



Pupil Development Grant Statement

October 2022

T. Richards (Headteacher)

Melin 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

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|---------------------------------------|-------------------------------------|
| Number of pupils in school | 225 |
| Proportion (%) of PDG eligible pupils | 40.4% (all school), 48.4% (Y1-Y6) |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Mr. T. Richards (Headteacher) |
| PDG Lead | Mrs. D. Harris (Deputy Headteacher) |
| Governor Lead | Mrs. S. Miller (Chair of Governors) |

Funding Overview

| Detail | Amount |
|--|-----------------------|
| Early Years PDG funding allocation this financial year | £47,150 (Early Years) |
| PDG funding allocation this financial year | £89,700 (PDG) |
| Total budget for this financial year | £136,850 |

Part A: Strategy Plan

Statement of Intent

At Melin Primary School we have high expectations that encourage good habits, promote ambition and positive attitudes to learning. This will enable the children to grow to be literate, numerate, digitally competent and independent life-long learners. They will be happy, healthy, safe and contribute creatively and ethically to their community, Wales and the world.

Our current use of the Pupil Development Grant supports these aims, increasing opportunities for pupils to participate in purposeful learning opportunities, increase their well-being and supporting access to inside and out of school activities.

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 develop pupils' higher order thinking skills | <p>Most teachers will be explicitly teaching higher order thinking skills and providing pupils with regular opportunities to practice these skills and apply them independently.</p> <p>All staff will explicitly use the language of thinking skills with pupils and will identify appropriate opportunities for pupils to develop their thinking skills in a range of learning experiences so that the majority of pupils will be using the language of thinking skills within their learning</p> <p>The majority of pupils will develop effective higher order thinking skills. In particular, pupils will develop their ability to apply, analyse, evaluate and create.</p> |
| To improve the spelling, sentence structure and use of punctuation within pupils' writing. | <p>Many pupils will show in their work that they are using a wider range of vocabulary, more compound and complex sentences and an increased range and complexity of punctuation appropriately.</p> <p>The gap between the attainment of eFSM and non FSM in writing will be reduced.</p> <p>More pupils will use higher order skills, particularly in relation to ranges of sentence types, independently in their written work and in Missions.</p> <p>Many teachers will have a good understanding of pupil progression in writing.</p> |
| To improve pupils' instant recall of multiplication facts and number bonds | <p>The majority of pupils will show appropriate levels of understanding and ability to use number bonds and multiplication/division facts for their age and ability.</p> <p>Parents will feel more able to support pupils' numeracy development.</p> <p>Many teachers will have a good understanding of pupil progression in Maths and Numeracy</p> |
| To develop and successfully implement ALN Reform systems within the school | An appropriate and robust policy for Additional Learning Needs will be implemented. |

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| | <p>An ALNCo led school wide system for provision identification, training and evaluation will be in place.</p> <p>Staff will be trained and supported to undertake the person-centered review.</p> <p>Pupils' needs will be met through additional learning provision that is appropriate, effective and progress tracked in a meaningful way.</p> <p>IDP will be in place in a consistent form, used by most staff accurately with strong PCP evident.</p> <p>Many pupils with ALN will achieve progress against their person-centred outcomes and IDP targets.</p> |
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Activity in this academic year

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

We will be spending our allocation on developing literacy provision and standards through intervention for pupils who are eFSM in the areas of reading, phonic development, speech and language and social skills. We will work with parents to provide parental workshops supporting literacy at home such as reading skills and spelling skills. Access to reading materials at home will be supported through the Oxford Reading Buddy and Spelling and Reading Target reward system. Attendance at school to access these opportunities will be

We will be spending our allocation on developing numeracy provision and standards through intervention for pupils who are eFSM in the areas of number development. Intervention groups will be established to use ICT to support number bond and multiplication/division facts. A new number focussed scheme of work will be introduced with relevant staff training implemented. ICT packages will be subscribed to so that pupils are motivated to complete activities.

Access to food and fun during the summer holidays along with other activities to increase the well-being and physical activity of pupils eligible for free school meals. The Summer Holiday Enrichment Project (SHEP) will continue to run and interventions during school day including ELSA, Lego ELSA, Block Play, Forest Schools, Talkabout, Relationship Based Play and the School Based Counselling Service will all run from the PDG funding. Money from the PDG will go into increasing access for pupils to memorable experiences as part of the curriculum.

