

Catwg Primary School
Pupil Development Grant (PDG) Strategy Statement

This statement details our school's use of the PDG for the 2022 to 2023 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>Full time 188 Part time 16 Total pupils 204 Full time equivalent 196</i>
Proportion (%) of PDG eligible pupils	<i>20.7%</i>
Date this statement was published	<i>October 2022</i>
Date on which it will be reviewed	<i>October 2023</i>
Statement authorised by	<i>Mr Gareth Phillips – Headteacher</i>
PDG Lead	<i>Mr Steve Parvin – Deputy Headteacher</i>
Governor Lead	<i>Mrs Reanne Lee – Chair of Governors</i>

Funding Overview

Detail	Amount
PDG funding allocation this academic year	<i>£54,050</i>
Total budget for this academic year	<i>£987,444</i>

Part A: Strategy Plan

Statement of Intent

Our aim at Catwg Primary School is to nurture, inspire, guide and challenge all of our pupils. We will achieve this through enjoyable, meaningful and diverse learning experiences in a supportive environment, which places acceptance and wellbeing at its heart – enabling our pupils to become lifelong learners who aspire to their full potential. Our school cultivates distinctive values through our ethos, placing particular importance on our children’s personal needs and happiness.

Our objective is to ensure that all pupils to make progress towards the four purposes, via developing their literacy, numeracy, digital, integral and thinking skills.

The school’s PDG Strategy plan works toward achieving these objectives via specific and evidence informed objectives set within the school’s improvement planning schedule, which informs its self-evaluation.

We endeavour to deliver an inclusive, equitable plan which promotes good outcomes for all learners.

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 further strengthen pupil progress through effective AfL strategies.	<p>Cross-phase 'Co-coaching' will be embedded, and teachers will reflect critically on their practice and identify ways in which they can develop.</p> <p>Pupil Progression meetings will be embedded and SMT will develop a deeper understanding of pupil progress and areas of development.</p> <p>Most learning objectives are defined and enable learners to progress their learning accordingly (linked to HOTS/Bloom's)</p> <p>Many eFSM pupils will reflect upon their learning accurately and be provided with opportunities to 'dwell' upon their learning, or develop deeper understanding and breadth of understanding.</p> <p>Most teachers' feedback will reflect the next steps for the learner, enabling pupils' ability to make progress with their learning.</p>
To further develop pupils' number skills.	<p>Most teachers will:</p> <ul style="list-style-type: none"> • Strengthen pupils' depth of conceptual understanding within their number work through using a 'Concrete, Pictorial, Abstract' (CPA) approach as outlined in White Rose Maths. <p>Many eFSM pupils will be able to:</p> <ul style="list-style-type: none"> • use precise mathematical language when discussing their mathematical thinking • use efficient strategies when undertaking calculations • demonstrate fluency in recall of number facts • Demonstrate a deep understanding of mathematical concepts e.g. apply their understanding to solve various problems, make up examples and non-examples and create their own problems
To further develop pupils' higher order thinking skills.	<p>Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to practice these skills and apply them independently.</p> <p>In most classes across Foundation and KS2 there will be evidence of a range of teaching approaches to develop eFSM pupils' HOTS skills.</p>

	<p>All staff will explicitly use the language of thinking skills with pupils.</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>
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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.

Activities

1. 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)

2. 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)

3. Assessment for Learning Development:

All staff to receive professional learning focused on how to assess for progress across the phases and to develop pupils' ability to develop their understanding of how to improve. Introduction of GL Assessment tools to aid understanding of gaps in progression.

4. Reading:

All staff to continue to receive professional learning on the effective teaching strategies and assessing/measuring progress linked to pupils' reading strategies.

Targeted Interventions

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

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: £ 33,379

Activity	Evidence that supports this approach
<p>All teachers to receive professional learning focused on how to develop pupils’ conceptual understanding through 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>	<p>Evidence from school monitoring highlights that while many pupils display strong standards with their number work, most pupils need to develop:</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 develop 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>Teachers to continue to receive professional learning focused on developing pupils’ higher order thinking skills.</p>	<p>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).</p>
<p>Teachers to receive a range of professional learning focused on developing effective Assessment for Learning strategies including the provision of effective feedback to 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>All staff to continue to receive professional learning on the effective teaching strategies and assessing/measuring progress linked to pupils’ reading strategies.</p> <p>All support staff to provide targeted intervention to pupils to support their progress with basic skills and their wellbeing.</p> <p>Provide support to LSC pupils to enable access to FP and KS2 curriculum, to support inclusion, and to give deaf pupils the opportunity to develop social and language skills alongside their mainstream peers.</p> <p>Teaching assistants to work closely with the ALNCo and class teachers to plan and deliver literacy activities in order to meet pupil need,</p>	<p>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-month progress over the academic year).</p>

delivering a range of literacy intervention programmes inc. Rapid Reading, Phonic Rocket & Guided Reading, Language and Speechlink - identifying areas of difficulty and provide activities to address those areas.

Teaching assistants to implement speech and language programmes, liaising with SALT and class teachers.

All staff to work alongside pupils' toward their IEP targets, and contribute to IEP/IDP reviews.
Liaising with relevant support teams enabling pupils to make good progress toward their personal targets.

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

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Budgeted cost: £ n/a

Activity	Evidence that supports this approach
Extra-curricular -	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

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: £ 20,810

Activity	Evidence that supports this approach
Teaching assistant will provide Wellbeing Interventions.	<p>Evidence from the Education Endowment Foundation highlights that the development of pupils' social and emotional learning has 'moderate impact for very low cost based on very limited evidence' (an additional 4-month progress over the academic year).</p> <p>Evidence from school monitoring highlights progress many pupils make with their overall wellbeing and self-esteem through participating in Elsa, Talkabout sessions and use CRUSE Bereavement strategies when appropriate.</p> <p>Teaching assistant will carry out Boxall Profile assessments to identify need and plan support.</p>
Funding for trips	4 places on the Year 6 residential visit will be fully funded.

Total budgeted cost: £ 54,189

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.

Supporting integration of LSC pupils into mainstream lessons	Effective integration of HI pupils. Pupils given the opportunity to socialise with hearing peers, and to practise their language skills.
Supporting pupils to improve literacy skills	Most pupils further closed the gap between RA and CA age from the same point last year. Most pupils have made good progress towards their IEP targets.
Supporting pupils who have experienced bereavement	Pupils have ongoing support following bereavement.
Supporting pupils experiencing emotional difficulties	Support provided enables targeted pupils to develop strategies to better cope with difficulties, leading to fewer occasions when learning is disrupted.
Resources	Resources purchased, enabling pupils to develop their understanding of mathematical skills.
Funding for trips	Funding will enable pupils to take part in the visit.

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
Boxall Profile	Boxall
White Rose Maths	White Rose

Further information (optional)

n/a
