

# Blaengwrach 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	152
Proportion (%) of PDG eligible pupils	21% as of January PLASC
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Headteacher- Mrs S Sharp & Governing Body
PDG Lead	Deputy Headteacher- Mrs H Thomas
Governor Lead	Chair of Governors- Mrs S Davies

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£35,500
<b>Total budget for this academic year</b>	<b>£35,500</b>

## **Part A: Strategy Plan**

### **Statement of Intent**

Our vision is to provide an environment that challenges, inspires and supports all children to achieve their full potential and aspirations. We ensure all children are happy, secure and cared for and in turn become responsible and caring citizens. We celebrate diversity and promote inclusion for all pupils as part of one nurturing school community.

At Blaengwrach Primary School, children develop as valued individuals who are encouraged to be active participants having a voice in decision- making about their own learning and the wider community. Learning opportunities are well planned, challenging, exciting and relevant to pupils' experiences, enabling them to become confident, independent learners prepared for an ever changing world. Each pupil's self-esteem is fostered by positive relationships with other pupils and

staff. We strive to actively involve parents, teachers and community members in our pupils' learning. Our aims are:

To provide a school ethos where each child feels valued, respected, listened to and proud of themselves, their school and their local community. **Article 12**

To encourage children to set themselves high standards to become ambitious and enthusiastic individuals with enquiring minds, ready to learn throughout their lives. **Article 29**

To provide a rich learning environment which stimulates, motivates and excites children to express themselves within a range of contexts. **Article 3**

To develop independent, collaborative learners who are able to identify and grasp opportunities, by taking risks and thinking creatively to solve problems. **Article 29**

To value strong partnerships with children, parents and the wider school community. **Article 3**

To promote the use of bilingualism and to respect the needs and rights of others as a valued member of a diverse society. **Article 30**

To empower children to be committed to our sustainable future by encouraging the ability to make measured decisions and face and overcome challenges. **Article 29**

To support the development of children's health and wellbeing; building confidence, resilience and empathy. **Article 24**

In order to achieve our aims and realise our vision we carry out regular monitoring of the Four Purposes through learning works, book looks and by listening to learners. Our self-evaluation is rigorous and feeds directly into our School Improvement Plan.

Use of the Pupil Development Grant supports these aims to be inclusive for all children and increase opportunities for additional learning opportunities, increase pupil wellbeing and ensure experiences inside and outside the classroom are fully inclusive.

### ***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.

<b>Intended outcome</b>	<b>Success criteria</b>
To improve spelling	<ul style="list-style-type: none"><li>• Most younger pupils will have a secure understanding of the initial sounds and blends.</li><li>• Most younger pupils will be able to spell CVC &amp; CCVC words by blending sounds.</li><li>• Most younger pupils will spell simple words with accuracy and the alternative will be phonetically plausible.</li><li>• Most older pupils will spell simple words with accuracy and more complex words will be phonetically plausible.</li></ul>

	<ul style="list-style-type: none"> <li>• Pupils will apply this skill across the curriculum and write with confidence and accuracy.</li> </ul>
To improve Welsh oracy	<ul style="list-style-type: none"> <li>• Pupils will initiate conversations with peers and adults.</li> <li>• Pupils will ask and answer questions accurately.</li> <li>• Older pupils will include connectives in their interactions.</li> <li>• Pupil will increase their range of vocabulary including subject specific vocabulary.</li> </ul>
To improve Higher Order Thinking Skill	<ul style="list-style-type: none"> <li>• Pupils recognise and understand the language of HOTS.</li> <li>• Pupils develop their ability to apply, analyse, evaluate and create.</li> <li>• Pupils produce higher quality work which is more detailed demonstrating deeper knowledge and understanding.</li> <li>• Pupils apply their skills to new situations/ problems using the language of Bloom’s taxonomy.</li> <li>• Pupils become more independent within their concept work and can lead an enquiry using their skills and knowledge to research and analyse.</li> <li>• Pupils continue to realise the four purposes and assessment demonstrates that pupils make appropriate progression through the progression steps.</li> </ul>

