

Llangiwg 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

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| Number of pupils in school | <i>103 inc Nursery</i> |
| Proportion (%) of PDG eligible pupils | <i>34 % as of January PLASC</i> |
| Date this statement was published | <i>October 2024</i> |
| Date on which it will be reviewed | <i>July 2024</i> |
| Statement authorised by | <i>Mrs. S. Jones</i> |
| PDG Lead | <i>Mrs V. Gibbon Deputy Headteacher</i> |
| Governor Lead | <i>Mr J. Evans</i> |

Funding Overview

| Detail | Amount |
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| PDG funding allocation this academic year | £37,950 |
| EY PDG funding allocation this academic year | £8050 |
| Total budget for this academic year | £46,000 |

Part A: Strategy Plan

Statement of Intent

Llangiwg Primary School intends to become a community of excellence whereby everyone strives to be the best they can be in a nurturing and supportive environment. Everyone is valued in our school family and each pupil is given a 'voice' in making our school a better place. We aim to provide a rich, inclusive and balanced curriculum that stimulates natural curiosity and enquiring minds of our pupils to become ambitious, independent learners. We want all our pupils to reach their full potential and be equipped with the necessary skills (including digital) to become capable and resilient lifelong learners. Our ultimate objectives are for pupils to make progress towards the four purposes.

At Llangiwg Primary School, we are committed to embedding the UNCCR throughout our practices and provisions, including:

- Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.
- Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment
- Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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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| <p>To further develop a concept-based approach to curriculum design, planning and teaching strategies.</p> <p><i>Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</i></p> <p><i>Article 29 (goals of education)</i></p> | <ul style="list-style-type: none"> • Llangiwg Primary School’s curriculum will demonstrate a balance of relevant concepts to realise the four purposes and include all the mandatory elements. The concept-based approach will develop a curriculum which reflects appropriate progression. • Concept-based learning will be delivered throughout the school during each term of the Academic Year • Nearly all staff will have a shared understanding of a concept-based approach. • Nearly all staff will be aware of the elements of a progressive curriculum. • Planning will be organised to follow Curriculum for Wales requirements and demonstrating a progressive approach. |

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| | <ul style="list-style-type: none"> • A system of tracking will be implemented to ensure coverage of mandatory Curriculum requirements. • Nearly all staff will have a further understanding of Higher Order Thinking Skills and how these can be used in learning. • Nearly all staff will be aware of Integral Skills curriculum requirements and will begin to adopt these in their teaching and learning experiences. • The majority of pupils will be able to explain the different types of thinking skills and link these to their learning (at an age-appropriate level). • The majority of pupils will be able to discuss/understand the concept that they are learning. |
| <p>To develop pupils' depth of understanding of mathematical concepts.</p> <p><i>Every child has the right to an education. Primary education must be free. Article 28 (right to education)</i></p> | <ul style="list-style-type: none"> • A majority of pupils will be working within their age-appropriate progression step in Numeracy - The number system is used to represent and compare relationships between numbers and quantities. • A majority of pupils use mathematical talk and the correct mathematical language. • Around half of pupils will be able to make up their own examples and explain their thinking. • A majority of pupils will be able to support their mathematical thinking with the use of manipulatives and pictorial representations. • A majority of pupils will be able to discuss ways of checking answers for reasonableness and accuracy. |
| <p>To develop pupils writing skills.</p> <p><i>Every child has the right to an education. Primary education must be free. Article 28 (right to education)</i></p> | <ul style="list-style-type: none"> • A majority of pupils will be able to apply writing skills across the areas of learning and experiences, displaying an understanding of the writing process. • Around half of pupils will be able to transfer Read Write Inc skills across the areas of learning • Many pupils will present work appropriately according to the presentation and handwriting policy. |

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| | <ul style="list-style-type: none"> • ‘Fresh Start’ intervention will be embedded to support pupils in need of 1:1 phonics support <p>Teachers will use a more consistent approach across the school incorporating Literacy and Language (Read Write Inc.) linked to the current concept for pupils who have achieved the RWI.</p> |
| <p>To ensure that Pupil Voice continues to develop inclusion through the existing Committees as well as the introduction of the ‘Llangiwig Senedd’.</p> <p><i>Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.” Article 12 (respect for the views of the child)</i></p> | <ul style="list-style-type: none"> • Many pupils will feel that they have the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. • The timely establishment of pupil voice committees. • The establishment of ‘Llangiwig Senedd’. • Pupil committees will achieve accreditation where appropriate. • CWL Kids policies to be reviewed and used to support school improvement. • Llangiwig Primary School will have; <p>Llangiwig’s Learning Leaders, School Council, Eco-committee, Rights Respecting Steering group, Digital Leaders, Healthy School Committee (Red Caps),Criw Cymraeg, Sennedd</p> |
| <p>To ensure that pupils with ALN make effective progress (Year Two).</p> <p><i>The best interests of the child must be a top priority in all decisions and actions that affect children. Article 3 (best interests of the child)</i></p> <p><i>A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Article 23 (children with a disability)</i></p> | <p>School will gather evidence of pupil progress in well-being/ literacy/numeracy skills from</p> <ul style="list-style-type: none"> • work scrutiny/pupil progress meetings; • progress linked to IDP’s; • evidence of progress in summative assessments etc. • Most ALN learners will achieve effective progress in the development of their well-being/literacy/numeracy skills, relative to their starting point (evidence to be gathered from work scrutiny/pupil progress meetings) • Most ALN learners will achieve effective progress against their person-centered outcomes and IDP targets. • Most ALN learners will achieve effective progress in their Read Write Inc. assessments/ reading age. White Rose Maths assessments. • Most pupils accessing appropriate interventions will achieve strong progress in the development of their social and emotional skills, relative to their starting point. |

