

Annex B: Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

PUPIL DEVELOPMENT GRANT 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.

*If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.*

School Overview

Detail	Data
School name	Knighton Church in Wales Primary School
Number of pupils in school	182 (not including 3s)
Proportion (%) of PDG eligible pupils	14%
Date this statement will be published (Governors' meeting 12/10/22)	13/10/22
Date on which it will be reviewed	Monthly
Statement authorised by	Eirlys Spawton
PDG Lead	Charlotte Rimmer
Governor Lead	Eirlys Spawton

Funding Overview

Detail	Amount
PDG funding allocation this academic year (funding to be spent by 31 st March 2023)	£26,450.00
Total budget for this academic year	£26,450.00

Part A: Strategy Plan

Statement of Intent

- *Pupils from all backgrounds experience a wealth of different learning opportunities and experiences to allow them to achieve better than expected progress across the six areas of learning*
- *Teaching and learning is suitably adapted and appropriately differentiated to meet the needs of pupils, intervention strategies and learning experiences are used effectively to ensure that the above objective is met*
- *The key principles for success are:- equality of opportunity, adaptability, flexibility, stability, parental and community involvement, well defined goals and shared responsibility*

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
Breaking the link between disadvantage and educational attainment.	All pupils are given the same opportunities and experiences within the school.
Teachers are able to adapt pedagogy to enhance learning experiences for all learners.	Many pupils that are underperforming make better than expected progress across the six areas of learning, demonstrating a range of knowledge and skills.
Pupils know and understand the next steps in their individual learning journey.	Most pupils clearly understand and are able to articulate what they need to do to improve their work.

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: **£17,105**

Activity	Evidence that supports this approach
Intervention Programmes - Staffing	Effective use of TAs and HLTAs to implement strategies across school:- 'Write from the start', 'Dance Mat', 'Dealing with Feeling', Learning Village, Xenzone, Spelling Shields.
Intervention Programmes – Resources (Emile, Nessy, Learning Village, TRUGS, Numberstacks)	These programmes are bought by school and provide individual progress reports and targets for the pupils. The pupils engage well with these intervention programmes and progress can be tracked easily and regularly.
Class teachers to support specific groups of learners (EAL, MAT, ALN) Supply cost to allow teachers time to complete this work- class teachers are best placed to identify needs of the individual pupil and work on specific targets to accelerate progress in the different areas of learning	Monitoring reports for each area of learning, formative assessment, feedback from pupils/listening to learners (in-house and governor monitoring).

Community Schools

Budgeted cost: **£3000.00**

Activity	Evidence that supports this approach
<i>Radnor Hills- Community business link</i>	Community links, promoting 'Enterprising, creative contributors who are ready to play a full part in life and work'. Many of the pupils do not leave their immediate environment and it is important that they are able to access places further afield to allow them to grow and develop more independence, having a better understanding of the world and the way that it works. The more experiences that the pupils are exposed to, the greater impact on their learning- oracy skills, written work, geographical and historical knowledge. Linking with the ethos of 'cynefin', Radnor Hills not only provides opportunities locally for employment (many of our pupils have family and friends that work there) but it also aims to instill a love of the local environment from an ecological point of view; they have set up a recycling plant and are a driving force in improving our area and they are committed to involving all stakeholders in the community.
<i>Small Breeds Farm</i>	Community links, promoting 'Ethical, informed citizens who are ready to be citizens of Wales and the world'. Scientific concepts are developed in FSM pupils through such activities, as well as geographical knowledge and oracy skills. Most of our FSM pupils have very little experience of the countryside and the small breeds farm provides learners with opportunities to experience rural life and all it has to offer.
<i>Transport for sporting events</i>	Encouraging cluster collaboration, 'Ambitious, capable learners who are ready to learn throughout their lives'. Most of our FSM pupils may not have accessed sporting events due to the locality of Knighton and a lack of regular public transport if the family has no transport, it is important that they are able to access such events, alongside their peers, in order to raise their self-esteem and boost their confidence. This will impact positively on physical literacy skills which in turn improves general literacy skills, thus closing the gap between deprivation and attainment.
<i>Sports skills training (specific)</i>	Promoting 'Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society'. This will impact positively on physical literacy skills which in turn improves general literacy skills. Sport gives FSM pupils confidence and resilience to achieve in other areas of school life and beyond.