Learning and Teaching

Budgeted cost: £49,705

| Activity | Evidence that supports this approach from EEF Evidence Brief |
|------------------------------------|--|
| <i>Rapid Reading</i> | Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. |
| <i>Phonic Catch-up</i> | Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. |
| <i>Speech Link</i> | Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. |
| <i>Language Link</i> | Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. |
| <i>Reception Spelling Carousel</i> | Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. |
| <i>Popat</i> | Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. |
| <i>Block Play</i> | Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. |
| <i>Forest Schools</i> | Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider |

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| | whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. |
| <i>Wellcomm Programme</i> | Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. |
| <i>Philosophy for Children</i> | Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully |
| <i>Mathletics Club</i> | Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. |
| <i>Oxford Reading Buddy</i> | Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. |
| <i>Insight Tracking</i> | Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. |
| <i>Mathletics Subscription</i> | Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. |
| <i>Big Maths Scheme</i> | Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality |

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| | curriculum materials, or investment in the use of standardised assessments. |
| <i>Staff Training</i> | Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. |

Community Schools

Budgeted cost: £12,168

| Activity | Evidence that supports this approach from EEF Evidence Brief |
|---|--|
| After School Clubs Staffing | Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. |
| <i>Resources for After School Clubs</i> | Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. |
| <i>Running Costs for Parent Groups</i> | Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. |
| <i>SHEP Programme</i> | Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. |

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

Budgeted cost: £64,283

| Activity | Evidence that supports this approach from EEF Evidence Brief |
|--|--|
| Talkabout Intervention | Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. |
| <i>KitKat Club</i> | Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully |
| <i>ELSA</i> | Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully |
| <i>Lego ELSA</i> | Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully |
| <i>Relationship Based Play</i> | Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully |
| <i>Art Specialist TA</i> | Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. |
| <i>Attendance Reward Scheme</i> | There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. |
| <i>Memorable Experiences</i> | Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. |
| <i>School Based Counsellor Service</i> | Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. |
| <i>Leadership Time</i> | Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to |

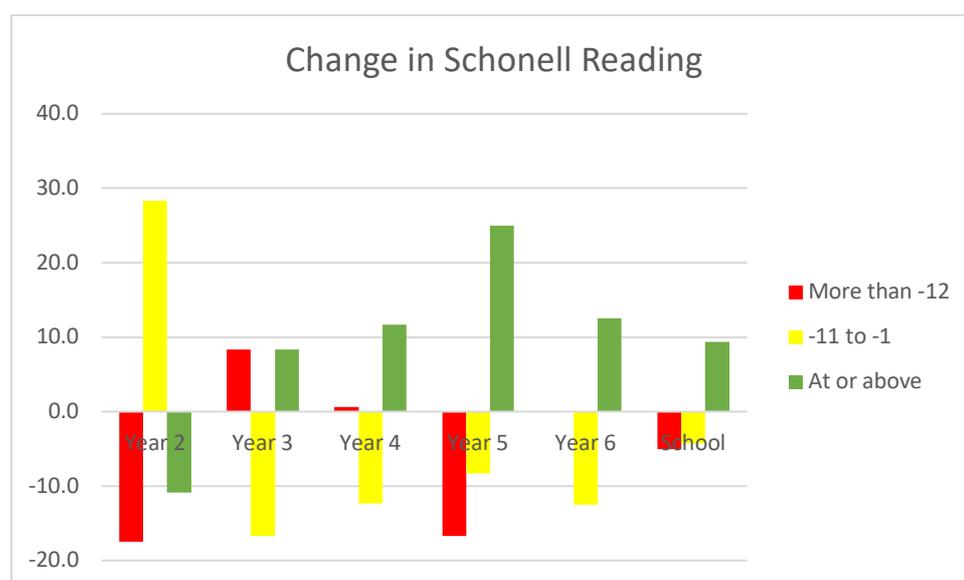
| | |
|--|---|
| | develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. |
| <i>Subsidising Residentials</i> | Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. |
| <i>Increased TA support in Early Years</i> | Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. |
| <i>TLR Holder support and development time</i> | A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. |

