

## Tonnau Primary Community 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	209
Proportion (%) of PDG eligible pupils	23% (September 2022)
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Nicola Richards - Headteacher
PDG Lead	Andrew Keegan - Deputy Headteacher
Governor Lead	Stephanie Rees

#### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£36,800
<b>Total budget for this academic year</b>	<b>£817,857</b>

#### Part A: Strategy Plan

##### 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
<b>1. To continue to develop pupils' higher order thinking skills</b>	Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to practice these skills and apply them independently.

	<p>All staff will explicitly use the language of thinking skills with pupils.</p> <p>Most teachers will provide regular and effective opportunities for pupils to solve problems; overcome challenges; investigate and develop their higher order thinking skills.</p> <p>Many eFSM pupils will develop effective higher order thinking skills - analyse, evaluate and create.</p> <p>Many eFSM pupils will explicitly use the language of thinking skills within their learning.</p>
<b>2. To further develop pupils' number skills</b>	<p>Many teachers will understand and implement the development of conceptual understanding of number through concrete, visual and abstract approaches.</p> <p>Many eFSM pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Use more efficient methods when calculating</li> <li>• Demonstrate a deeper understanding of mathematical vocabulary.</li> <li>• Have a deeper understanding of multiplication (FP)</li> <li>• Have a deeper understanding of fractions (KS2)</li> <li>• Demonstrate the ability to be able to justify / explaining their thinking.</li> </ul> <p>Most eFSM pupils will achieve effective progress with their number skills.</p>
<b>3. To improve pupils' literacy skills by ensuring a cohesive, whole school approach to phonics and reading</b>	<p>Most staff will ensure pupils make effective progress in the development of their literacy skills.</p> <p>Most eFSM pupils will achieve effective progress with their literacy skills</p>
<b>4. To ensure pupils make effective progress in line with the expectations of Curriculum for Wales by developing a shared understanding of progression</b>	<p>Many teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills and integral skills.</p> <p>Most eFSM pupils:</p> <ul style="list-style-type: none"> <li>• are clear on what they are learning to make progress in within a lesson or over a series of lessons.</li> </ul>

	<ul style="list-style-type: none"> <li>• are clear on WHY they are learning what they are learning.</li> <li>• respond effectively to feedback to improve their work and to move their learning on</li> <li>• edit and improve their work on a regular basis.</li> <li>• self-assess their work well, identifying strengths and how to improve it.</li> <li>• are clear on what they are doing well and what they need to improve (next steps).</li> </ul>
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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.

#### Professional Learning to continue to evolve learning and teaching

- **Number Skills**

All teachers to receive professional learning focused on how to develop pupils' conceptual understanding of number through verbal, concrete, visual and abstract approaches. (See section 'Learning and Teaching' for more specific details)

- **Higher Order Thinking Skills:**

All teachers to receive professional learning focused on how to explicitly teach and develop pupils higher order thinking skills. (See section 'Learning and Teaching' for more specific details)

- **Phonics and reading skills:**

All staff to continue to receive professional learning on the effective delivery of Read, Write, Inc. including a focus on effective teaching strategies and assessing/measuring progress.

- **Progression:**

All teachers to receive professional learning from the school improvement team focused on engaging teaching strategies to enable pupils to progress with their knowledge and understanding, while also progressing with their integral skills.

All teachers to receive effective professional learning focused on formative assessment and its relationship with a shared understanding of progression.

#### Targeted Interventions

Continue to fund Teaching Assistants to provide intervention to targeted pupils to support their progress with basic skills and their wellbeing.

