

Ysgol Gynradd Cwmnedd Primary School
Pupil Development Grant (PDG) Strategy Statement
Article 3: Everyone who works with children should always do what is best for them.

Pupil Development Grant (PDG) Strategy Statement 2023 - 2024

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	192 Number of pupils as of January PLASC 2023
Proportion (%) of PDG eligible pupils	51% as of January PLASC
Date this statement was published	20 th October 2023
Date on which it will be reviewed	20 th October 2024 (and reviewed throughout the year)
Statement authorised by	Miss Sarah Harwood (Headteacher)
PDG Lead	Miss Sarah Harwood
Governor Lead	Mrs Rita Evans (Chair)

Funding Overview

Detail	Amount
PDG funding allocation this academic year – 2023/2024:	
Early Years PDG	£ 24,150
PDG	£ 85,100
Total budget for this academic year	£109, 250

Part A: Strategy Plan

Statement of Intent

At Cwmnedd Primary School our vision is to develop an **inclusive school where wellbeing, equity and learner outcomes** are at the heart of all we do. This vision underpins our purpose and supports the 'why' of what we do. As a Silver Rights Aware School, following the UNCRC, we ensure that the rights of the child are central to our daily practise and ethos.

At Cwmnedd Primary we deem the Pupil Development Grant as essential in enabling us to support learners living in low-income households, those learners eligible for Free Schools Meals, and to tackle the impact poverty has on pupil progression.

Our Curriculum Develop has been very personal to us as a school. In utilising the PDG monies, we aim for all learners to be effectively supported to so that they are able to make the necessary progress towards the four purposes and also make progress in literacy, numeracy and digital competency skills, to be creative thinkers and problem solvers, and to provide opportunities to ensure our learners have many enriching experiences that support knowledge, understanding and skills development.

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
Priority 1: To improve attendance for all learners (with a focus on learners who are eFSM)	<p>During the year 2023/2024, the whole school community will work together to support in strengthening the process for tackling poor attendance, working closely with our EWO and Family Engagement Officer.</p> <p>School will continue to utilize a First Response approach to absences.</p> <p>School have set a realistic target for end of year attendance across the school.</p> <ul style="list-style-type: none"> • Overall attendance will improve from 87% to 92% • Attendance of eFSM pupils will increase to 87%. Even though this is below our whole school target, it is an increase in line with progress expected across the whole school. • Many vulnerable learners will make improved progress in learning
Priority 2: To develop a shared understanding of progression	<p>The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression and be able to articulate this.</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 pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p>
Priority 3: To develop proficiency in number across the curriculum	<p>Most learners will have deepened their understanding of number</p> <p>Many learners will use the correct mathematical language and effective talk</p> <p>Many learners will be able to support their mathematical thinking with the use of manipulatives and pictorial representations.</p> <p>Most learners will think creatively to reframe and solve problems</p> <p>Staff will plan for learning and teaching opportunities for number in different contexts so that learners understand how to apply mathematical concepts</p>
Priority 4: To develop expressive language (both verbal and written) in a range of contexts	<p>Many younger learners will retain the initial code and make the sound-letter correspondence to spell simple words.</p> <p>Many learners will retain the extended code and spell words plausibly.</p> <p>Many learners attempt to use their skills to create new and familiar words in their writing with some success.</p>

	<p>Most staff will plan daily Sounds Write sessions so that their learners are developing confidence to use and apply their phonic skills.</p> <p>Many ALN learners will achieve effective progress in the development of their speech and language skills, relative to their starting point.</p> <p>Most staff will identify appropriate opportunities for pupils to develop their speaking skills in a range of learning experiences so that the majority of pupils will be demonstrate progression in speaking skills at the appropriate level.</p> <p>Staff will access Speech Link resources in order to enhance their own skills set and to support the progression of learners with speech and language difficulties</p>
Priority 5: To develop an effective reading culture across the school	<p>Many younger learners will retain the initial code and make the sound-letter correspondence to read simple words.</p> <p>Many learners will retain the extended code to read new and polysyllabic words plausibly.</p> <p>Many eFSM learners will make progress in their reading age.</p> <p>Learners will have access to Bug Club online reading scheme as well as hard copies.</p> <p>Rapid Phonics and Rapid Reading interventions will be accessed by learners to support catch up.</p> <p>Daily whole class reading sessions will take place so that learners can enjoy story.</p> <p>Reading for Empathy will support emotional wellbeing.</p>

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

To support staffing costs and purchasing of subscriptions/resources in order to implement effective Inclusive Learning Provision to support the learning and teaching activities listed below.

The PDG grant is supplemented by the school budget where needed, in order to meet the full costs.

