

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 2024 to 2025 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	164 (not including 3s) Autumn term 169 (not including 3s) Spring term
Proportion (%) of PDG eligible pupils	14% 14%
Date this statement will be published	02/10/24
Date on which it will be reviewed	Monthly
Statement authorised by	Angelique Williams
PDG Lead	Charlotte Rimmer
Governor Lead	Julie King

Funding Overview

Detail	Amount
PDG funding allocation this academic year (funding to be spent by 31 st March 2025)	£27,600.00
Total budget for this academic year	£27,600.00

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 and how they have made progress.

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: **£20,282**

Activity	Evidence that supports this approach
<p>Intervention Programmes – Staffing</p> <p>TAs/HLTAs to support specific groups of learners (EAL, MAT, ALN), class teachers to identify needs of the individual pupil and work on specific targets to accelerate progress in the different areas of learning</p>	<p>Effective use of TAs and HLTAs to implement strategies across school:- ‘Write from the start’, ‘Dance Mat’, ‘Dealing with Feelings’, Learning Village, Area43 (Counselling service), Spelling Shields, Colourful Semantics, Number Stacks, Emotion Coaching, Guardian Angels</p> <p>Monster Phonics implemented September 2024- significant impact on progress for individual learners (SIA/HT lesson observations from Autumn term, book look evidence from Spring term, individual assessment on Monster Phonics)</p> <p>Sumdog purchased Autumn 2024 (maths)- games-based adaptive-learning app that tailors questions to each child’s unique level, building confidence and engaging learners</p> <p>Assessment of progress sheets (intervention work) monitored by ALNCO</p> <p>Evidence of progress collated by TAs/HLTAs</p> <p>ALNCO termly impact assessment updates</p> <p>Provision Map updated (ALNCO)</p> <p>Monitoring reports for AOLEs, formative assessment, feedback from pupils/listening to learners (in-house and governor monitoring).</p> <p>Cycle of Assessment and Progress documents- updated/amended for September 2024</p> <p>Pupil Progress meeting evidence- Autumn and Spring term updates (in Progress file)</p> <p>National Test data from Autumn term and Summer term</p> <p>Book Look monitoring from Spring term- focus on pupils understanding of tasks and how to improve their work is evident from feedback, challenge is provided within lessons and is evident within books, evidence of progression (SDP Priority 2)</p> <p>Governor listening to learners w/b 11/11/24 (monitoring report evidence) and 16/05/25 (monitoring report evidence- specifically eFSM pupils)</p>

Community Schools

Budgeted cost: **£2678**

Activity	Evidence that supports this approach
<p><i>Transport for sporting and community events (Football, Cross-Country, Netball, Cricket, Rugby, Radnor Hills)</i></p>	<p>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.</p> <p>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 instil 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.</p> <p>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.</p> <p>Pupils have participated in cross-country, netball, cricket, football- Autumn 2024 and Spring/Summer 2025</p> <p>From the pupil questionnaire completed in Spring 2025 32% of eFSM pupils said that they ‘sometimes’ had the opportunity to take part in clubs at school and 68% said that they ‘always’ had the opportunity to take part in clubs at school</p>

95% of eFSM pupils said that adults at school 'always' help them to stay healthy and take regular exercise, 5% of eFSM said that this happened 'sometimes'



eFSM pupil
questionnaire feedback

Feedback to governors (16/05/25):-

'We've done netball at John Beddoes and cross country at Builth. We do lots of cross country- it's a long way to run! I am really glad that we went. We are taking a girls' football team to John Beddoes, from Y5/Y6, I'm going to be part of the team. We do cricket and football club with Mr Rose after school- I love it being a team game and all about fun! It doesn't matter if you win or lose'

'I practice my sports. My football is better and we play in a team too and in school it helps'

'I play football for a team and school helps'

'I have improved my ball skills for sports'

'We're having a cricket club soon and we're doing rounders!'

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

Budgeted cost: £4640

Activity	Evidence that supports this approach
<p>Oaker wood residential trip £3000 approx.</p>	<p>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.</p> <p>6 eFSM pupils went to Oaker wood</p> <p>Feedback to governors (16/05/25) from the pupils about their residential trip:-</p> <p>'We did the zip line and rafting- the zip line was really fun'</p> <p>'We did "Rafts got Talent"- never had the chance to do this before, only did this with school, I haven't been to anything like this with my family'</p>