## Learning and Teaching – Budgeted cost: £29800

Activity	Evidence that supports this approach/Impact
Teachers to receive a wide range of professional learning to strengthen provision for higher order thinking skills (See SDP for further details)	Evidence from the Education Endowment Foundation highlights that the development of pupils' higher order thinking skills has 'very high impact for very low cost based on extensive evidence' (an additional 7 months progress over the academic year).
All teachers to receive professional learning focused on how to develop pupils' conceptual understanding of number skills through verbal, concrete, visual, digital and abstract approaches. (See SDP for further details)	Evidence from school monitoring highlights that the CPA approach strengthens pupils: <ul style="list-style-type: none"> <li>• depth of conceptual understanding</li> <li>• use of precise mathematical language when discussing their mathematical thinking</li> <li>• use of efficient strategies when undertaking calculations</li> <li>• fluency in applying their number skills</li> </ul>
All staff to continue to receive professional learning on the effective delivery of Read, Write, Inc. including a focus on effective teaching strategies and assessing/measuring progress. (See SDP for further details)	Evidence from the Education Endowment Foundation highlights that phonics has a positive impact overall (5 months +) with very extensive evidence and is an important component in the early reading skills, particularly for children from disadvantaged backgrounds. 'High impact for very low cost based on very extensive evidence'. Also, Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 'High impact for very low cost based on very extensive evidence'.
All teachers to receive professional learning from the school improvement team focused on engaging teaching strategies to enable pupils to progress with their knowledge and understanding, while also progressing with their integral skills.  All teachers to receive effective professional learning focused on	Evidence from school monitoring highlights that in order to to enhance pupil progress the school needs to ensure that it has strong formative assessment systems in place. These are to include: <ul style="list-style-type: none"> <li>• Clear, specific learning intentions shared with pupils to understand what they are learning.</li> <li>• Success criteria used to help pupils develop and improve and edit their own work</li> <li>• Feedback to be focused on how a child can improve the standard of their work.</li> <li>• Progressive approaches to involve pupils in self and peer assessment.</li> </ul>

formative assessment and its relationship with a shared understanding of progression. (See SDP for further details)	
Targeted Interventions	Evidence from the Education Endowment Foundation highlights that the use of Teaching Assistants to provide targeted intervention skills has 'moderate impact for moderate cost based on moderate evidence' (an additional 4 months progress over the academic year).

**Community Engagement**  
**Budgeted cost: £2000**

Activity	Evidence that supports this approach
<b>Parental engagement</b> - Staff to share new approach to teaching mathematics (CPA approach) and phonics (Read, Write Inc.) and will provide key information to parents on how well their child is progressing and how to support their learning.	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).
Staff work with LA ALN personnel to secure school based counselling, Team Around the Family etc.	Anecdotal evidence highlights how many pupils progress well through the support of multi-agency working.

**Wider strategies**  
**Budgeted cost: £5000**

Activity	Evidence that supports this approach
Staff provide small group activities to support nurture/pupil confidence.	Evidence from the Education Endowment Foundation highlights that social and emotional learning has 'moderate impact for very low cost based on low evidence' (an additional 4 months progress over the academic year).
Forest school activities supports classroom practice and provides	School based evidence highlights how many pupils progress well with their wellbeing and skills through outdoor learning. Forest Schools activities will support:

context for more practical skills and activities and to strengthen pupil wellbeing.	<ul style="list-style-type: none"> <li>• self-awareness</li> <li>• motivation</li> <li>• empathy</li> <li>• social skills</li> <li>• communication skills</li> <li>• independence</li> <li>• self-esteem and confidence</li> <li>• physical skills including the development of both gross and fine motor skills</li> <li>• problem solving and risk taking</li> <li>• resilience</li> <li>• concentration</li> <li>• knowledge and understanding of the world around them.</li> </ul>
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**Total budgeted cost: £36800**

## **Part B: Review of outcomes in the previous academic year**

### ***PDG outcomes***

*Most pupils who are eligible for free school meals make effective progress from their starting points. (See school tracking information for evidence) Identified pupils were supported within literacy and Maths (number skills). Staff were able to carry out assessments which informed our planning and provision. Pupils were tracked through Read Write Inc data, reading/spelling ages, book reviews and listening to learners. Intervention groups were created which often used specific resources. Certain pupils were also discussed with outside agencies which again affected practice. Self-evaluation around number skills and phonic / reading skills identified strengths and weaknesses that have influenced this plan and our SDP.*