

Catwg 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>Full time 180 Part time 13 Total pupils 193 Full time equivalent 186.5</i>
Proportion (%) of PDG eligible pupils	<i>18.3%</i>
Date this statement was published	<i>September 2023</i>
Date on which it will be reviewed	<i>October 2024</i>
Statement authorised by	<i>Mr Gareth Phillips – Headteacher</i>
PDG Champion	<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>PDG £35,650 + EY PDG £5,750 Total £41,400</i>
Total budget for this academic year	<i>£982,469</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
<p>To ensure pupils make effective progress in line with the expectations of Curriculum for Wales.</p>	<p>The learning community will have a shared understanding of progression including what we want eFSM pupils to progress in and the overarching principles of progression.</p> <p>Many teachers will evolve their curriculum planning and teaching to ensure eFSM pupils progress with their values, attitudes, cross-curricular skills, integral skills and Higher Order Thinking Skills (inclusive of knowledge and understanding).</p> <p>Many eFSM pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and Higher Order Thinking Skills (inclusive of knowledge and understanding).</p> <p>Pupil Progression meetings will be embedded and SMT will develop a deeper understanding of selected eFSM pupil progress and areas of development.</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 eFSM pupils’ ability to make progress with their learning.</p>
<p>To further strengthen pupils’ literacy skills.</p>	<p>Reading/Phonic skills:</p> <ul style="list-style-type: none"> • Many Foundation eFSM Learners will achieve effective progress in their phonological knowledge. • Many eFSM pupils will have effective strategies for working out the meaning of unknown words. • Many eFSM pupils use punctuation well to inform their use of expression when reading aloud. • Many eFSM learners will use inference well when asked to describe characters or talk about their motives. • Many Foundation eFSM Learners use very limited vocabulary when asked to describe characters and settings.

	<ul style="list-style-type: none"> • Many eFSM learners in Key Stage 2 have strategies for finding specific information in non-fiction texts. <p>Writing Skills:</p> <ul style="list-style-type: none"> • Strengthen eFSM pupils' ability to join their handwriting and develop a cursive script. <p>Provision</p> <ul style="list-style-type: none"> • Ensure all teachers provide effective opportunities for eFSM pupils to write independently across a range of genre. • Ensure all key stage 2 teachers implement a clear approach to the development of eFSM pupils' writing skills, including opportunities to: <ul style="list-style-type: none"> analyse and identify key features of the genre. self-assess their work against a success criteria. edit and improve their work in response to feedback.
<p>To further develop pupils' number skills.</p>	<p>Most teachers will:</p> <ul style="list-style-type: none"> • Continue to develop eFSM pupils' deeper understanding of number concepts through the CPA approach and extend this approach to wider areas of the curriculum such as 'measurement'. • Provide regular opportunities for eFSM pupils to use manipulatives to develop pupils' depth of understanding and opportunities for pupils to 'talk' and explain their mathematical thinking. • Continue to support eFSM pupils to use a range of strategies when undertaking calculations and to identify the most efficient strategy.

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. Progression:

All staff to receive professional learning focused upon progression including how we can support eFSM pupils progression and the overarching principles of progression. Develop eFSM pupils' ability to develop their understanding of how to improve.

2. Literacy:

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

3. Numeracy:

All teachers to continue to receive professional learning focused on how to develop pupils' conceptual understanding of number through verbal, concrete, visual and abstract approaches.

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: £ 34,761

Activity	Evidence that supports this approach
<p>All teachers to continue 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 continue 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>Overall, there has been strong progress in developing pupils' number skills and in addressing gaps in the pupils' knowledge and skills, that were identified in monitoring in January 2022. In addition, in line with the expectations within Curriculum for Wales and the school's development plan, there have been improvements in pupils' use of precise mathematical language when discussing their mathematical thinking, their ability to use a wider range of strategies when undertaking calculations and pupils are developing deeper conceptual understanding within their number work.</p> <p>Overall, most pupils achieve good standards with their number skills across the school (see monitoring report 06/06/23)</p> <p>However, there is a need to continue to develop pupils' deeper understanding of number concepts through the CPA approach and extend this approach to wider areas of the curriculum such as 'measurement'.</p> <p>We need to provide regular opportunities for pupils to use manipulatives to develop pupils' depth of understanding and opportunities for pupils to 'talk' and explain their mathematical thinking.</p> <p>We need to continue to support pupils to use a range of strategies when undertaking calculations and to identify the most efficient strategy.</p> <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 continue to receive a range of professional learning focused on developing effective Assessment for Learning strategies</p>	<p>Evidence from the Education Endowment Foundation highlights that effective feedback has 'very high impact</p>

<p>including the provision of effective feedback to pupils.</p>	<p>for very low cost based on moderate evidence' (an additional 8 months progress over the academic year).</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, 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.</p> <p>Teaching assistants to implement speech and language programmes, liaising with SALT and class teachers.</p> <p>All staff to work alongside pupils' toward their IEP targets, and contribute to IEP/ILP/ALP reviews. Liaising with relevant support teams enabling pupils to make good progress toward their personal targets.</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>

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 that the school provides. Pupil 'take up' is excellent and all clubs are well attended.
Food and Fun (fully funded)	The school took part in WG's 'Food and Fun' Programme for the summer of 2023. 57 pupils signed up, with approx. 35 pupils attending daily. Of these, 4 pupils (7%) were eFSM. All pupils were provided with £35 shopping bags full of everyday essentials.

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: £ 6,639

Activity	Evidence that supports this approach
Teaching assistant will provide Wellbeing Interventions. (3 afternoons)	<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	Funding is made available for the Y6 residential visit – parents contact school if support is needed

Total budgeted cost: £ 41,400

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

Further information (optional)

n/a
