

PUPIL DEVELOPMENT GRANT 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.

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	Derwendeg Primary School
Number of learners in school	178
Proportion (%) of PDG eligible learners	39.8%
Date this statement was published	Nov '23
Date on which it will be reviewed	Autumn '24
Statement authorised by	Headteacher
PDG Lead	Lynsey Wangiel
Governor Lead	Christine Rogers

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£66,700
EYPDG	£18,400
Total budget for this academic year	£85,100

Part A: Strategy Plan

Statement of intent

Objectives:

- Raise achievement of all pupils with a specific focus on vulnerable groups.
- Strong focus on emotional development alongside academic achievement.
- Improve attendance rates ensuring vulnerable families attend daily and on time.
- To develop pupils' metacognition skills and view of themselves as learners
- To monitor pupil progress and value added over time with a specific focus on vulnerable groups

We aim for all pupils to have equal opportunities and equity of provision. We look at each individual to see how best they can be supported to achieve to their full potential.

We focus on the all-round development of each child in accordance with their age and ability, focusing not only on intellectual development but on social development too, thereby aiming to make each pupil a constructive member of the community; spiritually, morally, socially and intellectually.

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
Raise achievement of all learners with a specific focus on vulnerable groups.	Identified FSM pupils make progress through identified interventions.
Strong focus on emotional development alongside academic achievement.	Children accessing a wide range of universal and targeted interventions/ programmes focusing on emotional development with a focus on eFSM learners. Progress is shown in subject specific assessments/ ELSA screening/ Thrive screening.
Improve attendance rates ensuring vulnerable families attend daily and on time.	<ul style="list-style-type: none"> • Attendance target achieved with improved attendance across the school. • Improved punctuality • eFSM learners have improved attendance and punctuality • Gap between FSM pupil attendance and non-FSM pupil attendance is narrowed. • School attendance is in line with or above LA/ Wales %.
To develop pupils' metacognition skills and view of themselves as learners	<ul style="list-style-type: none"> • Teachers to hold Pupil Learning Review Meetings with pupils 3 times a year.

	<ul style="list-style-type: none"> • Improved feedback for the children. • Effective use of target setting with the children.
To monitor pupil progress and value added over time with a specific focus on vulnerable groups	<ul style="list-style-type: none"> • Close the gap between FSM pupil performance and non-FSM pupils • Monitor of FSM performance through book scrutiny, listening to learners, learning walks and RAG data • RADY principles effectively embedded.
To broaden the horizons for vulnerable groups.	<ul style="list-style-type: none"> • Provide opportunities for children to experience extra-curricular activities abroad with a focus on vulnerable groups.
To provide effective Health and Wellbeing provision to develop children's emotional wellbeing, growth mindset and resilience.	<ul style="list-style-type: none"> • Health and Wellbeing scheme effectively embedded having a positive impact on pupil's emotional development.

Activity in this academic year

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

<ul style="list-style-type: none"> • Employ TAs to run interventions supporting FSM pupils in wellbeing and emotional development and academic attainment • Employ admin support worker to monitor and track attendance and punctuality • Release teachers to hold Pupil Learning Review Meetings with pupils 3 times a year. • AoLE lead release to monitor FSM performance through book scrutiny, listening to learners, learning walks and RAG data. • Run effective FACE sessions to engage parents and carers in their children's learning • Effectively embed a Health and Wellbeing scheme focusing on pupil's emotional development.
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Learning and teaching

Budgeted cost: £68,125

Activity	Evidence that supports this approach
Employ TAs to run interventions supporting FSM pupils in wellbeing and emotional development and academic attainment	EEF: <ul style="list-style-type: none"> • TA interventions – Moderate impact for moderate cost • Social and emotional learning – moderate impact for very low cost • Behaviour interventions – moderate impact for low cost • Phonics – high impact for very low cost • One to one tuition – high impact for moderate cost

	<ul style="list-style-type: none"> • Reading comprehension strategies – Very high impact for very low cost
Release teachers to hold Pupil Learning Review Meetings with pupils 3 times a year.	<p>EEF:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation – very high impact for low cost • Feedback - very high impact for low cost

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £11,080

Activity	Evidence that supports this approach
Employ admin support worker to monitor and track attendance and punctuality	<p>Welsh Government (<i>Belonging, engaging and participating- Guidance on improving learner engagement and attendance June 2023</i>):</p> <p><i>‘Regular school attendance has a positive effect on children and young people and a strong impact on learner outcomes, standards and progression. Within this, regular attendance supports the development of literacy and numeracy skills, and on the conceptual understanding needed for further study and success in the workplace. Analysis shows that examination outcomes link strongly to attendance rates, for example, where a modest increase in absence can lower outcomes. Lessons missed can mean missing key information, skills and ideas. Good attendance also has a positive effect on wellbeing. Establishing good attendance patterns from an early age is vital for social development.’</i></p>
Run effective FACE sessions to engage parents and carers in their children’s learning	<p>EEF:</p> <ul style="list-style-type: none"> • Parental engagement – moderate impact for low cost <p>Welsh Government (<i>Annex 3: Developing family engagement in Community Focused Schools</i>)</p> <p><i>‘When schools invest the time, commitment and resources to family engagement, it has a positive impact on:</i></p> <ul style="list-style-type: none"> • <i>wider relationships between schools and families</i> • <i>promoting diversity, equity and inclusion</i> • <i>supporting understanding of and involvement in a school’s curriculum,</i> <p><i>helping to support progress in learning and aspirations</i></p> <ul style="list-style-type: none"> • <i>behaviour</i>

	<ul style="list-style-type: none"> • <i>attendance</i> • <i>achievement</i> • <i>out-of-school activities</i> • <i>community cohesion</i> • <i>emotional and physical well-being</i> • <i>ensuring support and services are fit for purpose'</i>
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £5895

Activity	Evidence that supports this approach
Effectively embed a Health and Wellbeing scheme focusing on pupil's emotional development.	<p>Welsh Government (<i>Belonging, engaging and participating-Guidance on improving learner engagement and attendance June 2023</i>):</p> <p><i>'There is a growing understanding that schools also need to support learners in developing a sense of belonging, onnectivity and engagement with school, and to build their resilience and ability to cope with the challenges they face.'</i></p> <p>EEF:</p> <ul style="list-style-type: none"> • Social and emotional learning – moderate impact for very low cost • Behaviour interventions – moderate impact for low cost
AoLE lead release to monitor FSM performance through book scrutiny, listening to learners, learning walks and data.	Effective monitoring ensures all pupils' progress, with a focus on vulnerable groups, is tracked effectively and necessary interventions put into place.

Total budgeted cost: £ 85,100

Part B: Review of outcomes in the previous academic year

PDG outcomes

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
GL Assessment	GL
Thrive	Thrive
Jigsaw	Jigsaw
Letter Join	Letter Join