

## Alltwen 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	230
Proportion (%) of PDG eligible pupils	22%
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Herbert
PDG Lead	Miss Rhian Hughes
Governor Lead	Mr Steve Jenkins

### **Funding Overview**

Detail	Amount
PDG funding allocation this academic year	£35,247
<b>Total budget for this academic year</b>	<b>£898,838</b>

## Part A: Strategy Plan

### *Statement of Intent*

Our Vision for all children at Alltwen Primary School is:-

- ❖ To instil all of our children with a compassion and respect for themselves, each other and the world around them.
- ❖ To forge connections with the local community, Wales and the wider world that will last a lifetime.
- ❖ To ignite a curiosity of enquiry, creativity and problem solving.
- ❖ To develop a sense of courage and ambition to be the best they can be, never give up and be proud of themselves and others achievements.

Our aim at Alltwen Primary School is to ensure all our children and their families are safe and happy with an understanding that as a school community we are committed to building good relationships based on mutual respect and trust. In doing so we can work together to secure the very best of opportunities for everyone.

We will...

Enable all our children to raise their aspirations and ambitions to succeed in everything they choose.

Ignite interests and stimulate passions, developing our children's confidence in themselves as enterprising, creative contributors, in expanding their horizons within and beyond the classroom.

Build partnerships within our community and beyond to develop ethically informed citizens who make the right choices and are ready to be citizens of Wales and the ever changing world.

Develop healthy, confident individuals who are active, resilient and empathetic and are ready to lead happy, fulfilling lives as valued members of society.

We aim to achieve this by ensuring that the school undertakes rigorous self-evaluation and monitoring procedures alongside the School Development Plan Targets set for the year.

### *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
1. <b>To continue to improve pupils literacy skills, in particular phonics and reading</b>	All staff will deliver highly effective teaching of phonics and reading.  Most eFSM pupils will make effective progress in the development of their reading skills.

<p><b>2. To develop pupils' number skills</b></p>	<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>• represent mathematical concepts in multiple ways (concrete, visual and abstract)</li> <li>• use precise mathematical language to explain their mathematical thinking</li> <li>• identify efficient strategies for calculations</li> </ul>
<p><b>3. To continue to develop pupils' higher order thinking skills</b></p>	<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>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>

### **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**

##### **1. Reading:**

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.

School 'Reading Leader' to receive professional learning and coaching from Helen Harris (RWI) to support her ability to effectively lead the delivery of the programme.

Opportunities to be provided for staff to observe effective practice in the delivery of high quality phonics teaching through observing model lessons, both in person and through the online portal.

Staff to receive ongoing coaching in the effective delivery of the programme from the school's Reading Leader and coaching from the programme consultant as part of 'Development Days'.

##### **2. Number Skills:**

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

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 of number and to consider how progression will be ensured.

Senior leaders to provide opportunities for staff to share effective practice through peer observations.

### **3. Higher Order Thinking Skills:**

Teachers to continue to share practice developing pupils' analysis skills including increasing the range of strategies they use to support pupils' ability to analyse.

All teachers to receive professional learning from the school improvement team focused on effective strategies for developing pupils' ability to evaluate. For example, Most Likely, Diamond Ranking; JUDGE etc.

### **Resources**

Manipulatives to support the teaching of number

### **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 –**

**Budgeted cost: £14,500**

<b>Activity</b>	<b>Evidence that supports this approach</b>
<p>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.</p> <p>School 'Reading Leader' to receive professional learning and coaching from Helen Harris (RWI) to support their ability to effectively lead the delivery of the programme.</p> <p>Opportunities to be provided for staff to observe effective practice in the delivery of high quality phonics teaching</p>	<p>Evidence from the Education Endowment Foundation highlights that the development of pupils' phonics has 'very high impact for very low cost based on extensive evidence' (an additional 5 months progress over the academic year).</p> <p>During the academic year 2021/2022, most pupils including those eligible for free school meals achieved strong progress in the development of their phonological awareness and reading skills as a result of the highly effective professional learning staff received. The evidence from 2021/2022 highlights that the implementation of Read, Write, Inc. has had a significant impact on pupil progress. We need to continue to invest in high quality professional learning to further embed the programme and its teaching strategies.</p> <p>Significant evidence exists which highlights that the embedding of a systematic approach to the teaching of synthetic phonics has a considerable impact on pupils' progress with reading and ability to access the wider curriculum.</p>

<p>through observing model lessons.</p> <p>Staff to receive ongoing coaching in the effective delivery of the programme from the school's Reading Leader and coaching from the programme consultant as part of 'Development Days'.</p>	
<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 appropriate standards with their number work, most pupils need to develop:</p> <ul style="list-style-type: none"> <li>• depth of conceptual understanding within their number work</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> <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 share practice developing pupils' analysis skills including increasing the range of strategies they use to support pupils' ability to analyse.</p> <p>All teachers to receive professional learning from the school improvement team focused on effective strategies for developing pupils' ability to evaluate.</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>Further evidence from the school's monitoring highlights how the explicit teaching of higher order thinking skills has impacted positively on pupils' ability to solve problems across the curriculum.</p>

For example, Most Likely, Diamond Ranking; JUDGE etc.	
Resources - Manipulatives to support the teaching of number	Not Applicable
Teaching Assistants to provide targeted intervention to targeted pupils to support their progress with basic skills	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 Schools –

Budgeted cost: £7,620

Activity	Evidence that supports this approach
<p><b>Parental engagement -</b> Senior leaders continue to provide information to parents and carers on the school's new approach to the teaching of phonics and to share strategies on how they can support their child's progress at home.</p> <p>Senior leaders to provide information to parents and carers on the school's new approach to the teaching of number and to share strategies on how they can support their child's progress at home.</p>	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).

### Wider strategies

Budgeted cost: £13,127

Activity	Evidence that supports this approach
----------	--------------------------------------

<b>Wellbeing Interventions</b>	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 months progress over the academic year).
<b>Residential</b>	Not Applicable
<b>Trips/Learning experiences</b>	Not Applicable
<b>Learning an instrument</b>	Not applicable

**Total budgeted cost: ££35,247**

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 2021 to 2022 academic year.

### **Read Write Inc. Data**

All eFSM pupils except 1 pupil have moved up at least 1 group in RWI, with many eFSM pupils moving up 2 or more groups. Many eFSM pupils have benefited from 1:1 tutoring sessions in RWI.

### **ALN Data**

Nearly all eFSM pupils have moved off the Speech Link programme. A majority of eFSM pupils have made an improvement on their Language Link score.

### **National Test Data**

Procedural Maths

In year 6 most FSM pupils made progress and a few achieved an average standardised score. A majority of year 5 FSM pupils made progress while a few claimed an average standardised score. In year 4 a majority of children made progress and a few achieved the average standardised score. A majority of year 3 FSM pupils made progress while a few scored an average standardised score.

Reading

In year 6 nearly all FSM pupils made progress and a majority achieved an average standardised score. A majority of year 5 FSM pupils made progress while a few claimed an average standardised score. In year 4 many children made progress and a minority achieved the average standardised score. Many year 3 FSM pupils made progress while a minority scored an average standardised score.

### Progress

Year	No. children	Procedural	Reading
3	6	A majority	Many
4	6	A majority	Many
5	6	A majority	A majority
6	9	Most	Nearly all

### Average Standardised Scores

Year	No. children	Procedural	Reading
3	6	Few	A minority
4	6	Few	A minority
5	6	Few	Few
6	9	Half	A majority

### ***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.*

<b>Programme</b>	<b>Provider</b>
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Maths