

Llanhari Primary School



PUPIL DEVELOPMENT GRANT 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

Detail	Data
School name	Llanhari Primary School
Number of pupils in school	171
Proportion (%) of PDG eligible pupils	29.94%
Date this statement was published	October 2022
Date on which it will be reviewed	February 2022
Statement authorised by	E Coates
PDG Lead	E Coates
Governor Lead	C Lewis

Funding Overview

Detail	Amount
PDG funding allocation this academic year	
PDG	£42,550
PDG Early Years	£18,400
Total budget for this academic year	£60,950

Part A: Strategy Plan

Statement of Intent

At Llanhari Primary School we aim to ensure all our current plan for PDG is integrated into our overall school development plan. We focus on planning actions and interventions that focus on improving the attainment of pupils from deprived backgrounds, specifically those who are eFSM.

Our key principles of our strategy follow the guidance in the Sutton Trust Toolkit and include:

- Providing high quality interventions

- Developing excellence in the classroom
- Providing enriching activities for disadvantaged pupils
- Providing high quality Social and emotional learning
- Developing family and community engagement

We have drawn on best practice, previous successes, and well-evidenced interventions to develop our whole-school strategy. We have clear expectations from our interventions and monitor progress and evaluate their effectiveness. We understand that classroom teaching has the greatest influence on pupils' learning of all education factors and that pupils from disadvantaged backgrounds will benefit even more than their peers from high-quality teaching. To support this, we have a robust performance management and a planned professional learning programme for all staff focused on raising achievement of disadvantaged learners. This is linked closely to staff action research, drawing on the best practice available.

We facilitate effective monitoring, evaluating and recording systems in our school and are developing effective systems and processes for tracking pupil's progress. In our school we place the wellbeing of every child at the heart of our work. We support our disadvantaged and vulnerable pupils with a strong focus on providing a safe and nurturing environment where pupils and staff feel secure.

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 Literacy for eFSM pupils</i>	<ul style="list-style-type: none"> • Differences in Reading age and Chronological age by June 2023 <ul style="list-style-type: none"> •Maximum 30% have Reading ages below their CA •Minimum 70% have Reading ages above their CA • The gap between the reading ages of eFSM and non eFSM continues to increase from 3%-5%
Improved engagement and wellbeing of disadvantaged pupils	<ul style="list-style-type: none"> • Improved attendance of eFSM pupils
Pupils provided with high quality social and emotional support	<ul style="list-style-type: none"> • No exclusions • Pupils are able to access mainstream teaching. • Improved national test scores of identified pupils • Improved PASS scores for identified pupils
Improved parental engagement	<ul style="list-style-type: none"> • Improved attendance at parental workshops

	<ul style="list-style-type: none"> • Greater % of parents engaging in home school activities.
High quality teaching and learning	<ul style="list-style-type: none"> • Specific tracking system developed for eFSM pupils to track performance and progress • Teaching is judge at least good in 100% of lessons with 50% judged as excellent • Action research and enquiry projects are having an impact on individual classes

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"> • Providing high quality interventions • Developing excellence in the classroom • Providing enriching activities for disadvantaged pupils • Providing high quality Social and emotional learning • Developing family and community engagement

Learning and Teaching

Budgeted cost: £ 32,407

Activity	Evidence that supports this approach
Providing high quality interventions	<p>Sutton Trust – EEF Toolkit:</p> <p>Early Years intervention: High impact for very high costs, based on extensive evidence</p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial with above average levels of impact (a typical impact of six additional months' progress)</p> <p>One to one tuition: Moderate impact for high cost, based on extensive evidence. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Oral language interventions: Moderate impact for low cost, based on extensive evidence. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.</p> <p>Phonics: Moderate impact for very low cost, based on extensive evidence. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>Reading comprehension strategies: Moderate impact for low cost, based on extensive evidence.</p>

	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.
Developing excellence in the classroom	<p>Sutton Trust – EEF Toolkit:</p> <p>Meta-cognition and self-regulation: High impact for low cost, based on extensive evidence. Meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils</p> <p>Peer tutoring: High impact for low cost, based on extensive evidence. The evidence of impact is relatively high (typically equating to about a GCSE grade). The benefits are apparent for both tutor and tutee (particularly in cross-age tutoring), though the approach should be used to supplement or enhance normal teaching, rather than to replace it. There is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains.</p> <p>Feedback: High impact for low cost, based on moderate evidence. Feedback studies tend to show very high effects on learning.</p> <p>Collaborative learning: Moderate impact for very low cost, based on extensive evidence. The impact of collaborative approaches on learning is consistently positive.</p>

Community Schools

Budgeted cost: £3,000

Activity	Evidence that supports this approach
Providing enriching activities for disadvantaged pupils	<p>Sutton Trust – EEF Toolkit:</p> <p>Sports participation: Moderate impact for moderate cost based on moderate evidence. The overall impact of sports participation on academic achievement tends to be low (less than one additional month's progress), though there is recent evidence from the UK that sports and learning participation can have a more dramatic effect</p> <p>Outdoor adventure learning: Moderate impact for moderate cost, based on limited evidence. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.</p> <p>Arts participation: Low impact for low cost, based on moderate evidence. Overall, the impact on academic learning tends to be low, though greater effects have been identified for younger learners of primary school age in terms of impact on cognitive tests. Wider benefits on attitudes and well-being have also consistently been reported.</p>
Developing family and community engagement	<p>Sutton Trust – EEF Toolkit:</p> <p>Parental involvement: Moderate impact for moderate cost, based on moderate evidence. Actively involving parents in supporting their children's learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis. How effective is it? Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is much less conclusive. This is particularly the case for disadvantaged families</p>

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

Budgeted cost: £ 25,545

Activity	Evidence that supports this approach
Providing high quality Social and emotional learning	<p>Social and emotional learning: Moderate impact for very low cost, based on extensive evidence. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <p>Behaviour interventions: Moderate impact for moderate cost, based on extensive evidence. Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though there is relatively wide variation between alternative programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies</p>

Total budgeted cost: £ £60,950

Part B: Review of outcomes in the previous academic year

PDQ outcomes 2021-22

Free School Meal Analysis – Foundation Phase

25% of pupils in Year 2 are in receipt of Free School Meals.

- Of the pupils in receipt of eFSM 71.4% achieved the FPI.
- Of the pupils in receipt of eFSM 28.6% achieved Outcome 6 in Literacy, Language & Communication or Mathematical Development.
- 71.4% of eFSM pupils made at least expected progress in Literacy, Language & Communication or Mathematical Development.
- 28.6% of eFSM pupils made above expected progress in Literacy, Language & Communication or Mathematical Development.
- Of the 7 pupils in receipt of eFSM, 2 pupils did not achieve the FPI

Free School Meal Analysis – Key Stage 2

21.7% of pupils in Year 6 are in receipt of Free School Meals.

- Of the pupils in receipt of eFSM 80% achieved the CSI.
- Of the pupils in receipt of eFSM 60% achieved Level 5 in Maths and/or English.
- 80% of eFSM pupils made at least expected progress in English & Maths.
- 60% of eFSM pupils made above expected progress in English & Maths.

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
Active Learn	Pearson Education
Oxford Reading Buddies	Oxford University Press

Further information (optional)

The school has a comprehensive family engagement plan that is supported by additional funding streams.

