



Gnoll 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 school	<i>Number of pupils as of January PLASC 2023 – 342</i>
Proportion (%) of PDG eligible pupils	<i>43% as of January PLASC</i>
Date this statement was published	<i>5th October 2023</i>
Date on which it will be reviewed	<i>5th October 2024</i> <i>(The actions in this document will be reviewed and monitored throughout the year as part of planned self-evaluation activities.)</i>
Statement authorised by	<i>Miss Faye Evans (Acting Headteacher)</i>
PDG Lead	<i>Miss Faye Evans</i>
Governor Lead	<i>Mr Alan Lockyer</i>

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£129,950.00
Early Years PDG	£31,050.00
Total budget for this academic year	£161,000.00

Part A: Strategy Plan

Statement of Intent

At Gnoll Primary 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 is in place day by day. Other interventions are targeted and specific and aimed at removing barriers to learning and wellbeing that social context and poverty can lead to.

- We want all pupils to make progress irrespective of their background or financial need. We want to ensure funding can be allocated appropriately to ensure all pupils have equal opportunity when accessing learning and extra-curricular opportunities.
- We want all pupils to have equal opportunities and equity of provision so they are not discriminated

against.

- We want to ensure we are inclusive of the needs of all pupils and their wider families.
- All children have access to high quality teaching and learning

At Gnoll 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
To develop the teaching and learning of reading in Languages, Literacy and Communication in order to improve standards in reading	<ul style="list-style-type: none">• Nearly all pupils will have made progress with their phonics knowledge, using Read Write Inc assessment procedures as markers• Majority of pupils in Year 5 & 6 will be accessing non RWI based literacy lessons• All staff will explicitly use the Read Write Inc scripts with pupils and will identify appropriate opportunities for pupils to develop their reading skills in a range of learning experiences so that the majority of pupils will be using their reading within their learning (x 6 TAs; x 6 Teachers daily).• Nearly all pupils will have made progress in terms of the 'reading' and 'writing' strand of the Literacy framework• Fast track tutoring intervention will be embedded to support pupils in need of 1:1 phonics support (x0.5 TAs)• Fresh Start intervention will be embedded to support pupils in need of additional support (x 0.5 TAs)• Refurbishment of the school library to promote a 'reading for pleasure' culture within the school• Pupils will have access to online reading materials via the



	<p>'Oxford Owl' subscription service. Staff will support families in understanding how to access this and which texts are appropriate for individual pupil reading levels.</p> <ul style="list-style-type: none"> The Reading Leader (0.25 release time weekly) provides coaching, assessment support and monitors progress, including specific tracking of eFSM pupil progress
To develop pupils' depth of understanding of mathematical concepts.	<ul style="list-style-type: none"> Around half 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 <i>and quantities</i>. 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. Many pupils will be able to support their mathematical thinking with the use of manipulatives and pictorial representations. Many pupils will be able to discuss ways of checking answers for reasonableness and accuracy. SLT with responsibility for KS2 is the Mathematics and Numeracy lead and has weekly non-contact time to focus of developing and monitoring provision and progress of learner groups (0.1 weekly).
To further develop a shared understanding of how to implement a concepts-based approach of Curriculum for Wales	<ul style="list-style-type: none"> Concept-based learning will be delivered in all terms. Staff will have an understanding of the difference between concepts and topic learning. 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. System of tracking and ensuring coverage of Curriculum requirements is implemented. Staff will have a further understanding of Higher Order Thinking Skills and how these can be used in learning. Staff will be aware of Integral Skills curriculum requirements and will begin to adopt these in their teaching and learning experiences. 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). Elements of a progressive curriculum will continue to be explained to pupils in an age-appropriate language (e.g 4 purposes, AoLEs, integral skills). Curriculum Lead has weekly non-contact time to focus of developing and monitoring coverage and progression and supporting the teaching and learning opportunities (0.1 weekly).
To implement new curriculum reform guidance on assessing pupil progress	<ul style="list-style-type: none"> All learners are respected and challenged to achieve the best that they are capable of, while being supported to overcome barriers that inhibit their learning. Planning for progress impacts on outcomes



