



## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2024 to 2025 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	229
Proportion (%) of PDG eligible pupils	34%
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	S Everson
PDG Lead	S Everson
Governor Lead	K Waythe

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£90,640
EYPDG funding allocation this academic year	£29,900
<b>Total budget for this academic year</b>	<b>£120,540</b>

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
<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 and Thrive</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>Teaching assistants working within Nursery and Reception target pupil development through play based approaches to learning including ELSA, CoMIT and SCERTs 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.

6 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:£120,540

Activity	Evidence that supports this approach
One Teaching Assistant to be released to cover the role of ELSA.	<ul style="list-style-type: none"> <li>• Education Endowment Foundation (EEF) - moderate impact for low cost.</li> <li>• EEF - Metacognition and self-regulation - Very high impact for very low cost based on extensive evidence</li> <li>• EEF - Social and emotional learning - moderate impact based on low cost</li> <li>• PASS survey.</li> <li>• Class charts.</li> <li>• ELSA timetable, evidence from sessions – pupil voice, planning, ELSA display and area</li> <li>• Intervention analysis termly</li> <li>• ALN tracker</li> </ul>
One Teaching Assistant to be released to provide individual and group Thrive sessions.	<ul style="list-style-type: none"> <li>• Education Endowment Foundation (EEF) - moderate impact for low cost.</li> <li>• EEF - Metacognition and self-regulation - Very high impact for very low cost based on extensive evidence.</li> <li>• EEF - Social and emotional learning - moderate impact based on low cost</li> <li>• PASS survey.</li> <li>• Class charts.</li> <li>• Thrive timetable, evidence from sessions – pupil voice, planning, Thrive display and area</li> <li>• Intervention analysis termly</li> <li>• ALN tracker</li> </ul>
TAs provide a range of oracy, reading, numeracy, play based learning and wellbeing interventions	<ul style="list-style-type: none"> <li>• EEF - Oral language interventions - very high impact for low cost.</li> <li>• EEF - teaching assistant interventions - moderate impact for moderate cost</li> <li>• PASS survey</li> <li>• Salford reading data</li> <li>• Personalised assessment data</li> <li>• Pupil progress meetings - feedback from staff</li> <li>• RWInc data</li> <li>• Intervention timetable</li> </ul>

**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
	<ul style="list-style-type: none"> <li>•</li> </ul>

**Total budgeted cost:£120,540**

**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.

- Following Estyn revisit December 2023, school removed from Estyn Review category.
- Attendance - Overall school attendance improved by 0.7%. However, school remains below Welsh and Local Authority attendance figures.
- Intervention - Pupil surveys indicate increased pupil engagement and enjoyment of learning. All pupils surveyed feel their opinions are sought and responded to. Reduction in the percentage of pupils identifying themselves as being bullied.
- Behaviour for learning - Behaviour for learning improving throughout school with target cohorts receiving additional adult interventions throughout the summer term to support groups of learners.
- Progress in standards - Average progress in reading in Y3 to Y6 was greater than the expected number of months in all cohorts.

***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)***

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