	<p>'We developed team work, helping others, they (centre staff) told us how polite we were'</p> <p>'For the low ropes we had to get across as a team!'</p> <p>'The tree climbing was tricky but fun, I was proud I did it'</p> <p>'We did team work. It helped our personality. I like climbing to the top of the tree!'</p>
<p><i>Theatre trip- The Courtyard in Hereford (Sleeping Beauty)</i></p> <p><i>Reception/Y1 also went to see 'The Gruffalo' at The Courtyard</i></p> <p>£1640</p>	<p>Promoting 'Enterprising, creative contributors who are ready to play a full part in life and work'. Most eFSM 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.</p> <p>All pupils in school were given the opportunity to visit the theatre</p> <p>'I liked going to the theatre, my favourite bit was when he (the Gruffalo) was hiding, I have only been to the theatre with school'</p> <p>When speaking to the pupils in Rec/Y1 governors noted that none of them had been to the theatre other than going with school</p> <p>Sleeping Beauty trip (whole school):-</p> <p>'We got chocolate from 'Friends of School' to eat at the theatre! I liked the middle of the show and when she wakes up at the end'</p> <p>'I liked it when the evil lady becomes good!'</p> <p>'I liked the scene when she was flying!'</p>

Total budgeted cost: £27,600

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 2024 to 2025 academic year.

Most pupils clearly understand and are able to articulate what they need to do to improve their work and how they have made progress- success criteria met

Many pupils that are underperforming make better than expected progress across the six areas of learning, demonstrating a range of knowledge and skills- success criteria met

All pupils are given the same opportunities and experiences within the school- success criteria met

Progress in reading and writing- **Nearly all pupils** said that they were getting better at their reading and writing and were able to give examples of this orally/from their books.

From feedback to governors' listening to learners 16/05/25:-

Monster Phonics-

'I like it when we have to make the sounds, it helps us with our reading and to remember sounds and we do it every day'

'It helps us to read the letters and our reading books. I like doing the sheets, we have to join the words to our pictures'

'We take chalk out to write letters'

'We love to do our work outside!'

'We can ask someone for help if we need to'

'My reading is better and I practise my big words'

'My writing was too big but now it is smaller'

'I am using joined up writing now and I am in the highest group'

'Reading and Monster Phonics helps me to improve with my reading and writing'

'I used to do 'write from the start' and it helped me improve my writing skills'

Dealing with Feelings-

'It helps with talking to people and being social'

'We do it with Mrs Shaw, tell a story and talk about feelings linked to the story'

'I have improved my social skills- we just have to keep trying!'

'I've improved my social skills being in the group (intervention) and now I've got more friends'

Maths-

Evidence from listening to learners and book looks (governor/SLT/SIA) shows that **Most** eFSM pupils are able to say what they are learning and how they are learning, and how they have made progress in maths.

'I have been practising my numbers and now I can write the right numbers!'

'My teacher helps write the numbers correctly and Mrs Bywater helps me with my numbers and Mrs Woz helps with my 'minute maths'

'I like going outside for Maths- we went to find shapes, there were a lot!'

A governor noted that 'The children are confident and everyone thought that they had improved their work' (listening to learners 16/05/25)

'I'm going up the levels in my 'minute maths!'

'My maths has improved and I'm getting more right'

Expressive Arts/Health and Well-being-

Sporting events & Residential trips, theatre trips- Most eFSM pupils are able to demonstrate creativity, confidence and independence and are able to participate in supported risk taking in outdoor learning (see above pupil comments p 4,5,6)

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
<p>Giglets- improving reading fluency and comprehension, inclusivity and engagement, improving home-school links around reading (EAL/ALN)</p>	<p>Giglets was founded in 2011 by Craig Johnstone, Jax McGhee and Dr. Karsten Karcher. 'We started out with a simple idea; make classic stories more accessible and engaging, so as not to lose them in a digital age. However, through our own voyage of learning, we've engaged with a wider community of pupils, teachers, parents, artists, writers, storytellers, enterprises and charities, and with all this wonderful support we've created something we could never have imagined.'</p>
<p>Nessy- structured literacy for reading and spelling, based on the science of reading.</p>	<p>Developed by the British Dyslexia Centre by a team of specialists.</p> <p>Works best with Google Chrome.</p> <p>Compatible with most tablets of ipad 5 and newer.</p>
<p>Sumdog-used to progress pupils' confidence and fluency in Maths. It supports individual learning needs and supports practise, consolidation and assessment of skills.</p>	<p>A games-based adaptive-learning app that tailors curriculum-aligned questions to each child's unique level.</p>
<p>Monster Phonics- uses a multisensory approach to enhance learning and engagement. A comprehensive phonics and spelling scheme that guides children on an exciting learning journey.</p> <p>KS2 support- Superhero Spelling provides comprehensive lessons for children from Years 3 to 6. A complete and inclusive solution for practising all statutory word lists with ease.</p>	<p>A systematic synthetic phonics scheme that accelerates learning by allowing children to learn new graphemes, using monsters to group graphemes for recall, and to provide an easy and fun memory cue for children. It also uses colour-coding to highlight the grapheme when teaching a new grapheme.</p> <p>A DfE validated programme.</p>