

## Alltwen 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	218
Proportion (%) of PDG eligible pupils	15%
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Herbert
PDG Lead	Miss Rhian Hughes
Governor Lead	Mrs Laura Davies

### **Funding Overview**

Detail	Amount
PDG funding allocation this academic year	£43,700
<b>Total budget for this academic year</b>	<b>£830,120</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. To continue to improve pupils literacy skills, in particular 'Literacy and Language'.	All staff will deliver highly effective teaching of 'Literacy and Language'.  Most eFSM pupils will make effective progress in the development of 'Literacy and Language' skills.

<p><b>2. To develop pupils' number skills</b></p>	<p>Most teachers will understand and implement the development of conceptual understanding of number through concrete, visual and abstract approaches.</p> <p>Most 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 ensure pupils make effective progress in line with the expectations of Curriculum for Wales by developing a shared understanding of progression</b></p>	<p>Many teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p>Many teachers will ensure that pupils have a clear understanding of the skills they are using/developing in their learning in order to allow pupils to make connections and transfer learning into new contexts.</p> <p>Many eFSMpupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p>Many eFSMpupils will have a clear understanding of the skills they are using/developing in their learning in order to make connections and transfer learning into new contexts.</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. Literacy and Language**

All staff to continue to receive professional learning on the effective delivery of Read, Write, Inc. in particular, 'Literacy and Language' 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 'Literacy and Language' through observing model lessons and visiting schools of good practise.

Staff to receive ongoing coaching in the effective delivery of the programme from the school's RWI 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. To ensure pupils make effective progress in line with the expectations of Curriculum for Wales by developing a shared understanding of 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 e.g 'Runs', 'Hit and Miss' etc.

School will continue to timetable opportunities for staff to share good practice and discuss challenges and difficulties through peer coaching, book scrutiny and shared planning and assessment opportunities.

## **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: £20,540**

<b>Activity</b>	<b>Evidence that supports this approach</b>
All staff to continue to receive professional learning on the effective delivery of 'Literacy and Language' 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 their ability to effectively lead the delivery of the programme.	Evidence from the Education Endowment Foundation highlights that the development of pupils' reading comprehension/literacy has a 'very high impact for very low cost based on extensive evidence' (an additional 6 months progress over the academic year).  During the academic year 2022/2023, 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 2022/2023 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.  Significant evidence exists which highlights that the embedding of a systematic approach to the teaching of reading comprehension/literacy has a considerable impact on pupils' progress with reading and ability to access the wider curriculum.

<p>Opportunities to be provided for staff to observe effective practice in the delivery 'Literacy and Language' teaching through observing model lessons.</p> <p>Staff to receive ongoing coaching in the effective delivery of the programme from the school's RWI 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>Monitoring highlights that in reception to year 2 the Concrete Pictorial and Abstract CPA approach is used well. Activities are well planned and suitable for the ability of the learner both in focus teaching groups and in the continuous and enhanced provision.</p> <p>All teachers in years 4 to 6 are using White Rose Maths resources to teach number. However, there is very little evidence of the CPA approach and the use of manipulatives to support understanding in KS2.</p> <p>The school will continue to develop the CPA approach across the school order to implement the development of conceptual understanding. This will support pupils' progression in line with the principles of progression in the Mathematics AoLE in Curriculum for Wales.</p>
<p>The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of</p>	<p>Evidence from the Education Endowment Foundation highlights that the development of metacognition and self-regulation has a very high impact for very low cost based on extensive research (an additional 7 months progress over the academic year).</p> <p>Monitoring highlights that many teachers use a range of pedagogical strategies which are well designed to enhance pupils understanding of knowledge. Most pupils are beginning to develop their refinement and</p>

<p>progression and be able to articulate this.</p> <p>The school will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p> <p>The school will ensure that pupils have a clear understanding of the skills they are using/developing in their learning in order to allow pupils to make connections and transfer learning into new contexts.</p>	<p>growing sophistication in the use and application of skills including communication, collaboration, numeracy and thinking skills. In many cases pupils collaborate with increasing effectiveness as they move through the school and nearly all work effectively in partners and in groups. Many pupils are beginning to make connections and transfer learning into new contexts.</p> <p>The school needs to continue to evolve teaching in line with the above expectations and principles. In particular, the school needs to ensure that pupils have a clear understanding of the skills they are using/developing in their learning. For example: analysis, communication, problem solving, literacy, numeracy, collaboration etc.in order to allow pupils to make connections and transfer learning into new contexts.</p>
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: £15,000

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 approach to teaching 'Literacy and Language' and strategies on how they can support their child's progress at home.</p> <p>Senior leaders to provide information to parents and carers</p>	<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).</p>

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.	
Family Liaison Officers to attend LA training in order to engage in professional learning that will help in developing community focussed approaches within the school.	
Parent support workers for the Children and Families Team NPTC. To facilitate parent support groups to ensure parents have access to help regarding managing parenting related issues.	
The Multiply Team from Neath Port Talbot Adult Learning in the Community, to deliver homework help classes, courses to increase confidence with numeracy and help with managing money/budgeting.	
Parent and Toddler Group	

### **Wider strategies**

Budgeted cost: £8,160

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: £43,700**

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.

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

In the academic year 2022-2023, pupils in Reception to Year 5 (who accessed the RWI Phonics program) have moved up at least 1 group in RWI, with many eFSM pupils moving up 2 or more groups. 9 eFSM children have completed the RWI program and are now currently working on Language and Literacy in their classes. Many eFSM pupils have benefited from 1:1 tutoring sessions in RWI.

### **ALN Data**

Nearly all eFSM pupils have either made positive progress within the intervention, or reassessment data has indicated that they no longer require the intervention. In addition, the "Progress Measures" that sit alongside annual reassessment data (which rely on observation-based assessment of how children "generalise" speech sounds into their everyday lives) correlate with the positive results of the annual reassessment results.

Again, nearly all pupils have either made positive progress in their Infant/Junior Language Link standardised scores, or reassessment data has indicated that they no longer require the intervention. Again, "Progress Measure" scores, which are a measure of the impact of improved understanding of language, correlate with the improved reassessment score.

### **National Test Data**

Procedural/Reasoning Maths

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

#### ***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
Multiply	NPT