Learning and Teaching

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach
School book bags for all Foundation Phase learners so that we develop home school links and support families to engage in 'book talk' and reading for pleasure. £500	<p>Promoting access to reading books, especially where families may not have this access.</p> <p>Developing a link between home and school.</p> <p>Access to good quality picture books and novels.</p>
Wellcomm assessments carried out with Nursery and Reception children to support early language acquisition.	<p>Assessments allow us to activate early intervention with learners if needed.</p> <p>Intervention integrated discretely into learning activities</p>
Subscription to Speech Link and Language Link online assessment tool	A number of our learners enter school with a low baseline in speaking skills.

so that we can conduct assessments with Reception and Year 1 and Year 3 learners. £1,000	Assessments allow us to see where learner needs lie, how we can create a programme of support and where we need to refer to external agencies.
Subscription to Rapid Phonics £128	To support develop of ILP, so that every class has access to resources and we do not rely on just one set of resources. To support learners to catch up and make progress in phonological awareness and reading.
Rapid Reading subscription £ 380	To support develop of ILP, so that every class has access to resources and we do not rely on just one set of resources. To support learners to catch up and make progress in reading.
Empathy Lab Conference £75.00	To develop empathy through reading with a link to emotional health and wellbeing. Key note speakers. To continue the work we have started as a school to develop empathy through reading. This allows our learners to access a range of situations through story and develop empathy with others.
White Rose Maths subscription £185	To support the develop of a Concrete, Pictorial, Abstract approach to maths
Manipulatives and resources to support Mathematical development using White Rose Maths £1,000	To support the CPA approach to maths so that they are available in all classes and the books support maths learning in EY.

Community Schools

Budgeted cost: **£3,000**

Activity	Evidence that supports this approach
Community involvement	Developing and maintaining links within the community to support the transition of learners in to our Early Years Intergenerational work to continue with staff and residents of Trem Y Glyn Residential Home Links with Peniel Church Food Bank and Baby Bank to support our families.
Collaborative working with our Education Welfare officer to support good attendance.	Bi-weekly meetings between EWO and Headteacher to ensure we support attendance and monitor causes for concern and review attendance and punctuality issues. Liaison with families to support engagement with school. Rights Respecting Committee focus on supporting engagement and attendance in school.
Community Focused Schools	Weekly links with our Family Engagement Officer as part of the Llangatwg Cluster pilot. Support offered to our families to support their anxieties around schooling.
CAMHS Schools in-reach Team	Utilising the skills of the CAMHS in-reach practitioner to support the emotional health and wellbeing of our children. Presentations to our families on how they can support their children and themselves.
Establishing a Stay and Play session for our prospective Nursery Learners EY PDG	Stay and Play sessions are attended by Rising 3s Nursery children and family members one day per week. Providing opportunities to develop early speech and language and play.
Commence admission to Rising 3s to school in December 2023	Small group of 3s to start afternoon Nursery at the end of Autumn Term due to them reaching 3 years before end of November 2023.

£2,300	
Making links with other child care providers in the area.	Early intervention for our youngest learners is key and so being able to establish relationships with other child care providers in the local area will ensure that transition to school is smooth and all information is shared in a timely manner.

Wider strategies

Budgeted cost: **£ 80, 223.29**

Activity	Evidence that supports this approach
Teaching Assistants assigned to each of our Upper Phase classes so that we can effectively support all learners in the development of our Inclusive Learning Provision (ILP) £75,828.29	Class sizes in Upper Phase vary, with each of our classes having a high percentage of eFSM learners and a number of learners with ALN. Our TAs effectively support our learners and assist in developing effective Inclusive Learning Provision and Additional Learning Provision where relevant.
Boxhall Profile Subscription £395	Online access to the Boxhall profile so that we can assess learner behaviours in order to effectively support them and offer them nurture intervention appropriately.
Develop a nurture provision for a group of our Year 1 and 2 learners to ensure wellbeing is supported	Nurture spaces support the social and emotional aspects of schooling and enable peer modelling. High numbers of eFSM learners across both classes and learners with SEBD need will engage with an effective nurturing environment.
Financial support for e-fsm pupils to widen their learning experiences by accessing trips and residential courses. £4,000	Learners have access to enrichment opportunities which they may not access if charges were in place and ensure that all learners have equitable experiences in enhance learning.

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
Boxhall Profile online	Boxhall
Motional Tool	

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.

Our Eco-Committee have established and run a regular uniform swap shop for all our families, providing opportunities to access pre-loved uniform. We also encourage families to send in pre-loved uniform that their children have grown out of.

As a school we have links with the Food Bank and Baby Bank at Peniel Church. We are an agent for families and as staff we make donations to the food bank at key times in the year.

We have re-established our PTA in order to create family engagement and to utilise work of the PTA to support our families and learners.