



# Central 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	450
Proportion (%) of PDG eligible pupils	22.8%
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Suzanne Amos
PDG Leads	Samantha Hopkins and Jess James
Governor Lead	Father Ben Andrews

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£88,550
Early Years PDG	£26,450
Total PDG funding allocation for this year	<b>£115,000</b>
<b>Total school budget share for this academic year</b>	£1,760,544

### Grant Breakdown 2023-24

PDG	Salary Cost
Curriculum Support Teaching Assistants	<b>£38,973</b>
Teaching Assistant Support	<b>£56,921</b>
Curriculum Resources - RWI and White Rose Maths	<b>£19,106</b>
Total	£115,000
EY PDG Allocation	£26,450
PDG Allocation	£88,550
Balance	£0.00

## Part A: Strategy Plan

### Statement of Intent



#### STATEMENT OF INTENT



At Central Primary School, our curriculum is designed to:

- nurture sincere relationships with children, their families and the wider community
- provide first-hand, authentic learning experiences which ensure that learners' individual needs are met
- support high levels of emotional, social and physical well-being
- capture children's natural curiosities and encourage their imagination by using their interests as a vehicle for learning
- encourage high levels of independence and engagement
- promote a growth mindset where children recognise the importance of sustained effort, learn from their mistakes and develop resilience
- enable our children to achieve as they explore a wide variety of opportunities, both familiar and new to them
- celebrate the diverse community in which we live and work

Our curriculum supports children in being and becoming:

- Healthy, confident individuals
- Ethical, informed citizens
- Ambitious, capable learners
- Enterprising, creative contributors

At Central Primary School, we lay the foundations for lifelong learning.

### 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
<b>1. To continue to improve pupils literacy skills, in particular phonics and reading</b>	All staff will deliver highly effective teaching of phonics and reading.  Most efsm pupils will make effective progress in the development of their reading skills.
<b>2. To develop pupils' number skills</b>	Many teachers will understand and implement the development of conceptual understanding of number through concrete, visual and abstract approaches.

	<p>Many 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 continue to develop pupils' integral skills</b></p>	<p>Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to develop integral skills and apply them independently.</p> <p>Most teachers will provide regular and effective opportunities for pupils to solve problems; overcome challenges; investigate and develop their integral skills.</p> <p>Many efsm pupils will develop effective higher order thinking skills - analyse, evaluate and create.</p> <p>Many efsm pupils will explicitly use the language of integral skills within their learning</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. Reading:**

All staff to continue to receive professional learning on the effective delivery of Read, Write, Inc. including a focus on effective teaching strategies and assessing/measuring progress. (See section 'Learning and Teaching' for more specific details)

**2. Number Skills:**

All teachers to receive professional learning focused on how to develop pupils' conceptual understanding of number through verbal, concrete, visual and abstract approaches. (See section 'Learning and Teaching' for more specific details)

**3. Integral skills:**

All teachers to receive professional learning focused on how to explicitly teach and develop pupils higher order thinking skills and integral skills. (See section 'Learning and Teaching' for more specific details)

**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 – Activities include professional learning, research networks and enquiry, assessment/evaluation, early career development, curriculum development and adaptation, class size, academic interventions.**

Activity	Evidence that supports this approach
<p>All staff to continue to receive professional learning on the effective delivery of Read, Write, Inc. including a focus on effective teaching strategies and assessing/measuring progress.</p> <p>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.</p> <p>Opportunities to be provided for staff to observe effective practice in the delivery of high quality phonics teaching through observing model lessons.</p> <p>Staff to receive ongoing coaching in the effective delivery of the programme from the school's Reading Leader and coaching from the programme consultant as part of 'Development Days'.</p>	<p>Evidence from the Education Endowment Foundation highlights that the development of pupils' phonics has 'very high impact for very low cost based on extensive evidence' (an additional 5 months progress over the academic year). Significant evidence exists which highlights that the embedding of a systematic approach to the teaching of synthetic phonics has a considerable impact on pupils' progress with reading and ability to access the wider curriculum.</p> <p>The school implemented Read Write Inc. in July 2022. Initial evidence highlighted that 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. We need to continue to invest in high quality professional learning to further embed the programme and its teaching strategies.</p> <p>Weekly coaching/monitoring sessions with RWI lead.</p>
<p>All teachers to receive professional learning focused on how to develop pupils' conceptual understanding through</p>	<p>Evidence from school monitoring highlights that while many pupils display strong standards with their number work, most pupils need to develop:</p> <ul style="list-style-type: none"> <li>• depth of conceptual understanding</li> </ul>

verbal, concrete, visual, digital 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 and to consider how progression will be ensured.

