Gellifaelog Primary School

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	Gellifaelog Primary School
Number of pupils in school	259
Proportion (%) of PDG eligible pupils	42.47%
Date this statement was published	10th April 2023
Date on which it will be reviewed	10th April 2024
Statement authorised by	James Voros
PDG Lead	James Voros / Lauren Waythe
Governor Lead	Cllr. Kevin Gibbs

Funding Overview

Detail	Amount
PDG funding allocation this ~~academic~~ financial year	£98,900.00
EYPDG funding allocation this financial year	£37,950.00
Total budget for this ~~academic~~ financial year	£136,850

Part A: Strategy Plan

Statement of Intent

The ultimate aim of Gellifaelog Primary School is to ensure that **all** learners have an equitable entitlement to our curriculum and its knowledge, skills and experiences.

For our learners it is vital that they:

- Leave our school as valued and valuable members of Penydarren, Merthyr and the wider world.
- Be emotionally intelligent young people, who look after the wellbeing of themselves and others, but understand this means embracing challenge with determination and grit, not giving up at the first hurdle
- Leave school a reader – developing a love of reading for life
- Able to speak clearly, confidently and to listen to the views of others respectfully
- Be able to write for a range of purposes
- Leave with a solid understanding of mathematical concepts

This strategy supports learners who are entitled to Free School Meals specifically to achieve these objectives by:

- Ensuring that pupils who require support in accessing reading, writing, oracy and mathematics are targeted with clear support.
- Ensures that pupils that require support to develop their wellbeing, emotions and emotional intelligence are given opportunities effectively.
- Tracking progress of children in interventions to be clear of their impact is done so robustly by those leading and school leaders, using a wide range of evidence bases.

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
That many targeted learners have more positive feelings towards themselves, others and school, enabling them to better access their learning.	• PASS Scores / ELSA and Nurture Baseline Scores indicate improvements in agreed areas – PASS – Increase in scoring by 5 percentage points. ELSA – Increase of 2 points on scale. Nurture – Increase / decrease of 3-5 points. Improvement in Boxall profiles scores of learners with specific behavioural needs.
That many target learners improve their attendance at school significantly over the period of the plan.	• Targeted children make 5-10% improvement in attendance overall based on SIMS data / Attendance group review data.

That Early Years Pupils that are targeted make strong progress in developing their speaking, listening and communication skills.	• WELLCOMM data indicated targeted children make 1 and ½ year's progress across a year.
That many targeted learners make better than expected progress in developing their phonological knowledge.	• Targeted learners make at least two groups of progress if stagnant, one-two groups progress otherwise, in their RWI assessments.
That many targeted learners show strong progress in developing their memory and recall of mathematical facts. That learners show improved application of skills and concepts to areas of development from initial assessments.	• Targeted learners make good progress in learning key maths facts and recall compared to their peers. • Targeted learners show greater competency in specific areas of national assessments – in number
That the majority of e-FSM learners are able to access club provision opportunities.	• Targeted learners (Those who have not attended any club provision – attend at least one club on the proportional representation register.
That staff have a greater understanding of the background of learners who are supported by the plan, their emotional and learning needs, and further develop effective teaching to support these learners to make good progress from starting points.	• Evidence of staff training notes and minutes show all staff have engaged in training. • Evidence from lesson observations show e-FSM pupils making good progress at minimum. • Evidence from pupil progress reviews shows e-FSM making good progress from starting points.
That teaching and learning is judged to meet the needs of all learners, including those who have less access to experiences outside of school, pre-requisite knowledge for learning or access to resourcing outside of school for homework / research.	• Evidence of teachers utilising more effective Assessment for Learning principles of pedagogy to assess pupils, and better adapt teaching to meet the needs of learners.
That increased numbers families of pupils from e-FSM backgrounds engage with the school to develop their own understanding of the school's new curriculum offer, and have better strategies to support their child's learning at home.	• Evidence of number of families that attend school events. • Evidence of families that attend targeted activities.

Activity in this academic year

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

Learning and Teaching

Budgeted Cost Area Total: £136,850

Activity	Input/Budget Cost	Evidence that supports this approach
	High Quality Teaching	
Professional development on evidence based approaches Excellence in Teaching – Effective pedagogy. Feedback and formative assessment strategies Mastery learning in Mathematics	Read, Write, Inc. Training access to portal and training £1800 - ISB Excellent Teaching and Learning training - £1200 - ISB Walkthru's White Rose Maths Training Materials- £400 - ISB **Use of National Resource**	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Recommendation 6 and 7 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://challengingeducation.co.uk/wp-content/uploads/2021/10/CBC-RADY-Final-Evaluation-Report.pdf
TOTAL SPEND	£3400	

Targeted Academic Support		
Teaching Assistant Deployment- Targeted 1:1 and Small Group provision for Read Write Inc Provision for 21 pupils in Class 2 to Class 6	£18,000 LSA Level 3	
Teaching Assistant Deployment: Early Language Development- use of Wellcomm to support speech and language screening and targeted intervention Provision for 82 pupils- Nursery to Year 2	£16,594- LSA Level 3	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches
Teaching Assistant Deployment: Maths Fact Rehearsal Time – 3 times weekly Specific, quick, catch-up activity with learners to support maths learning – supporting misconceptions from WRM activity Provision for 30 pupils- Years 3-6	£12,817 – Part time LSA Level 3	https://educationendowmentfoundation.org.uk/news/integrating-evidence-into-mathematics-teaching-developing-a-rich-network-of-mathematical-knowledge
TOTAL	£47,411 (FROM PDG)	
Curriculum Approaches- Wellbeing		
Wellbeing Time *dedicated as part of the school's curriculum offer*	Additional staffing costs identified as part of other area spends	Continued approach to ensure that all learners are ready for learning to start their day.