	<ul style="list-style-type: none"> • Staff use assessments to inform planning, and next steps that moves learning on. • DHT has weekly allocated time to develop and monitor systems for assessing progress including that of key pupil groups. In addition to this, they carry out monitoring activities such as pupil progress meeting termly and organise approached to developing a shared understanding of progression amongst the whole school community (0.2 weekly).
To ensure pupils with ALN make effective progress (ALN reform)	<ul style="list-style-type: none"> • Many ALN learners will achieve effective progress against their person-centred outcomes and IDP targets. • Many pupils accessing appropriate interventions will achieve progress in the development of their skills, relative to their starting point. • Teachers will set tasks that match the needs of learners with ALN and as a result pupils make effective progress. • Many teachers will have embedded effective Person-Centred Planning and focused targets will be evident in planning for learners with ALN. • ALNCos 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 (2 x 0.1 weekly).
Pupils are not discriminated against in access to appropriate school uniform	<ul style="list-style-type: none"> • Support parents with applying for uniform grant • Gnoll Swap Shop- Provision within school for clean good quality second hand uniform- pre loved uniform rails available all year around as well as Christmas jumpers and costumes for concerts and world book day. • Non-compulsory use of branded uniform will be agreed to help those parents who are struggling to purchase uniform with logo. • Iron on logos available for parents to purchase in order to keep the cost down. • Darker polo shorts incorporated into the school uniform policy in order to keep the cost of washing/ replacing white t-shirts down.
Children have access to wider opportunity provision for example music, sporting and drama activities or school trips.	<ul style="list-style-type: none"> • Any costs for our most vulnerable families will be subsidised by the school so all have equal opportunity
To ensure pupil wellbeing is supported	<ul style="list-style-type: none"> • Whole school thrive approach implemented • Dedicated Thrive practitioners working with key groups of pupil throughout the school (x 5 TAs) • Wellbeing provision including Thrive, ELSA, Forest School, Seasons for Growth run by dedicated practitioners (1 x 1.0; 1 x 0.2; 1 x 0.6)

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: £Activity	Evidence that supports this approach
Employment of Teaching Assistants, pastoral staff.	<ul style="list-style-type: none"> To help reduce staff: pupil ratio through high quality support in classrooms – observations, quality of work, progress by pupils and high levels of attendance Small group interventions Teaching assistants have access to high quality training to enable them to support pupils effectively.
Teaching Assistants to work closely with the ALNCo so that training opportunities around targets within IEP/IDPs can implemented to support Teaching and Learning of all pupils.	<ul style="list-style-type: none"> Teaching assistants to ensure interventions are linked to IEP/IDP targets and that impact is measured- monitoring of IDP/IEP (2 x 0.5) ALNCoS 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 (2 x 0.1 weekly).
The annual cost of subscribing to Read Write Inc. Phonics Reading Programme	<ul style="list-style-type: none"> 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. We have invested 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. There will be a consistent approach to teaching phonics. Pupils will be regularly taught and assessed in small groups. Fast track tutoring intervention will be embedded to support pupils in need of 1:1 phonics support (x0.5 TAs) Fresh Start intervention will be embedded to support pupils in need of additional support (x 0.5 TAs) Refurbishment of the school library to promote a 'reading for pleasure' culture within the school Pupils will have access to online reading materials via the 'Oxford Owl' subscription service. Staff will support families in understanding how to access this and which texts are appropriate for individual pupil reading levels. The Reading Leader (0.25 release time weekly) provides coaching, assessment support and monitors progress, including specific tracking of eFSM pupil progress
The Wellbeing Team (SLT + 5 TAs) are in post to support pupils	<ul style="list-style-type: none"> The Wellbeing team meet termly to monitor and review pupil progress and allocate provision to identified groups of learners.



within the school setting. They will have the responsibility for whole school approach to wellbeing and physical and mental health in addition to targeted groups of identified pupils as well as staff training and development.

- Pupil Thrive profiles are updates termly and progress tracked.
- Outside agencies inc LA Wellbeing, SBC, Women's Aid, Barnardo's etc are involved in providing specialist and targeted support for individual needs and circumstances.
- Annual Thrive membership and training packages are purchased.
- Wellbeing Lead has non-contact time to monitor and track support and pupil progress in wellbeing and develop whole school approaches (0.1 weekly).