Senior leaders to provide opportunities for staff to share effective practice through observations.

- use of precise mathematical language when discussing their mathematical thinking
- use of efficient strategies when undertaking calculations
- fluency in applying their number skills

The school will develop an approach to the teaching of mathematics that will address these areas and support pupils' progression in line with the principles of progression in the Mathematics AoLE in Curriculum for Wales.

Teachers to continue to share practice developing pupils' analysis skills including increasing the range of strategies they use to support pupils' ability to analyse.

All teachers to receive professional learning from the school improvement team focused on effective strategies for developing pupils' ability to evaluate. For example, Most Likely, Diamond Ranking; JUDGE etc.

Evidence from the Education Endowment Foundation highlights that the development of pupils' higher order thinking skills has 'very high impact for very low cost based on extensive evidence' (an additional 7 months progress over the academic year).

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 – Activities include *parental engagement, community engagement, working with vulnerable families, attendance, extra curricula activities, extended school day***

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 new approach to the teaching of phonics and to share strategies on how they can support their child's progress at home. (See school website)</p> <p>Football coaching and well-being engagement</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). (See website)</p> <p>Evidence from Janet Goodhall's 'parental engagement' shows significant impact with children's learning particularly in areas of high deprivation.</p> <p>Evidence from Education Endowment Foundation shows significant impact when parents engage at home with their children.</p>
<p><b>Extra-curricular –</b></p> <p><i>Tennis coaching with a qualified tennis coach</i></p>	<p>Anecdotal evidence shows many efsm pupils have received positive impact on their social and emotional wellbeing through attending a variety of after school clubs.</p>

**Wider strategies**

*Health and Well-being – Wellbeing interventions, whole school approach*

*Curriculum/qualifications – outdoor learning, residential*

*Leadership – professional learning on mindfulness, Big Bocs Bwyd/food literacy*

*Raising Aspirations- working in partnership with other agencies*

Activity	Evidence that supports this approach
<p><b>Wellbeing Interventions -</b></p>	<p>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).</p> <p>Evidence from school monitoring highlights progress many pupils make with their overall wellbeing and self-esteem through participating in sports coaching, well-being coaching, etc.</p>

<b>Residential –  Trips</b>	Anecdotal evidence shows many efsm pupils have received positive impact on their social and emotional wellbeing through attending a residential visit (Margam Park)  Trips related to topic such as Margam Park, Theatre Na’Nog, Caswell Bay, Techniquet, Sony Centre etc.
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**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.

See Speech Link results

See Language Link results

See RWI results

See Forest School feedback and success stories for individual pupils with ALN

See Toucan Time evaluations from stakeholders

***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	
The Learning Pit / Growth Mindset	Challenging Learning
Paws.B Mindfulness Programme	MiSP (Mindfulness in Schools Project)

### **Further information**

*We have been successful in our bid to create 'cosy packs' for our families who need to keep warm this winter.*

We wish to continue offering 'warm hubs' within our school to allow our whole school community to access a safe, warm room to socialise and enjoy a warm beverage. This is a weekly initially. This allows our families the opportunity to come together and support each other. It would also allow us to build relationships with some of our 'hard to reach' /efsm families who desperately need our help and support. We would be able to build trust so that we can discover what our families needs are and provide small tokens of support such as 'Cosy packs' which include 'Aldi' shopping voucher cards'. This would ensure our families homes also become 'warm hubs' for them when we shut our doors for the night. Duvets are essential as 'basic needs' but many of our families simply cannot afford theses and they are seen as luxury items. 'Warm hubs' can't just be at a school for 2 hours a week, we would like to expand to ensure our children have access to warmth in the safety of their home. Therefore, we provide 'Cosy Packs' which could include duvets, 'oat bags' that can be heated (hot water bottles are too dangerous potentially for children) and Aldi shopping cards for food. Our 'Warm hub' includes free warm beverages, a comfortable room set aside for our community to access at set times to 'warm up' during the cold winter.

Budget: £3,000 – grant funded