

# Llanhari Primary School



## 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.*

### **School Overview**

Detail	Data
School name	Llanhari Primary School
Number of pupils in school	166
Proportion (%) of PDG eligible pupils	33.33%
Date this statement was published	October 2023
Date on which it will be reviewed	February 2024
Statement authorised by	E Coates
PDG Lead	E Coates
Governor Lead	C Lewis

### **Funding Overview**

Detail	Amount
PDG funding allocation this academic year	
PDG	£39,100
PDG Early Years	£10,350
<b>Total budget for this academic year</b>	<b>£49,450</b>

### **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 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.

<b>Intended outcome</b>	<b>Success criteria</b>
<i>Improved Literacy for eFSM pupils</i>	Differences in Reading age and Chronological age by June 2024 <ul style="list-style-type: none"> <li>•Maximum 30% have Reading ages below their CA</li> <li>•Minimum 70% have Reading ages above their CA</li> </ul> The gap between the reading ages of eFSM and non eFSM continues to be at least 0% with eFSM pupils making accelerated progress.
<i>Improved Numeracy for eFSM pupils</i>	•
Improved engagement and wellbeing of disadvantaged pupils	• Improved attendance of eFSM pupils
Pupils provided with high quality social and emotional support	<ul style="list-style-type: none"> <li>• No exclusions</li> <li>• Pupils are able to access mainstream teaching.</li> <li>• Improved national test scores of identified pupils</li> <li>• Improved PERMA scores for identified pupils</li> </ul>
Improved parental engagement	<ul style="list-style-type: none"> <li>• Improved attendance at parental workshops</li> <li>• Greater % of parents engaging in home school activities.</li> </ul>

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

### 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"> <li>• Providing high quality interventions</li> <li>• Developing excellence in the classroom</li> <li>• Providing high quality Social and emotional learning</li> <li>• Developing family and community engagement</li> </ul>
--

### Learning and Teaching

Budgeted cost: £ 43,948

Activity	Evidence that supports this approach
Providing high quality interventions	<p><u>Sutton Trust – EEF Toolkit:</u></p> <p><b>Early Years intervention:</b> 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><b>One to one tuition:</b> Moderate impact for high cost, based on extensive evidence.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p><b>Oral language interventions:</b> Moderate impact for low cost, based on extensive evidence.</p> <p>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><b>Phonics:</b> 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><b>Reading comprehension strategies:</b> Moderate impact for low cost, based on extensive evidence.</p> <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.</p>

Developing excellence in the classroom	<p><b>Sutton Trust – EEF Toolkit:</b></p> <p><b>Meta-cognition and self-regulation:</b> 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><b>Peer tutoring:</b> 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><b>Feedback:</b> High impact for low cost, based on moderate evidence. Feedback studies tend to show very high effects on learning.</p> <p><b>Collaborative learning:</b> 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: £200 (other sources of funding accessed)

Activity	Evidence that supports this approach
Developing family and community engagement	<p><b>Sutton Trust – EEF Toolkit:</b></p> <p><b>Parental involvement:</b> 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: £ 5,417

Activity	Evidence that supports this approach
Providing high quality Social and emotional learning	<p><b>Social and emotional learning:</b> 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><b>Behaviour interventions:</b> 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</p>

	behavioural issues, than for universal interventions or whole school strategies
--	---

## **Total budgeted cost: £ £49,450**

### **Part B: Review of outcomes in the previous academic year**

#### ***PDG outcomes 2022-23***

Reading test data was used to identify pupils in need of extra support.

Intervention pupils – average gains in reading 14.62 months

Non-intervention pupils – average gains in reading 10.15 months

The introduction of 'Nessy' as an intervention has also supported progress in reading and spelling

Our reading interventions used for years 2-6 are effective and show good gains.

Action research into dyslexia by support staff has had an impact – see report

Excellent progress made in writing although eFSM is slightly lower by 3%

Focus of intervention in class 1 and 2 based on Welcomm and other new intervention, following training from LA – Language links, bucket time etc.

Whole school training on PECS

Language acquisition of early years pupils is making accelerated progress – see JE action research

Excellent progress in writing from class 2 rec/yr1)

Early language skills have developed across class 1 and 2

New classroom format and approach to pedagogy are having an impact on standards. – see action research reports JE

Pupils with ALN were supported in the mainstream class to access the curriculum

All staff have used the new format of action research based on research.

Staff shared results of action research at a sharing good practice session.

Assessment plan in place, trialled and reviewed.

Effective tracking system in place to track all vulnerable groups

Wellbeing Wednesday has been an engaging activity for pupils with excellent feedback for pupils

Visits have been subsidised for FSM pupils

Feedback from parent questionnaires shows that 94% thought we provided a wide range of trips, visits and experiences.

Dedicated room created for family use

Used regularly for family workshops, PTA meetings.

A range of coffee mornings have been held monthly

Cookery classes held

Communities for work – cost of living fayre held in school

Re-establishment of PTA

Provision of SHINE counselling for parents

### ***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.*

<b>Programme</b>	<b>Provider</b>
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.*