Total budgeted cost: £ 126,156

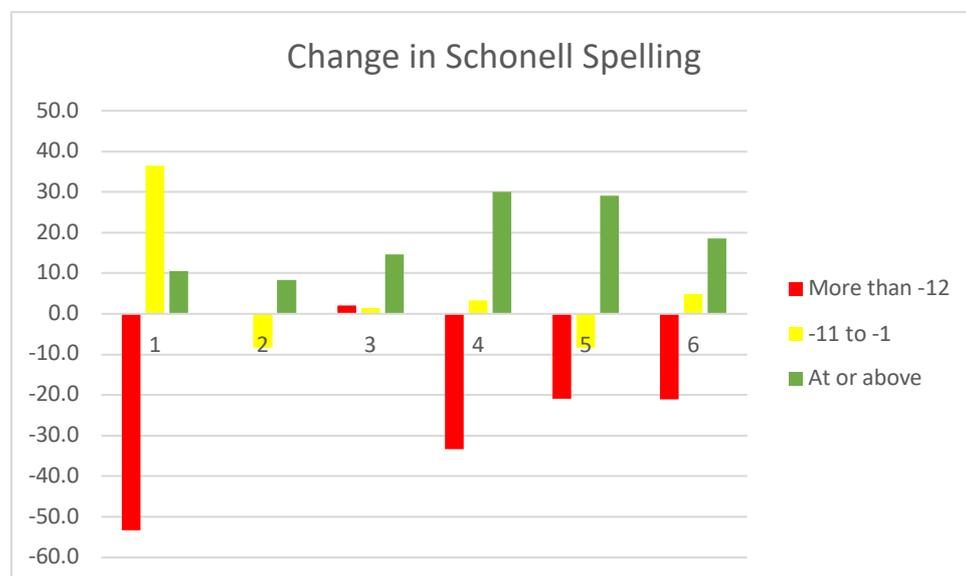
Part B: Review of outcomes in the previous academic year

Literacy Skills

Covid has set all pupils back in their literacy skill development, especially those who are eFSM entitled.



The percentage of pupils who are entitled to free school meals and are above their chronological age in reading has increased nearly 10% across the school from September 2021 to March 2022. The percentage of those who were more than 12 months below their chronological age has dropped by 5% in the same period.



The percentage of pupils who are entitled to free school meals and are above their chronological age in spelling has increased nearly 19% across the school from September 2021 to March 2022. The percentage of those who were more than 12 months below their chronological age has dropped by 21% in the same period.

Wellbeing and Attitudes to School and Self

'Pupils Attitude to School and Self' (PASS) Assessment (January and June 2022)

| | Feelings about school | Perceived learning capability | Self-regard as a learner | Preparedness for learning | Attitudes to teachers | General work ethic | Confidence in learning | Attitudes to attendance | Response to curriculum demands |
|--------------|-----------------------|-------------------------------|--------------------------|---------------------------|-----------------------|--------------------|------------------------|-------------------------|--------------------------------|
| January 2022 | 61.8 | 43.6 | 42.5 | 54.6 | 72.7 | 39.0 | 52.1 | 59.8 | 30.6 |
| June 2022 | 51.1 | 43.6 | 53.6 | 43.0 | 48.4 | 58.8 | 52.1 | 46.5 | 42.7 |
| Difference | -10.7 | 0 | 11.1 | -11.6 | -24.3 | 19.8 | 0 | -13.3 | 12.1 |

When compared to the nationalised percentiles, the school was placed within the 'high satisfaction with their school experience' banding for all nine factors by pupils who entitled to free school meals.

Around half of the areas have seen improvements, however around half have gone down in percentile ranking, especially the ‘attitudes to teachers’ questions.

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 |
|-------------------------|---|
| Rapid Reading | Pearson |
| Speech Link | Speech Link Multimedia Ltd |
| Language Link | Speech Link Multimedia Ltd |
| Popat | Training provided by Neath Port Talbot CBC. |
| Block Play | Training provided by Neath Port Talbot CBC. |
| Wellcomm | GL Assessment |
| Philosophy for Children | Training provided by SAPERE |
| Mathletics | 3P Learning |
| Oxford Reading Buddy | Oxford University Press |
| Talkabout | Scheme by Alex Kelly |
| ELSA | Training provided by Neath Port Talbot CBC. |

T. Richards
 Headteacher
 October 2022