

Abbey 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	469
Proportion (%) of PDG eligible pupils	20% as of January PLASC
Date this statement was published	27 th October 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Headteacher – Mrs. B Newman / Finance Committee to the Governing Body
PDG Lead	DHT – Mrs. N. Griffiths
Governor Lead	Chair of Governors - Cllr. M. Harvey

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£54,450
Early Years PDG	£29,900
Total budget for this academic year	£84,350

Part A: Strategy Plan

Statement of Intent

By the time our children leave Abbey "I will be very proud of me, of my family, community and Wales. I will have strong foundations in reading, writing, oracy, numeracy, ICT and will know how to problem solve and think creatively. I will support my learning, health and well-being by being resilient, independent and have a positive growth mind-set. This will help me to enhance how I feel about myself, have a sensibility to others, have self-discipline and have proper behaviour within my community. I will face new challenges and succeed to affect change at home and globally. The

exciting, original, purposeful experiences at Abbey will develop my imagination, creativity and curiosity enabling me to flourish to be anything I want to be". (Year 6 - Pupil voice)

The most effective way to utilise the PDG grant at Abbey Primary is to support pupils through increased opportunities to enhance their learning and wellbeing through authentic, inclusive learning experiences.

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 improve pupils' mathematical skills, particularly those who are more able.	<p>Most MAT pupils will:</p> <ul style="list-style-type: none"> • Use number effectively in different contexts • Understand how to interpret data and apply mathematical concepts • Think creatively to reframe and solve problems • Be suitably challenged and take measured risks
To improve pupils' handwriting skills across the school particularly in the Foundation Phase	<p>All teachers will have high expectations for the appropriate standard of pupils' handwriting to impact positively on outcomes.</p> <p>Most pupils in the Foundation Phase will form upper and lower case letters accurately.</p>
To 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>All staff will explicitly use the language of thinking skills and will identify appropriate opportunities for pupils to develop their thinking skills in a range of learning experiences so that the majority of pupils will be using the language of thinking skills within their learning</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 teachers will provide engaging teaching strategies to support pupils to gain new knowledge and understanding.</p> <p>Many pupils will develop effective higher order thinking skills - analyse, evaluate and create.</p> <p>Many pupils will explicitly use the language of thinking skills within their learning.</p>
To improve curriculum access for all learners	<ul style="list-style-type: none"> • All teachers will provide pupils with an inclusive classroom provision including materials and methods of delivery, which are differentiated. Teachers will create a curriculum accessible

	<p>to all and set tasks to match the needs of pupils with ALN enabling effective progress</p> <ul style="list-style-type: none"> • All pupils with ALN will be at the heart of learning through person centred planning as part of their holistic learning journey according to the four purposes of the curriculum - ‘what’s important to and for them’ within their IDP’s • All pupils with ALN will engage in first hand experiences and authentic learning contexts • Many pupils with ALN will achieve effective progress against their person centred outcomes and IDP targets • Many pupils with ALN will achieve effective progress in their development in literacy and numeracy skills relevant to their starting point • Many pupils with ALN will access appropriate interventions and achieve strong progress in the development of their social and emotional skills relative to their starting point • Many pupils with ALN will achieve effective progress in their reading age assessment
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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.

To support staffing costs in order to implement the learning and teaching activities listed below. The PDG grant is supplemented by the school budget in order to meet the full costs.

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: £42,525

Activity	Evidence that supports this approach
<p>To support pupils to improve literacy and numeracy skills</p> <p>Teaching assistants employed to deliver the following interventions and work closely with the ALNCo and class teachers.</p> <p>Deliver a range of literacy intervention programmes and catch up maths.</p> <p>Assess and monitor pupil progress.</p>	<p>Most pupils further closed the gap between RA and CA age from the same point last year.</p> <p>Most pupils have made progress of at least ½ level or 1 outcome from this point last year.</p>

<p>Assess pupils' language and speech link, identifying areas of difficult and provide activities to address those areas.</p> <p>Implement speech and language programmes, liaise with SALT and class teachers.</p> <p>Work on pupils' IEP/IDP targets and contribute to IEP/IDP reviews.</p> <p>Liaise with relevant support teams</p>	
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Community Schools – Activities include *parental engagement, community engagement, working with vulnerable families, attendance, extra curricula activities, extended school day*

Budgeted cost: £ 25,887

Activity	Evidence that supports this approach
The funding of a Behaviour Support Teaching Assistant who co-ordinates support for vulnerable children and their families.	An alternative curriculum provision in place.
The school incorporates an independent childcare facility that provides wraparound care for our nursery children including vulnerable children.	Liaison with external agencies to ensure support is provided for our vulnerable families.

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: £54,358

Activity	Evidence that supports this approach
<p>Fund a team of highly qualified and well motivated staff to provide</p> <p>Nurture</p> <p>Lego Club</p> <p>ELSA x 2</p> <p>Forest Schools</p> <p>Relationship Based Play</p> <p>Talk About</p> <p>Time To Talk</p> <p>Smart moves</p> <p>Sensory Circuits</p>	<p>The school has seen a significant increase in emotional literacy/wellbeing difficulties for a number of pupils.</p> <p>School data indicates a considerable reduction in the number of school exclusions. School monitoring indicates that pupils become more emotionally robust and are able to develop more effective relationships with others.</p>

<p>To support integration of EYAC pupils into mainstream lessons.</p> <p>Teaching Assistants will provide support to EYAC pupils to enable access to Foundation Phase Curriculum, for specific programmes, occupational therapy, speech and language therapy, yoga, multi-sensory therapy.</p> <p>Support inclusion and give pupils the opportunity to develop social and language skills alongside their peers.</p>	<p>Effective integration of EYAC pupils.</p>
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Total budgeted cost: £ 122,770

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 2020 to 2021 academic year.

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
Hero Academy	
Rapid Phonics	
Rapid Reading	
POPAT packs	
Boxall profile online	
Spirals speech and language resources	
Speech/Language link	

Further information (optional)

<p>Financial support for e-FSM pupils to widen their learning experiences by accessing trips and residential courses.</p>
