



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2023 to 2024 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

Detail	Data
School name	Aberbargoed Primary
Number of pupils in school	Add PLASC data
Proportion (%) of PDG eligible pupils	Add PLASC data
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	S Everson
PDG Lead	S Everson
Governor Lead	K Bowd

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£92,000
EYPDG funding allocation this academic year	£17,250
Total budget for this academic year	£109,250

Part A: Strategy Plan

Statement of Intent

You may want to include information on:

- *Pupils across the school to be supported in the development of literacy and numeracy skills through bespoke intervention with a focus on the development of oracy skills.*
- *Pupils across the school to be supported in social and emotional wellbeing through bespoke intervention.*
- *Supporting our youngest pupils to achieve their potential through play based learning.*
- *Providing rich expressive arts curriculum experiences to improve pupil attitudes to school and self.*

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
<i>Improved attendance of eFSM /vulnerable pupils and across the school through regular monitoring of attendance by dedicated staff member.</i>	<i>Pupil attendance across the school improves. Robust monitoring of attendance ensures pupil attendance is tracked and action early intervention takes place to support pupils and families. Pupils attendance to improve and a reduction in the differential between FSM and Non-FSM pupils</i>
<i>FSM/Vulnerable pupils across the school to be supported in social and emotional wellbeing - ELSA</i>	<i>FSM/Vulnerable pupils to feel safe, confident and happy in school. They will be provided with different coping strategies to support their emotional and social wellbeing. Progress of pupils to be monitored by SLT through biannual PASS surveys.</i>
<i>Pupils across the school to be provided with literacy interventions - focused on the development of oracy skills.</i>	<i>FSM/vulnerable pupils to demonstrate progress in literacy skills development from baseline in nursery and reception classes. Progress in oracy skills development identified through pupil progress meetings discussing vulnerable learning groups.</i>
<i>Pupils from Year 2 - 5 to receive weekly expressive arts (dance)</i>	<i>FSM/ vulnerable pupils to feel confident, happy and engaged in learning.</i>

<i>sessions.</i>	<i>FSM/vulnerable pupils have the opportunity to perform to a range of audiences to build confidence and self-esteem.</i>
<i>Teaching assistants working within Nursery and Reception target pupil development through play based approaches to learning including ELSA strategies.</i>	<i>FSM/vulnerable pupils demonstrate independence accessing the learning environment and talk about learning in age appropriate ways. FSM/vulnerable learners experience high quality provision for play based learning in both indoor and outdoor learning environments.</i>

Activity in this academic year

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

7 Teaching Assistants to implement a range of interventions improving confidence in communication skills; both speaking and listening skills; mathematical skills development; play based learning; as well as raising the confidence of learners through wellbeing interventions so that they are more able to communicate their emotional needs.

Implementing weekly dance workshops promoting learner self-regard, learner self-confidence and providing opportunities for vulnerable pupils to experience regular opportunities for activities that promote physical health.

Release time for a member of staff to undertake meetings to raise attendance.

Learning and Teaching

Budgeted cost: £109,250

Activity	Evidence that supports this approach
<i>Two Teaching Assistants to be released to cover the role of ELSA.</i>	<ul style="list-style-type: none"> • <i>PASS survey.</i> • <i>Class charts.</i> • <i>ELSA timetable, evidence from sessions – pupil voice, planning, ELSA display and area</i>
<i>TAs providing a range of oracy, reading, numeracy, play based learning and wellbeing interventions.</i>	<ul style="list-style-type: none"> • <i>PASS survey</i> • <i>Salford reading data</i> • <i>Personalised assessment data</i> • <i>Pupil progress meetings - feedback from staff</i> • <i>RWInc data</i> • <i>Intervention timetable</i>

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach

Total budgeted cost: £109,250

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 2022 to 2023 academic year.

- Intervention: Additional support – small group and individual support for academic, social and emotional. Pupils identified for additional intervention or wellbeing support were monitored for progress in reading, phonics and social, emotional skills.
- TA release time to provide ELSA sessions: Pupils benefited from support and felt more confident talking about their emotions.
- Reduction in the % of persistent absenteeism through targeted work with families by attendance lead supported by Education Welfare Services.
- Pupils in Y2-Y6 accessed weekly expressive arts tuition, gaining confidence in performance skills and the opportunity to access high quality provision. Pupils performed in a community event with cluster schools and participated in a wider community competition to raise confidence.

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
Dance lessons	Heaney Dance Creative

Further information (optional)

Estyn comments, published report June 2022;

- Aberbargoed Primary School is a highly inclusive school that places a high priority on the well-being of its pupils. Pupils know that all adults in the school care for them and that they can turn to them when they face challenges or have difficulties. As a result of this, the majority of pupils make good progress with their academic and social skills.

- Pupils in the foundation phase benefit from effective provision and are given exceptional opportunities for them to collaborate, experiment and learn through experience.
- Those pupils who need extra help to manage their emotions benefit well from the purposeful range of support they receive.
- Knowledgeable, thoughtful teaching assistants deliver a valuable range of educational, emotional and social interventions to support pupils with specific needs.
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