Baglan 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.

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School Overview

Number of pupils in school	251
Proportion (%) of PDG eligible pupils	20.9%
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs N E Morgan Headteacher
PDG Lead	Mrs N E Morgan
Governor Lead	Mr L Rees

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£44,850
Early Years PDG	£20,700
Total budget for this academic year	£65,550

Part A: Strategy Plan

Statement of Intent

At Baglan Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs, consequently, the four purposes of the Curriculum for Wales are the shared vision and aspiration for every child who attends Baglan Primary School.

We aim to develop our children to become:

- Ambitious, capable learners, ready to learn throughout their lives

- Enterprising, creative contributors, ready to play a full part in life and work

- Ethical, informed citizens, ready to take part in Wales and the world

- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

We acknowledge the importance of developing a caring and stimulating environment, where children's high self-esteem enables them to take risks in learning and to learn confidently through their mistakes. We teach children that getting 'stuck' is not a sign of failure, but it develops strategies for independence. We encourage children to ask questions and for them to learn how to solve challenges and problems.

We make it our business to strive for excellence, empowering children to be happy and responsive. Children are challenged within the delivery of an enriched, creative and linked curriculum. We are an inclusive school that develops independence, responsibility, kindness and good manners through a detailed health and well-being area of learning.

We are committed to ensuring that every member of our school receives the best education and is encouraged to reach their full potential from their individual starting point. As such we believe the most effective way to make use of the PDG grant is to provide support to ensure that all pupils make progress towards the four core purposes and ensure progress in literacy, numeracy and digital skills and the development of pupils' integral and thinking skills.

Overarching School Improvement Targets:

- To develop pupils' higher order skills

- To develop pupils' reading skills

- To ensure pupils make effective progress in line with the expectations of Curriculum for Wales

- To ensure pupils with ALN make effective progress

- To improve pupil attendance

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
ALN Reform: - To ensure pupils with ALN make effective progress In line with the school's vision for Curriculum for Wales, we need to ensure that our curriculum is accessible to all, provision is highly inclusive and enables all our learners to progress successfully with their wellbeing and learning, relative to their starting point and stage of learning. We need to embed the	- Pupils who receive inclusive learning provision will continue to have their plans and provision reviewed termly - Pupils with additional learning needs in the cohorts of Nursery, Years 2 and 4 and Year 6 and statemented pupils in Year2 – 6 will be moved across to the new ALN system with an IDP created and reviewed (September 2023 – August 2025) - Most ALN learners will achieve effective progress in the development of their

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principles and practices of ALN reform and the new ALN Code of Practice.

Reform firmly places ALN responsibility in each classroom with good teaching and learning for all pupils. As such, the school will focus on evolving teaching and developing inclusive provision in order to realise the four purposes.

For many of the ALN learners the pandemic has further negatively impacted their wellbeing, readiness for learning and progress. We need to ensure we continue to strengthen the progress pupils with ALN achieve and to support their development of the four purposes.

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- literacy/numeracy skills, relative to their starting point
- Most ALN learners will achieve effective progress against their person-centred outcomes and IEP/ assessment targets
- Most ALN learners will make progress in their reading age assessment
- Most pupils accessing appropriate interventions will achieve progress in the development of their social and emotional skills, relative to their starting point

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New Curriculum for Wales:

- To develop pupils' higher order thinking skills

In line with the school's vision for the new curriculum, we need to strengthen pupils' higher order thinking skills in order to support their development of the four purposes. In particular, how pupils remember and understand (lower order thinking) and their ability to apply, analyse, evaluate and create (higher order thinking).

Teachers will ensure they identify regular and effective opportunities for pupils to progress with their integral skills - solve problems; overcome challenges; investigate and develop their higher order thinking skills through explicitly modelling these skills and providing regular opportunities for pupils to practise these skills.

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- Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to practise these skills and apply them independently
- All staff will explicitly use the language of thinking skills with pupils
- Most teachers will provide regular and effective opportunities for pupils to solve problems; overcome challenges; investigate and develop their higher order thinking skills
- Many teachers will provide engaging teaching strategies to support pupils to gain new knowledge and understanding
- Many pupils will develop effective higher order thinking skills - analyse, evaluate and create
- Many pupils will explicitly use the language of thinking skills within their learning

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Literacy Skills:

- To develop pupils' reading skills

Monitoring highlights that, many pupils make good progress from their starting point in LLC. However, leaders recognise the need to bridge the deficit between pupils' reading ages and pupils' chronological ages.