Community Schools

Budgeted cost: See additional resources at end of plan

Activity	Input/Budget Support	Evidence that supports this approach
Wider Strategies linked to Community Schools Family Support Worker (part salary cost) - Working alongside the Community Focussed Schools team Manager to provide rich experiences and engage with families - Supporting staff to organise engaging events that raise their own expertise level in supporting their child. - Working with other agencies to remove barriers to engagement for families.	£16,500	Local Authority Report by Cardiff Met for pilot stage of FEO/Community Manager approach https://www.gov.wales/guide-pupil-development-grant-html https://www.gov.wales/annex-3-developing-family-engagement-community-focused-schools-html
TOTAL COSTS	**£16,500**	

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

Budgeted cost: Additional LSA Support deployed to KS2, Level 3 / HLTA support for Nurture, Family Support Worker (Within costs in Area 1 above)

Activity	Input/Budget	Evidence that supports this approach
	Wider Strategies	
Extra-curricular activities, sports, outdoors, culture, arts and trips		
Additional After School Club/ During break provision for pupils to access a range of low / non-cost activities to broaden learning beyond the main school day.	Costs outlined in personnel spend	EEF Guide to using Pupil Premium – indicates need for wider-school approaches beyond specific and targeted class intervention. PASS and PERMA data indicates learners who would benefit from building of self-esteem, positive feelings for school and opportunity. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf
Support pupils social, emotional and behaviour needs **Teaching Assistant Deployment**		
Learning Support Assistant: ***ELSA Provision*** Specific needs of pupils- 6 week/half term blocks. Part of graduated response for more specialist services	£10,000	Based on needs of specific pupils demonstrated in classes, staff ELSA referrals and scoring, external agency requests. Adopted approach across LA from EP service
HTLA/Level 3 Support Assistant **Nurture Provision**- Small group working in mixed age. 6 week block.	£15,000	Based on the needs of learners highlighted from Boxall profiles, PASS and PERMA data, observations in classrooms. https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools
Learning Support Assistant **Supporting learners in Early Years to make rapid catch-up in social and emotional skill milestones upon entry to school. (Nursery)**	£18,000	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://www.gov.wales/sites/default/files/publications/2018-03/early-years-pupil-deprivation-grant.pdf

Supporting Hive Provision – Small group work based on specific targets from IDPS, Boxall and PASS data.	£18,000	Based on behavioural instances seen – increasing – fixed term exclusions – increased – and the sheer needs of classes post-COVID in Nursery to Year 2. Additional provision required.
Targeted Wellbeing Interventions Supported Costs for Identification and Tracking *Boxall License* *GL PASS*	Boxall license £300 - ISB GL PASS costs - ISB	
Supporting Attendance		
Family Liaison Officer **Link to Leadership- DHT responsibility area** - Regular, monthly meetings between Family Support Worker (FSW) and Deputy Headteacher - Meetings with families to discuss attendance and plan actions to support in improving attendance – Including intervention listed above. - Developing whole-school rewards encouraging regular attendance and the educational benefits - Communication with parents about the importance of regular attendance.	£16,500 (split area costs)	https://dera.ioe.ac.uk/2945/3/110308section3en.pdf - Strategies for schools to improve attendance and manage lateness.
TOTAL COSTS	**£77,500 (FROM PDG)**	

Total budgeted cost: £ *140,111 (Overspend from ISB)*

Part B: Review of outcomes in the previous academic 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.

Programme	Provider
RWI	Ruth Miskin Training

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.

Wellbeing / Leadership: Consideration of wellbeing measures as part of pupil progress meetings - Moving from PPRs that focus solely on attainment data, to use a wider range of measures, including trust in teacher observation

Leadership: Monitoring robustly the progress of e-FSM learners through effective monitoring and evaluation activities. – Focusing on specific e-FSM learners, groups of learners within cohorts, and any key trends across the school in terms of the progress of e-FSM learners, to support future planning to be increasingly targeted.

Wellbeing: Supporting barriers to affording aspects of the school day – Discos held within the school day to stop barriers to cost for pupils returning to school and costs of snacks / drinks / tickets

Wellbeing: Supplementing the costs of activities – supplementing the cost of trips and buses on return to school from COVID – supplementing costs of fruit during the school day to enable all children to access high-quality, healthy, snack provision.

Community : To undertake joint cluster school work to develop the role of Community Schools Manager and Family Engagement Officers – Funded from ISB and money from WG towards Family Liaison.

Raising Aspirations : Implementing the new EXCEL (Excellent, Exciting, Creative, Engaging, Learning) curriculum – that rich learning opportunities for pupils that are progressive, challenging, authentic and move towards the Four Purposes. This gives children a larger say in their curriculum. Hook activities and end-products worked towards give children larger aspirations to create high-quality products, with authentic audiences in mind.