Community Schools:

Activity	Evidence that supports this approach
School Wellbeing Team	Pupil check in sessions, Liaise with parents with regards to offering support and advice., Meetings with staff to offer pastoral support and advice, Support with attendance issues. Offer bespoke support based upon need and individual circumstances eg Seasons for Growth, Circle of Friends or ELSA.
School Nurse	Work alongside school nurse services to organise talks on a variety of issues that parents may need support with.
Family Learning Groups	RWI Learning Café 'Baby Talk' Pre-School Speech and Language Group 'Multiply Your Skills' Parent/ Carer Numeracy Programme Shared Understanding of Progression parental focus group
Education Welfare Officer	Punctuality Project run by the school Senedd with EWO, HT and Attendance Governor Fortnightly meetings with EWO to review attendance and punctuality issues and provide responsive support to families Developing a school environment which supports good attendance via physical presence (displays etc) 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
Uniform, Clothing and Equipment	<ul style="list-style-type: none"> • Support parents with applying for uniform grant • Gnoll Swap Shop- Provision within school for clean good quality second hand uniform- pre loved uniform rails available all year around as well as Christmas jumpers and costumes for concerts and world book day. • Non-compulsory use of branded uniform will be agreed to help those parents who are struggling to purchase uniform with logo. • Iron on logos available for parents to purchase in order to keep the cost down. • Darker polo shorts incorporated into the school uniform policy in order to keep the cost of washing/ replacing white t-shirts down.

Wider Strategies



Activity	Evidence that supports this approach
Fund a team of highly qualified and well-motivated 1 member of SLT and 5 Teaching Assistant to provide bespoke or small group support to pupils who require health and wellbeing support through a range of approaches inc Nurture, Emotional Literacy Support Assistants and Thrive	The school has seen significant investment in a Thrive Approach over the last 5 years, and has regularly reviewed its impact in terms of improved attitudes to learning. School data highlights the considerable reduction in the number of school exclusions and school self-evaluation monitoring activities have shown pupils to be more emotional robust and able to develop effective relationships with others.
To implement fully Forest School plan supporting pupils' emotional and physical wellbeing.	To train and utilise Forest School Level 3 Leader who will support pupils' wellbeing and behaviour whilst also supporting outdoor independence and skills.
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.
Improving leadership of educational settings. Improving provision for learners and their engagement.	SLT and ALNCOs 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.

Total budgeted cost: £ 161,000

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 2022 to 2023 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
Wellbeing Sessions (whole class, small groups or 1:1)	Thrive Approach
Phonics and Reading Programme	Read Write Ink Ruth Miskin & Oxford University Press
School Based Counselling	Neath and Port Talbot Counselling Service
To train and utilise Forest School Level 3 Leader who will support pupils' wellbeing and behaviour whilst also supporting outdoor independence and skills.	Forest Schools Programme supported by NPT Wellbeing Officer.



Further information (optional)

Baseline data indicates that most pupils entered Nursery and Reception with skills below average. Using carefully planned programmes and intervention strategies pupils make rapid progress. This is seen in their work and through discussions with pupils. It is also seen in assessments, particularly in reading, where progress of pupils is accelerated.

In personalised assessments, many children made progress in line with their ability.

Pupils progress meetings, scrutiny of work and data indicates that pupils are making good progress from their starting point. Data eg RWI specifically tracks eFSM pupils.

Teacher's performance management processes identify eFSM pupils to closely track as part of the pupil data target.

Using Thrive Data we identify pupils who may have a negative view of school or themselves. Support is offered at class level or more a specialised provision where needed. From group nurture support to 1:1 thrive support, staff within school provide this through our universal provision. Where support is needed beyond that available within school, this has been through services such as the NPT wellbeing team, CAMHS practitioner and NPT counselling service.

All staff are aware of vulnerable groups and these are carefully tracked and discussed at pupil progress meetings where provision for these pupils is reviewed. Support is also offered to the wider family where needed. This has been popular with parents as identified in our parental surveys

