

Ysgol Carreg Hir 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

Number of pupils in school	<i>369 pupils (including nursery)</i>
Proportion (%) of PDG eligible pupils	<i>39%</i>
Date this statement was published	<i>October 2022</i>
Date on which it will be reviewed	<i>July 2023.</i>
Statement authorised by	<i>Headteacher</i>
PDG Lead	<i>Headteacher</i>
Governor Lead	<i>Vice Chair</i>

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 131,100
EYPDG	£41,400
Total	£172,500

Part A: Strategy Plan

Statement of Intent

'We want our school to be a safe, caring and happy place, where we are nurtured to become the best we can be' (See full vision statement)

- All pupils to make progress towards the four purposes.*
- For all pupils to make progress in skills – literacy, numeracy, digital, integral and thinking)*
- For all pupils to have a range of interesting and exciting experiences*
- For all pupils to be equipped with the skills to learn*
- For pupils to develop their social and emotional skills*

Use of the Pupil Development Grant supports these aims to be inclusive for all children and increase opportunities for additional learning opportunities, increase their wellbeing and enable inclusion in experiences inside and outside of the classroom.

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 improve pupils welsh oracy skills	<ul style="list-style-type: none"> • Many pupils in the foundation phase will be able to answer first person questions in full sentences. • Many pupils in lower key stage 2 will be able to answer first person questions in full sentences and begin to extend their responses using achos. • Many pupils in upper key stage 2 will answer first person questions in full sentences and extend their responses appropriately using a wider vocabulary.
To develop ALN in line with reform	<ul style="list-style-type: none"> • All pupil with ALNs receive appropriate tailored intervention • Nearly all pupils in intervention groups will make appropriate progress • All pupils with ALNs will receive personalised learning as part of their holistic learning journey according to the four purposes of the curriculum with flexible opportunities to deliver 'what's important to and for them' within their IDP's • All pupils will engage in first hand experiences and authentic learning contexts • Most ALN pupils will achieve effective progress in the development of their literacy/numeracy skills • Many pupils accessing appropriate interventions will achieve strong progress in the development of their social and emotional skills, relative to their starting point. • Many ALN learners will achieve effective progress against their person-centred outcomes and IDP targets. • Parents will be involved, working in partnership with the school. • To involve and inform Governors in the ALN reform process

<p>To develop pupils higher order thinking skills</p>	<ul style="list-style-type: none"> • Most teachers will be explicitly teaching higher order thinking skills of analysis evaluate and create and providing pupils with regular opportunities to practice and to apply these skills independently. • Pupils will continue to develop their knowledge, skills and vocabulary linked to analysis whilst also developing their knowledge, skills and vocabulary linked to evaluate and create. • Most pupils will begin to use the language of evaluate and create within their learning. • Many pupils will be able to support each other cooperatively in learning and using new skills and knowledge. • Many pupils will develop effective evaluation and creative skills, including developing the ability to evaluate their thinking / thought process.
<p>To improve pupils grammar and punctuation in writing</p>	<ul style="list-style-type: none"> • Majority of pupils will use punctuation accurately and consistently across all their writing. • Majority of pupils across the school will write sentences that are grammatically correct. • Majority of KS2 pupils will vary their sentence structure when writing independently.
<p>To improve pupils number skills</p>	<p><u>Provision</u></p> <p>The majority of teachers will understand and implement the development of conceptual understanding through verbal, concrete, visual, digital and abstract approaches.</p> <p><u>Learning</u></p> <p>The majority of pupils will be able to:</p> <ul style="list-style-type: none"> • represent concepts in multiple ways (concrete, visual, digital and abstract) • use precise mathematical language to explain their thinking • make up examples (and non-examples) • identify efficient strategies for calculations

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: £ 82,255

Activity	Evidence that supports this approach
TAs focusing on literacy and numeracy skills between Reception and Year 6 through rapid reading, Welcomm, guided reading, language links, precision monitoring, speech link and focus group work in class	Self evaluation activities have evidenced that bespoke intervention, specific to individual needs accelerates progress in basic skills.

Community Schools

...

Budgeted cost: £12000

Activity	Evidence that supports this approach
Deputy head to meet with parents (ad hoc) and also through planned coffee afternoons to support families.	To work more collaboratively with families to ensure effective parental engagement. During the current cost of living crisis we hope to support parents and signpost them to other services.
Outdoor learning teacher to hold parental engagement sessions on ideas for outdoors	To share with parents the work we do through outdoor learning and to equip parents with greater skills to use with their children.

Wider strategies

Budgeted cost: £ 82000

Activity	Evidence that supports this approach
<p>Thrive practitioners to develop The Thrive approach across the whole school working with targeted pupils on 'stage' appropriate bespoke strategies.</p>	<p>The school has invested in the Thrive approach over the last 2 years and has used this as the main planning tool for planning and developing pupils social and emotional skills as whole classes and through bespoke individual support.</p> <p>Self evaluation has evidenced that pupil engagement and behaviour has improved and exclusion levels have reduced.</p>
<p>TAs to deliver the ELSA programme weekly to targeted pupils in need of emotional literacy support. To improve pupil self-esteem and self-belief.</p>	<p>Wellbeing self evaluation recognises pupil behaviour has improved and pupils feel safe at school and supported with their emotional needs.</p>
<p>Financial support for e-fsm pupils to widen their learning experiences by accessing trips, residential visits and wider experiences.</p>	<p>In a questionnaire to parents and when liaising with parents on our curriculum vision parents expressed that they would like to see their have a wider range of experiences.</p> <p>School self evaluation and during curriculum design, pupil voice highlighted the importance of out of school learning and new experiences as being important.'</p>

Total budgeted cost: £ 176,255

Part B: Review of outcomes in the previous academic year

- 22 pupils received individual Thrive intervention and significant progress in their emotional and social wellbeing
- 6 pupils received ELSA
- 32 Foundation Phase pupils received Language Link support and 37 Speech Links support. 12 Key stage 2 pupils received Language Links and 4 Speech Links
- Attendance of efsm improved by 4%
- 96% of efsm pupils made progress in their reading and spelling ages, with 40% making more than 12 months progress in spelling and 38% making more than 12 months progress in reading.

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
Thrive	