

Pupil Development Grant (PDG) 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.

School Overview

Number of pupils in school	105
Proportion (%) of PDG eligible pupils	6.6% (7 pupils)
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mr M Sinnett
PDG Lead	Mr M Sinnett
Governor Lead	Mrs M Thomas

Funding Overview

PDG Funding Allocation this Academic Year	£8,050
	£2,300 (EY Funding)
Total Budget for this Academic Year	£10,350

Part A: Strategy Plan

Statement of Intent

It is our aim to nurture, guide and encourage all our pupils in an innovative, creative atmosphere of love, faith, acceptance and happiness. With the co-operation of parents, Governors and the community we inspire our pupils to become ambitious, confident and enterprising learners. Our school develops distinctive Christian values through our ethos, focusing on children’s spirituality and well-being. By offering a broad curriculum, we can provide the progression to enable learners to reach their full potential, instilling skills for life with the knowledge and experiences to embrace the modern world.

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 and develop pupils’ extended writing skills	<ul style="list-style-type: none"> ✓ Teachers have a secure knowledge of what pupils can and cannot do and effectively plan for the next steps in their learning. ✓ Pupils’ needs identified at an early stage and effective intervention put in place.

	<ul style="list-style-type: none"> ✓ Improved opportunities for all pupils to develop and practice their writing skills to enable them to make greater progress. ✓ Pupils are able to reflect on feedback and use strategies to improve their writing skills. ✓ Launch of good practice in the teaching of writing - What does this 'look' like? ✓ Initial exploration of the core steps of the Writing Journey to build up to a piece of writing.
<p>To ensure pupils make effective progress in line with the expectations of Curriculum for Wales by developing a shared understanding of progression (continuation of last years target)</p>	<p><u>Progression</u></p> <ul style="list-style-type: none"> ✓ The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression and be able to articulate this. ✓ Many teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding. ✓ Many pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding. <p><u>Formative Assessment Provision</u></p> <ul style="list-style-type: none"> ✓ Most teachers have clear learning intentions for their lessons matched to pupils' individual learning needs and that enable pupils to progress ✓ Most teachers support pupils to understand WHY they are learning what they are learning and tasks have a clear meaning and purpose. ✓ Most teachers use success criteria across a range of learning opportunities to ensure that pupils are clear on what needs to be done, also to enable areas of improvements to be set and next steps identified. ✓ Most teachers provide pupils with effective feedback to enable pupils to progress with their learning and the marking policy is followed to support progression ✓ Most teacher plan to provide learning opportunities which are appropriate to pupil needs. Tasks are differentiated well to enable progression.

	<ul style="list-style-type: none"> ✓ Most teachers provide pupils with the opportunity to action the feedback provided and to improve their work ✓ Most teachers provide effective opportunities to reflect upon and self-assess their work ✓ Many teachers are able to adapt their provision based on observations of learners' needs, misconceptions, etc. <p>Learning</p> <ul style="list-style-type: none"> ✓ Many pupils are clear on what they are learning to make progress in within a lesson or over a series of lessons ✓ Many pupils are clear on WHY they are learning what they are learning ✓ Many pupils respond effectively to feedback to improve their work and to move their learning on ✓ Many pupils edit and improve their work on a regular basis ✓ Many pupils self-assess their work well, identifying strengths and how to improve it ✓ Many pupils are clear on what they are doing well and what they need to improve (next steps).
<p>To develop and enhance the Physical Learning Environment of the school.</p>	<ul style="list-style-type: none"> ✓ Conducting a comprehensive audit of the school's indoor and outdoor learning spaces. ✓ Developing a prioritised plan for upgrading and refurbishing classrooms, corridors, and communal areas. ✓ Implementing a rolling programme of classroom and corridor refurbishments, including possible new furniture, lighting, and display areas. ✓ Development of a dedicated library for the children to access and use as and when it is needed. ✓ Enhancing the school's outdoor learning environment, including the creation of dedicated learning zones.
<p>To further develop effective teaching and learning strategies in Mathematics.</p>	<ul style="list-style-type: none"> ✓ Many pupils will be able to articulate their understanding of Mathematical concepts. ✓ Many pupils will be able to use different means to represent a Mathematical concept, through verbal, concrete, visual, digital and abstract. ✓ Many pupils of all ages and abilities will use appropriate resources to support their understanding and represent a concept.

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: £ 6,762

Activity	Evidence that supports this approach
Speech Link intervention program	The intervention is used to screen and support pupils with speech difficulties. The intervention support pupils and develop their ability to sound and read words. It identifies specific sounds and blends that require support and creates a programme for pupils to follow supported by a TA. If a pupil requires support from outside agencies linked to speech 4 and language they require evidence of screening and support using these programmes before they can access external support
Phonic Rocket support and intervention programme; precision monitoring; sentence building; number catch up programme pupils.	Interventions to support Basic Skills & ALN pupils as part of our ILP (Inclusive Learning Provision). This support impacts on pupils' literacy and numeracy skills. Pupil termly assessments track progress and highlights areas of difficulty so that a bespoke plan for each pupil can be made. Termly learning walks and book scrutiny by leaders and ALNCo evidence the progress that is made during the sessions.
Jolly Phonics – Spelling and Grammar Programme	Programme has been implemented to support children with acquisition of phonic knowledge and the teaching and learning of Grammar.

Community Schools – Budgeted cost: £ 2,462

Activity	Evidence that supports this approach
Music	Music tuition eFSM pupils who need financial support to access 1:1 music tuition have opportunities to access musical expertise and as a result excel as a result of the additional music support – this includes guitar and violin.
Sport	Pupils access sports coaching and activities. This specialised coaching raises self-esteem and confidence and opportunities to compete at the same level as their peers.

Wider strategies - Budgeted cost: £ 1,126

Activity	Evidence that supports this approach
Residential Trip	Schools self-evaluation and listening to learners, highlights the importance of out of school learning experiences as being important to developing relationships and widening experiences for all learners. Enabling eFSM pupils to attend residential to ensure they are exposed to team building and outside adventure activities that they would not otherwise have the opportunity to access. This impacts learners by improving confidence, self-esteem and attitudes to learning and school. Attendance also improves

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2023 to 2024 academic year.

Most pupils who are eligible for free school meals make effective progress from their starting points – on average, with targeted intervention, eFSM pupil make 5 months improvement in reading, in relation their chronological age and 4 months in spelling progress. Staff were able to carry out assessments which informed our planning and provision. Pupils were tracked through Wellcomm, reading/spelling ages, book monitoring and listening to learners. Intervention groups were created which often used specific resources, such as Jolly Phonics and Speech and Language Link. Certain pupils were also discussed with outside agencies which again affected practice. Self-evaluation around number skills and phonic / reading skills identified strengths and weaknesses that have influenced this plan and our SDP.

Most pupils who are eligible for free school meals were also able to increase their participation in music and sporting activities, which improved their self-esteem and confidence, whilst also ensuring that they could participate in activities with their peers, such as being part of the schools residential trip to Abernant.

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

Further information (optional)

We provide support for all families, regardless if they are eligible for additional help. We provide uniform swop days and hold a second-hand uniform shop in school, whenever we can.

We also inform parents that they do not need to buy uniform with the school logo/badges and this can then be purchased at a cheaper rate.