in both progress and wellbeing. There have been some exceptional case studies. In a small number of cases, where pupils have not shown progress, attendance issues or social emotional needs have been discussed with further interventions put in place.

Incidents in line with our behaviour policy have continued to fall with no fixed term exclusions in this academic.

The use of the outdoors, forest school and development of the allotment areas continue to support pupils in their wellbeing. Pupils continue to talk about how much they enjoy forest school and learning outdoors during pupil progress meetings.

Our forest school HLTA lead linked with POBL and secured additional training enabling her to run Family forest sessions after school and feedback was very positive- skills used transferred to own camping trips. She also ran sessions in the local community after school. Some of our most vulnerable pupils attended wellbeing Wednesday sessions once a month in the community farm to improve their well-being and readiness to learn which had a positive impact on their learning in school. The PASS survey indicated an improvement in attitudes to learning for the majority of our pupils across the school.

Our older pupils had the opportunity to attend a residential experience and perform on the big stage, a unique experience at the Taliesin Dance Project. Both of these experiences enabled the children to achieve two of our 50 curriculum vision aspirations. Almost all of our year 6 leavers cited these opportunities as their most memorable activities in their Blaenymaes learning journey.

A robust attendance action plan was reviewed termly with the FIO and the EWO with regular meetings in school. As a result of families being offered a range of support and signposted to relevant agencies, the school's attendance target of 88.5 was met with our final figure being 88.8% - a rise of 1.6% on the previous year. Some of our pupils joined with pupils from two local primaries and attended workshops at Swansea University to look at barriers to attendance. The research will be published this October and the workshops supported the FIO's in their work within in school.

Some intense work with the EWS service and our FIO was successful in improving attendance with a small number of pupils who showed signs of school avoidance. Our pupil voice groups, including our year 6 ambassadors have supported the FIO in this role which has in turn improved the attendance of some children in these groups. It must be noted that attendance is still affected by a small number of persistent absentees and also term time holidays. Again this year, school has examples of successful case studies around improving attendance.

Our FIO continues to work on family engagement sessions to engage families in school. Our So to Do club is well attended by children after school and each half term parents/ carers take part in an activity eg cooking which is also always well attended.

Families have attended topic celebrations, assemblies and class workshops. Local partnerships have been involved eg the community farm where families from nursery to year 2 have taken part in gardening activities with their children.

We had a successful Family Festival Day in the summer term, organised by the FIO where wider partners attended for family help and support. This was a well-attended event.

A number of families have been signposted to support this year for example to Brighter futures and Early Help Hub. All of which supports our whole school approach to mental health and well-being.

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
Rapid readers	Pearson
Nessy	Nessy.com
Toe to Toe	Keda Cowling
Language link	Speech and language link
Wellcomm	GL assessments
PASS / Reading/spelling and maths	GL assessments
White Rose maths	White Rose
Stile	LDA
Giglets	Giglets
POPAT	popat
Oxford Owl	Oxford

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.