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Standards of pupils' reading and attitudes to reading
- Nearly all pupils make good or better progress with phonological awareness from their personal baseline
- 75% of pupils read on or above their chronological age
- Most younger pupils make good or better progress with their early writing skills
- Many pupils read suitably challenging texts accurately, expressively and with understanding

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For many learners the pandemic has negatively impacted their standards and progress with their literacy skills. We need to ensure we continue to strengthen the progress pupils achieve and to support pupils' development as capable learners.	• Many pupils demonstrate reading stamina when faced with lengthy texts and reading resilience. • Many older pupils are able to deduce, predict, summarise and evaluate information effectively from texts to support their learning across the curriculum • Nearly all older pupil can articulate the 'WHY' of reading • Most older pupils use reading to enhance their learning capacities and to support others with their learning • Nearly all staff will promote reading for pleasure through initiatives designed to develop a culture and enjoyment of reading alongside the teaching of reading skills
Progression: A shared understanding of progression is a key driver in what makes Curriculum for Wales different. The need for this to be understood by the learning community is essential. This will underpin all other improvement priorities. The progression code outlines that progression is increasing the depth, breadth and sophistication of pupils' knowledge and understanding, skills and capacities, and attributes and dispositions. (Progression Code 2.2) The code outlines 5 overarching principles of progression: • increasing effectiveness • breadth and depth of knowledge • deepening understanding • refinement and application of skills • transferring learning into new contexts The school needs to continue to evolve teaching in line with the above expectations and principles. In particular, we need to support teachers to develop high quality assessment practices with a focus on formative assessment to support pupil progress.	**Progression** The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression and be able to articulate this. 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. Many pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding. **Formative Assessment** **Provision** • Most teachers have clear learning intentions for their lessons matched to pupils' individual learning needs and that enable pupils to progress. • Most teachers support pupils to understand WHY they are learning what they are learning. • Most teachers provide pupils with effective feedback to enable pupils to progress with their learning. • Most teachers provide pupils with the opportunity to action the feedback provided and to improve their work. • Most teachers provide effective opportunities to reflect upon and self-assess their work.

Assessing for the future: The purpose of assessment is to support the progression of each individual learner. The principles for assessment are: • To identify learner's strengths • To identify how pupils learn best • To identify next steps for learners In order to enhance pupil progress the school needs to ensure that it has strong formative assessment systems in place.	• Many teachers are able to adapt their provision based on observations of learners' needs, misconceptions, etc. • Schools need to adapt the above depending on which areas are the main focus for the school. **Learning** • Most pupils are clear on what they are learning to make progress in within a lesson or over a series of lessons. • Many pupils are clear on WHY they are learning what they are learning. • Many pupils respond effectively to feedback to improve their work and to move their learning on. • Many pupils edit and improve their work on a regular basis. • Many pupils self-assess their work well, identifying strengths and how to improve it. • Many pupils are clear on what they are doing well and what they need to improve (next steps.)
Attendance: Baglan Primary School policies for children have their basis in the United Nations Convention on the Rights of the Child (UNCRC); at Baglan Primary School we believe that good attendance at school is not just valuable, it's essential. Going to school is directly linked to improved pupil progress which should in turn lead to further learning opportunities and better job prospects. As well as this, we believe attending school helps to develop: friendships, social skills, team values, ethical awareness and life skills. All of which are fundamental in developing ambitious, capable learners, enterprising, creative contributors, ethically informed citizens and healthy and confident individuals.	• Baglan Primary School will strengthen the process for tackling attendance • The gap between Welsh Government expectation for overall attendance and the school to be reduced • Overall attendance will improve by 1% from 91.27% - 92.27% • Attendance of eFSM pupils will increase to 88.05%

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

- Provide access to extra in-class support for eFSM pupils.
- Provide intervention and support programmes to improve FSM pupils' outcomes in Literacy and Numeracy i.e. Read Write Inc, Rapid Reading, MIST; Middle Infant Screening Test, Esteem, POPAT, Speech and Language link programmes to support the development of speaking and listening skills in the Foundation Phase.
- Provide intervention and programmes to support the well-being of pupils who are eligible for FSMs i.e. Relationship Based Play.
- Provide targeted, high quality training for school staff focussing on supporting children with learning and emotional difficulties.
- Track and monitor the performance of FSM pupils to ensure they are performing to their potential – MAT, Basic Skills group and ALN. (PDG to cover cost of supply cover to release staff and cost of pupil tracking system.)
- Monitor attendance and punctuality. Use 'Schoop' communication service and designated clerk time to develop and embed effective follow up procedures to all FSM absences by means of liaison with school's EWO, other outside agencies and parents.
- Develop leadership capacity by providing designated time for the ALN coordinators to support staff with strategies for tackling underachievement and monitoring progress of FSM pupils. (PDG to cover supply costs.)
- Continue to support the use of digital technology to raise engagement levels and improve literacy and numeracy skills of eFSM pupils.

