



Alderman Davies CinW Primary School

Pupil Development Grant (PDG) 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

Number of pupils in the school	271
Proportion of PDG eligible pupils (%)	26.9%
Date this statement was published	October 2023
Date this statement will be reviewed	October 2024
Statement authorised by	Mr Adam Morgan
PDG lead	Mr Adam Morgan
GB lead	Mr Bob Price

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£56,350
Early Years PDG	£39,100
Total budget for this academic year	£95,450

Part A: Strategy Plan

Statement of Intent

At Alderman Davies Church in Wales Primary school, our vision is to provide an environment that is inclusive and nurturing and which supports and challenges our learners to achieve their full potential in a Christian caring environment. We work together as a learning community to enable our pupils to become ambitious capable learners, ethical informed citizens, healthy confident individuals and creative enterprising contributors in an ever changing society. We encourage our learners to take an active part in their learning journey through pupil voice, where they use their voice in decision making about their own learning, the school environment and the wider community.

Use of the Pupil Development Grant supports these aims to be inclusive for all children and increase opportunities for additional learning opportunities, increase pupil wellbeing and ensure experiences inside and outside the classroom are fully inclusive.

SIP Targets

- To ensure pupils make effective progress in line with the expectations of Curriculum for Wales by developing a shared understanding of progression
- To further develop pupils' number skills
- To continue to improve pupils literacy skills, in particular phonics, reading and writing
- To improve pupil attendance

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PDG Action plan 2023-2024

This strategy statement will outline why we have decided to allocate funding into specific strategies and how these strategies will help to raise aspirations and promote pupils progression.

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
To ensure pupils make effective progress in line with the expectations of Curriculum for Wales by developing a shared understanding of progression	<p>The learning community will have a shared understanding of progression including what we want eFSM pupils to progress in and the overarching principles of progression.</p> <p>Many teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p>Many pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding</p>
To further develop pupils' number skills	<p>Most pupils using the White Rose maths scheme will feel confident to talk about their mathematical thinking and will be able to transfer their mathematical skills in other areas.</p>

	<p>Most pupils will be able to use these mathematical skills to solve problems in other Areas of learning at a level appropriate to their age and ability.</p> <p>Most pupils will be able to use precise mathematical language when discussing their mathematical thinking.</p> <p>Most pupils will be able to demonstrate a deeper understanding of different mathematical concepts.</p>
To improve standards of literacy with a focus on phonological development and higher order reading skills	<p>Many pupils will show progress in their literacy skills with a majority developing effective phonological development.</p> <p>Many foundation learners will achieve marked progress with their phonological awareness.</p> <p>Many foundation learners will be able to use their knowledge of phonics to support them with their reading skills.</p>

Activity in this academic year

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

Learning and Teaching – Budgeted cost - £15,000

Activity	Evidence that support this approach
<p>To ensure pupils make effective progress in line with the expectations of Curriculum for Wales by developing a shared understanding of progression</p> <p>All staff to receive professional learning focused on developing their understanding of progression and assessment.</p>	<p>Evidence from listening to learners monitoring highlights that teachers are developing a shared understanding of progression successfully. As a result, teaching is evolving to focus more on developing pupils' integral skills, values and attitudes. We feel that this needs to be developed further so that pupils in upper foundation phase understand the purpose of the learning intention and that upper key stage 2 pupils understand the link between the success criteria and the learning intention. Teachers in lower key stage 2 need to provide more regular opportunities for pupils to self-assess their work through the use of success criteria. Teachers need to support pupils to have a better understanding of what they are doing well and what they need to improve with learning discussions with the pupils.</p> <p>Evidence from the Education Endowment Foundation highlights that effective feedback has 'very high impact for very low cost based on moderate evidence' (an additional 8 months progress over the academic year).</p>
<p>To further develop pupils' number skills</p>	<p>Evidence from school monitoring highlights that while many pupils display strong standards with their number work, most pupils need to continue to develop their:</p>