### Activity in this academic year

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

### Learning and Teaching –

**Budgeted cost: £43,326**

Activity	Evidence that supports this approach
Rapid Reading Intervention programme (£8,386)	This is a reading intervention programme for junior pupils who have not mastered decoding. This intervention is an 18 week programme that develops decoding skills and enables junior pupils to access Guided Reading. This acts as a stepping stone to reading comprehension. The

	school has used this intervention successfully for over 10 years and it has improved the reading age of pupils from 6 months to up to 2 years in 18 weeks. More importantly it has enabled pupils to access Guided Reading and improve their comprehension skills.
Speech Link & Language Link intervention programmes (£5,241)	Both interventions are used to screen and support pupils with speech and language difficulties. The interventions support infant and junior pupils and develop their ability to sound and read words. It identifies specific sounds and blends that require support and creates a programme for pupils to follow supported by a TA. If a pupil requires support from outside agencies linked to speech and language they require evidence of screening and support using these programmes before they can access external support.
Phonic Rocket support and intervention programme; precision monitoring; sentence building; number catch up programme- junior pupils. (£19,217)	Interventions to support Basic Skills & ALN pupils as part of our ILP (Inclusive Learning Provision). This support impacts on pupils' literacy and numeracy skills. Pupil termly assessments track progress and highlights areas of difficulty so that a bespoke plan for each pupil can be made. Termly learning walks and book scrutiny by middle leaders and ALNCo evidence the progress that is made during the sessions.
Phonic support and catch up reading programme; precision monitoring; sentence building; number catch up programme- infant pupils. (£10,482)	Interventions to support Basic Skills & ALN pupils as part of our ILP (Inclusive Learning Provision). This support impacts on pupils' literacy and numeracy skills. Pupil termly assessments track progress and highlights areas of difficulty so that a bespoke plan for each pupil can be made. Termly learning walks and book scrutiny by middle leaders and ALNCo evidence the progress that is made during the sessions.

## Community Schools –

**Budgeted cost: £1,000**

Activity	Evidence that supports this approach
Music tuition	eFSM pupils who need financial support to access 1:1 music tuition have opportunities to access musical expertise and as a result excel as a result of the additional music support.
Clothing	The school provides eFSM pupils with clothing to access extracurricular clubs e.g. togs, sports kit etc to remove any barriers and ensure equity for all.
Sport	eFSM pupils access professional sports coaching e.g. football SCFC. This specialised coaching raises self-esteem and confidence and opportunities to compete at the same level as their peers. Some pupils go on to represent the county as a result of this additional support.

## Wider strategies-

**Budgeted cost: £1,400**

Activity	Evidence that supports this approach
Inspirational Futures-wellbeing programme for Year 2 and Year 3 for transition and to support mental health, confidence etc.	The school has used this programme in previous years. Pupils take part in mindfulness exercises and look at their feelings and how they manage their emotions. This impacts on their wellbeing, resilience and ability to focus and understand their emotions.
Residential visit	Schools self-evaluation and listening to learners, highlights the importance of out of school learning experiences as being important to developing relationships and widening experiences for all learners. Enabling eFSM pupils to attend residential to ensure they are exposed to team building and outside adventure activities that they would not otherwise have the opportunity to access. This impacts learners by improving confidence, self-esteem and attitudes to learning and school. Attendance also improves.

**Total budgeted cost: £45,726**

## 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
Football skills and development & numeracy and literacy	Swansea City Community Trust
Wellbeing and mental health programme	Inspirational Futures

### **Further information (optional)**

It is clear from our financial investment as a school in supporting pupils from low income families that we go over and above what the PDG provides. Ensuring we close the gap and provide enrichment activities so that our curriculum is fully inclusive and there is equity for all pupils is a priority. This year we have encouraged our parents to access brand new laptops through the Digital Poverty Alliance (a charity supported by Curry's) this has helped 10 families and provided devices for pupils to access the Hwb at home and programmes such as TT Rockstars; this has had a real impact on progress in reading and maths.

We also have a uniform recycling & donation scheme where we can give families 'nearly new' uniform on a regular basis, this also extends to shoes, PE kit and coats.

The school issues Food Bank vouchers regularly to parents and works closely with the Glynneath foodbank.

We have a large number of eFSM pupils who attend a number of extra-curricular clubs, some of which are now playing for district rugby and football teams.

We have eFSM pupils who receive music tuition which is funded by school, some of which are now playing in concerts at our community centre.

We access agency support for pupils who need specific counselling e.g. bereavement, anger, self-esteem, anxiety. These have been accessed through Team Around the Family.