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: **£6345**

Activity	Evidence that supports this approach
Oakerwood residential trip	Encouraging 'Ambitious, capable learners who are ready to learn throughout their lives'. Most FSM pupils have not previously been away from their home environment and the residential trip provides a new context for forming relationships. Team-building activities break down barriers and allow FSM pupils to develop and practice important social skills. FSM pupils are given the opportunity to learn valuable life skills and take risks in a safe and nurturing environment. This activity combats some other most significant non academic challenges to success in school including attendance, behaviour, and social and emotional support, which may negatively impact on the academic attainment of FSM pupils.
<i>Theatre/Cinema trip</i>	Promoting 'Enterprising, creative contributors who are ready to play a full part in life and work'. Most FSM pupils have not experienced the theatre previously. Taking them to the theatre doesn't just help them academically, it is a cultural experience that should be open to everyone. Theatre exposes pupils to new vocabulary and ways of communicating- through arts of dance, acting and music. Thus, developing a love of language.
<i>Shropshire Hills Discovery Centre- Craven Arms</i>	Promoting 'Enterprising, creative contributors who are ready to play a full part in life and work'. FSM pupils will access information about the history, geography and biology of the area giving them a greater understanding of the wider community and building their back of knowledge and vocabulary. For many FSM families access to such trips is prevented due to financial implications.
<i>Expressive Arts- Music and dance workshops (Impelo, Jim Elliot)</i>	Community links, promoting 'Ethical, informed citizens who are ready to be citizens of Wales and the world'. Pupils learn new things, like sounds, words and patterns through music. With dance, they can explore and control their body movements. These activities are superb for development, and stimulate connections in the growing brain. Creative activities also promotes self-awareness, empathy and provides coping mechanisms for learners to cope with stress and deal with emotions, which will hopefully lead learners to live happy, healthy, successful lives. Due to the specific features of our community we believe this to be a good use of spending.
<i>Cooking workshops</i>	Education about nutrition, budgeting, life skills. Cooking is an essential life skill that enables children, young people and adults to lead happy and healthy lives. Cooking provides hands on, 'healthy cooking', experiences where

	children and adults work together to prepare simple, healthy, economical and age-appropriate dishes.
<i>Forest schools/outdoor learning development- allotment and outdoor environment</i>	Two members of staff are currently on the Forest Schools training- some classes have already benefitted greatly from their outdoor learning experiences with those teachers (Summer term 2022) and this has impacted on their confidence and resilience when tackling challenges within the classroom, we will continue to roll out this work with all classes. We will have an outdoor classroom in January 2023 and we are also making improvements to the playground area, (initiated by the school council). Funding an allotment area and education related to gardening will further develop 'life skills' and encourage creativity and confidence in FSM pupils, allowing them to explore environmental issues, engage in problem solving and take action to improve the environment.

Total budgeted cost: £26,450.00

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on FSM pupils in the 2021 to 2022 academic year.

- **The Animal Man** visit to school was very enjoyable and allowed the pupils to find out about a variety of animals, as well as discussing deforestation and pollution. The FSM pupils were inspired by the visit and engaged very well in a number of follow up literacy activities after the visit. Many FSM pupils felt that they were more confident in discussing topical issues after the visit. One Year 4 pupil commented "I work well as part of a team and give valued opinions and I offer creative qualities". Staff observed that many FSM pupils demonstrated improved confidence; for example, when provided with opportunities to handle animals perceived as being dangerous. One Year 5 pupil stated "we had to be confident and this helps us with other things in school". Another Year 3 pupil commented "I enjoyed holding the spider as I've always been scared of them and I'm not afraid anymore"
- **Jim Elliot music session** 'We had the opportunity to handle instruments that we had never heard of' was a comment from one Year 6 pupil. Another Year 6 pupil commented "this was something I wouldn't have experienced out of school, giving ideas works out best for all of us and volunteering"
- **Progress in reading.** Most FSM pupils in Foundation Phase made accelerated progress in reading. Many FSM children in KS2 made accelerated progress in reading. This accelerated progress was not just down to staff intervention, but also intervention packages such as NESSY, Learning Village, Talisman and Totem reading series and TRUGS (Teaching Reading Using Games). Evidence was collated from guided reading records, home reader records and individual reports for the interventions on phonic progress, word level work, spellings, grammar and punctuation.
- **Progress in writing.** In Reception/Y1/Y2 most FSM pupils made expected or above progress in writing. Nearly all FSM pupils in Reception/Y1/Y2 made accelerated progress in oracy skills. One Y1 FSM pupil commented 'I show I am an ambitious learner when reading and doing my spellings. I show I am a capable learner as my spellings and reading improve'. Intervention strategies supporting accelerated progress in literacy last year were:- NESSY, Learning Village, Talisman and Totem books and TRUGS. Evidence was collated from guided reading records, home reader records and individual reports for the interventions on phonic progress, spellings, word level work, grammar and punctuation.
- **Progress in numeracy.** In Reception/Y1/Y2 most FSM pupils made accelerated progress in basic numeracy skills, after specific intervention with a staff member and through the use of Emile maths intervention programmes. Nearly all pupils in KS2 could talk about a strategy to help them work out the answer to questions. Most FSM pupils in KS2 made accelerated progress in basic numeracy skills and problem solving after specific intervention with a staff member and through the use of Emile maths intervention programmes.

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
TRUGS- Teaching Reading Using Games (all three boxes, in English and Welsh)	The Dyslexia Shop
Learning Village (blended EAL school programme) Immersive, image-based methodology	The Learning Village learner experience is a webapp and is ipad-friendly Requires iOS11 and above
Nessy- structured literacy for reading and spelling, based on the science of reading	Developed by the British Dyslexia Centre by a team of specialists Works best with Google Chrome Compatible with most tablets of ipad 5 and newer
Emile Maths- designed for interventions, learning gap analysis	Emile Games Based-Learning App for schools and homes
Talisman/Totem series- highly-structured, cumulative series for older pupils that builds up their reading skills	The Dyslexia Shop