Learning and Teaching – Activities include *professional learning, research networks and enquiry, assessment/evaluation, early career development, curriculum development and adaptation, class size, academic interventions.*

Budgeted cost: £

Activity	Evidence that supports this approach
Professional Learning To provide training and support for staff in developing pupils' literacy and numeracy skills within the classroom in order to close the gap in attainment/ progress.	As a school we are committed to ensuring that every member of our school receives the best education and is encouraged to reach their full potential from their individual starting point. As part of this we ensure that our pupils receive high quality teaching and learning to provide experiences and opportunities that will support pupils' development and progress. This training and support includes, high quality training, sharing of good practice (in house & cluster) and opportunities to network with other school. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance pupil's outcomes in the classroom. This will allow us to not only close the gap in attainment between Non-FSM and FSM pupils within the

	school, but benefit all pupils regardless of financial background. The EEF have identified that there is high impact on standards of attainment when teaching and learning is promoted and developed within the school.
To provide intervention support for literacy, numeracy skills across all AoLEs e.g. Speech and language link programmes, POPAT, Read Write Inc., Rapid Reading, Small group literacy and numeracy support within class

(Read Write Inc./ Giglets/ Rapid Reading resources and annual subscription) | Literacy and numeracy as a mandatory part of the New Curriculum for Wales. As a school we recognise that lacking vital literacy and numeracy skills holds a person back at every stage of their life be it whilst studying at school, accessing the job market or supporting children as parents.

EEF states 'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. |
| To ensure that ongoing progression of all pupils is secured, including closing the gap of those FSM pupils | As highlighted by the EEF, Feedback studies tend to show very high effects on learning." Assessment and feedback is of vital importance in the teaching and learning process. It is necessary for pupils to understand their current attainment and ways forward if pupils are to develop their independence in learning. EEF states 'There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.'
Ysgol Bae Baglan Cluster INSET - Developing high quality assessment practices in CfW |

Community Schools – Activities include *parental engagement, community engagement, working with vulnerable families, attendance, extra curricula activities, extended school day*
…

Budgeted cost: £

Activity	Evidence that supports this approach
The school will continue to forge links with parents. It will endeavour to further develop strong engagement with vulnerable families and signpost to external services. **Family engagement:** Parental workshop, parental reading sessions, sharing of the pupils' work, intergenerational work, School newsletter, twitter, Schoop, Armed force families school & workshops **Community engagement:** Welsh community events (Welsh Heritage), Play group, Café Cynefin, **Multi agency engagement:** CAMHS transition workshops, Tiny Talkers NPT, Children's Services	The school recognises the importance of collaborating with parents to ensure that we maximise the education and well-being opportunities that are available from within the community. Finding by the EEF suggest the following: **Parental engagement** Moderate impact for very low cost based on extensive evidence Key findings: 1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. 2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. 3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. 4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.

Wider strategies
Health and Well-being – Wellbeing interventions, whole school approach
Curriculum/qualifications – outdoor learning, residential
Leadership – professional learning on leading challenge
Raising Aspirations- working in partnership with other agencies

Budgeted cost: £

Activity	Evidence that supports this approach
To support pupil well-being and self-esteem through the delivery of intervention programmes e.g. Relationship Based Play activities/ Well-being check ins/ In house bereavement support/ Cooperative learning activities/ Forest Schools & outdoor learning activities/ Premier League Stars: focus on well-being/ Armed Forces Families/ Social action activities	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' well-being 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.
To meet the needs of FSM pupils as identified in the IEP at school action	A number of pupils will require additional support as part of their ILP and ALP. These take the form of high-quality, structured, and targeted interventions.
To further develop pupils' understanding of their cynefin

e.g. Pupil participation in Jamboree, Urdd activities, cynefin website | Cynefin is a Welsh term defined in the CfW as 'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable' – and it is important because it encourages schools to personalise the curriculum for their pupils so that they can find meaningful connections within their learning. |

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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
Premier League Stars – health and fitness/ well-being initiatives	Swansea FC Community Trust
Read Write Inc. Training/ resources	Oxford University Trust
Online literacy development for schools	Giglets

Online parental communication tool	Schoop
Speech Link/ Language Link	