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| | <ul style="list-style-type: none"> • Nearly all teachers will provide learners with inclusive classroom provision, including: <ul style="list-style-type: none"> A. Materials and methods of delivery suitably adapted/differentiated to make the curriculum accessible to all learners B. Tasks set match the needs of learners with ALN and as a result pupils make effective progress <p>Nearly all teachers will have embedded effective PCP Planning and outcome focused learning into their practice.</p> |
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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.

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

| Activity | Evidence that supports this approach |
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| Employment of Teaching Assistants. | <p>To help reduce staff: pupil ratio through high quality support in classrooms – observations, quality of work, progress by pupils and high levels of attendance</p> <p>Small group interventions</p> <p>Teaching assistants have access to high quality training to enable them to support pupils effectively</p> |
| Teaching Assistants to work closely with the ALNCo so that training opportunities around targets within IEP/IDPs can be implemented to support Teaching and Learning of all pupils. | <p>Teaching assistants to ensure interventions are linked to IEP/IDP targets and that impact is measured- monitoring of IDP/IEP</p> <p>ALNCo to have non-contact time weekly to manage provision and progress for those with ALN as well as carrying out school based observations and assessment and meeting with families and outside agencies in order to support pupil progress fully.</p> |
| The annual cost of subscribing to Read Write Inc. Phonics Reading Programme | The Education Endowment Foundation (EEF) has identified RWI as having particular impact in supporting phonics development, particularly with pupils who have experienced difficulties in learning. |

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| | <p>Investment in RWI phonic scheme of work which will be implemented across progression step 1 and 2. All staff will have intense training on the programme.</p> <p>There will be a consistent approach to teaching phonics.</p> <p>Pupils will be regularly taught and assessed in small groups.</p> <p>Fresh Start intervention will be embedded to support pupils in need of additional support (x 0.5 TAs)</p> <p>The Reading Leader provides coaching, assessment support and monitors progress, including specific tracking of eFSM pupil progress.</p> |
| Wellbeing | <p>TA to support pupil wellbeing through ELSA, Nurture and morning motivation</p> <p>ELSA Supervision</p> <p>ELSA planning and training sessions</p> <p>The school has seen a significant increase in the overall Wellbeing of a number of pupils (see MALS assessments) and an increase in the overall readiness for learning. Whole-school assessments, such as MALS, have been successful in identifying the correct support programmes for pupils.</p> <p>Analysis of Health and wellbeing questionnaire</p> |

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

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| Activity | Evidence that supports this approach |
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| School wellbeing TA | Pupil check in sessions. Meetings with staff to offer pastoral support and advice, ELSA, Nurture and morning motivation |
| School Nurse | Work alongside school nurse services to organise talks on a variety of issues that parents may need support with. |
| Education Welfare Officer | Fortnightly meetings with EWO to review attendance and punctuality issues and provide responsive support to families. Target pupil groups are analysed fortnightly. Developing a school environment which supports good attendance via physical presence displays and assemblies, rewards and incentives. |
| South Wales Police | Mini Police Assemblies and Classroom Visits |
| Music Tuition | eFSM pupils have opportunities to access music tuition and expertise |
| Parent and Toddler Group | Weekly Parent and Toddler Group to welcome members of the community and support parental engagement |
| Extra-Curricular clubs | Staff run clubs to support wellbeing of the pupils. |

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| Family Support Groups | Family support groups to be run within the school such as changing behaviours. New Curriculum Parent workshops. RWI and WRM family sessions. |
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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

| Activity | Evidence that supports this approach |
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| Improving leadership of educational settings. | Improving provision for learners and their engagement. Senior Leader and ALNCO will receive half day a week to support leadership and management of this area as well as carrying out school based observations and assessments on pupils with Additional Learning Needs and liaising with families and outside agencies. They will also address ALN Reform requirements during this time by addressing policies, systems and practice which is appropriate and meets pupils' needs |
| Wellbeing TA | TA to support pupils who have been identified as requiring health and wellbeing support through approaches such as ELSA, nurture and Morning motivation. Whole-school assessments, such as MALS or the health and well-being questionnaire will be used in identifying the correct support programmes for pupils. |
| Financial support for e-fsm pupils to widen their learning experiences by accessing trips and residential courses. | School self-evaluation and listening to learners highlights the importance of out of school learning as being important to developing relationships and widening experiences for all learners. |

Total budgeted cost: £ 46,000

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2020 to 2021 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 |
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| Read Write Inc. | Read Write Ink Ruth Miskin & Oxford University Press |

