

Blaengwrach 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	134
Proportion (%) of PDG eligible pupils	23.2%
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Head Teacher- Mrs L. Williams & Governing Body
PDG Lead	Deputy Headteacher- Mrs H Thomas
Governor Lead	Chair of Governors- Mrs S Davies

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£29,900
Early Years PDG funding allocation this academic year	£4, 600
Total budget for this academic year	£34, 500

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 walks, 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.

Intended outcome	Success criteria
To continue to improve spelling	<ul style="list-style-type: none">• A consistent approach to the teaching of spelling will be embedded across the school.• Most younger pupils will have a secure understanding of the initial sounds and blends.• Most younger pupils will be able to spell CVC & CCVC words by blending sounds.• Most younger pupils will spell simple words with accuracy and the alternative will be phonetically plausible.

	<ul style="list-style-type: none"> • Most older pupils will spell simple words with accuracy and more complex words will be phonetically plausible. • Pupils will apply this skill across the curriculum and write with confidence and accuracy. • Pupils will have greater confidence and accuracy using and applying Jolly Phonic sounds in their spelling and grammar, and will have greater confidence and accuracy using phonics to assist spelling accurately. • As part of monitoring exercises, most pupils of varying age and ability will be able to read and spell more complex words, appropriate to their age.
To improve Higher Order Thinking Skills	<ul style="list-style-type: none"> • Pupils will explicitly use the language of thinking skills within their learning through a vocabulary continuum in developing skill of 'evaluate' and 'create'. • Pupils will develop effective higher order thinking skills. In particular, pupils will develop their ability to evaluate and create. • Pupils apply their skills to new situations/problems using the language of Bloom's taxonomy. • Pupils become more independent within their concept work and can lead an enquiry using their skills and knowledge to research and analyse. • Pupils continue to realise the four purposes and assessment demonstrates that pupils make effective progress in relation to their starting point.
To improve teaching, assessment and feedback to ensure pupils make effective progress and inform next steps in learning.	<ul style="list-style-type: none"> • Pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding. • Learning intentions for lessons are matched to pupils' individual learning needs and that enable pupils to progress • Pupils are supported to understand WHY they are learning what they are learning • Pupils are provided with effective feedback to enable pupils to progress with their learning

	<ul style="list-style-type: none"> • Pupils are provided with effective opportunities to reflect upon and self-assess their work • Provision is adapted based on observations of pupils' needs, misconceptions, etc. • Pupils are clear on what they are learning to make progress in within a lesson or over a series of lessons • Pupils respond effectively to feedback to improve their work and to move their learning on • Many pupils edit and improve their work on a regular basis • Many pupils self-assess their work well, identifying strengths and how to improve it • Many pupils are clear on what they are doing well and what they need to improve (next steps)
To improve attendance for groups of learners	<ul style="list-style-type: none"> • The percentage of persistent absentees will fall. • Many learners will make improved progress • Attendance for EFSM pupils will improve. • Overall attendance for learners will improve. • Highest Attendance will be rewarded in Awards assembly through the Attendance trophy and stickers.

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: £26, 065

Activity	Evidence that supports this approach
Rapid Reading Intervention programme (£9,065) (4x a.m. sessions per week)	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 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 (£2,000)	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 support and intervention programmes; consistent approach to the teaching of spelling (£15,000)	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. A consistent approach to the teaching of spelling needs to be implemented, including resources, professional learning for staff, visits to schools to seek good practice. Termly learning walks and book scrutiny by SLT, middle leaders and ALNCo evidence the progress that is made during the sessions.

Community Schools –

Budgeted cost: £5, 444

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	<p>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.</p> <p>Older pupils receive a block of swimming lessons as part of their curriculum at Glynneath Leisure Centre which improves their ability to swim raising confidence levels in the water as an essential life skill. Some pupils go on to improve their enthusiasm, resilience and confidence to learn to swim as a member of the local leisure centre.</p>

Wider strategies-

Budgeted cost: £3,491

Activity	Evidence that supports this approach
Zones of regulation	Zones of regulation is a social-emotional learning curriculum, created to teach children self-regulation and emotional control to build safe, supportive environments that foster learning and well-being for all.
School visits	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 school

	visits, including residential visits 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.
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Total budgeted cost: £35, 000

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.

Externally provided programmes

Please include the names of any programmes. This will help us identify which ones are popular in Wales.

Programme	Provider
Football skills and development & numeracy and literacy	Swansea City Community Trust
Social and emotional programme	Inspirational Futures
Jolly Phonics	Jolly Phonics

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.

We also have a pre-loved uniform 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 including NPT Pass, Netball, Rugby, Choir, Gardening. We also 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.