<p>All staff to receive professional learning focused on developing understanding of different mathematical concepts using verbal, concrete, visual, digital and abstract approaches.</p> <p>Senior leaders to provide opportunities for staff to collaborate (internally and with other schools) sharing examples of learning experiences to support the development of pupils' conceptual understanding and to consider how progression will be ensured.</p> <p>Senior leaders to provide opportunities for staff to share effective practice through observations.</p>	<ul style="list-style-type: none"> • depth of conceptual understanding • use of precise mathematical language when discussing their mathematical thinking • use of efficient strategies when undertaking calculations • fluency in applying their number skills <p>The school will continue to embed an approach to the teaching of mathematics that will address these areas and support pupils' progression in line with the principles of progression in the Mathematics AoLE in Curriculum for Wales.</p>
<p>To improve standards of literacy with a focus on phonological development and higher order reading skills</p> <p>All staff to receive a range of professional learning focused on developing phonological awareness to strengthen pupils' reading skills.</p> <p>School 'Reading Leader' to continue to receive professional learning and coaching from Helen Harris (RWI) to support their ability to effectively lead the delivery of the programme.</p> <p>Opportunities to be provided for staff to observe effective practice in the delivery of high-quality phonics teaching through observing model lessons.</p>	<p>Evidence from the Education Endowment Foundation highlights that the development of pupils' phonics has 'very high impact for very low cost based on extensive evidence' (an additional 5 months progress over the academic year). Significant evidence exists which highlights that the embedding of a systematic approach to the teaching of synthetic phonics has a considerable impact on pupils' progress with reading and ability to access the wider curriculum.</p> <p>The school implemented Read Write Inc. in July 2022. Initial evidence highlighted that most pupils including those eligible for free school meals achieved strong progress in the development of their phonological awareness and reading skills as a result of the highly effective professional learning staff received. We need to continue to invest in high quality professional learning to further embed the programme and its teaching strategies.</p>

Staff to continue to receive ongoing coaching in the effective delivery of the programme from the school's Reading Leader and coaching from the programme consultant as part of 'Development Days'.	
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Community Schools Budgeted cost - £15,000

Activity	Evidence that support this approach
Parental engagement - Senior leaders continue to provide information to parents and carers on the school's new approach to the teaching of phonics and mathematics and to share strategies on how they can support their child's progress at home.	Evidence from the Education Endowment Foundation highlights that parental engagement has 'moderate impact for very low cost based on extensive evidence' (an additional 4 months progress over the academic year).
Access to extra-curricular clubs	Anecdotal evidence shows many efsm pupils have received positive impact on their social and emotional wellbeing through attending a variety of after school clubs.

Wider Strategies Budgeted cost - £65,450

Activity	Evidence that supports this approach
Fund a team of highly qualified and well-motivated teaching assistants to provide bespoke or small group support to pupils who require health and wellbeing support through a range of approaches – Nurture, Emotional Literacy Support, Lego Therapy, Flourish and Forest schools.	As a school, we recognise that tackling pupils’ social and emotional learning is central to what we do within the school, if we want pupils to fully engage in their education. The EEF highlight that tackling self-esteem and well-being has a big impact on the attainment and progress of pupils and we, as a school, recognise that pupils’ eligible for PDG funding, very often bring with them issues around well-being and self-esteem. Our spending in this area is to tackle pupils’ wellbeing and self-esteem, ensuring that pupils are happy and engaged in school so that learning can take place and, as a result, an impact had on standards of attainment and progress. This area includes development such as health and fitness, well-being and self-esteem and healthy relationships
Residential visit	It is evident that access to out of school learning experiences are important for building resilience and widening experiences for all learners. Enabling eFSM pupils to attend residential to ensure they are exposed to team building and outside adventure activities that they would not otherwise have the opportunity to access. This impacts learners by improving confidence, self-esteem and attitudes to learning.

Part B: Review of outcomes in the previous academic year

PDG Outcomes – Most pupils who are eligible for FSM make effective progress from their starting points.

Supporting pupils' higher order thinking skills (HOTS)	Many learners improved their ability to use and apply their higher order thinking skills across the curriculum successfully.
Supporting learners to improve mathematical skills	Many learners made effective progress on national tests.
Supporting pupils literacy skills, in particular phonics and reading	Many learners made effective progress on the RWI assessments and national tests