

Llanhari Primary School



PUPIL DEVELOPMENT GRANT 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

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 2024
Date on which it will be reviewed	February 2025
Statement authorised by	E Coates
PDG Lead	E Coates
Governor Lead	C Lewis

Funding Overview

Detail	Amount
Equity funding allocation this academic year	£57,500

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.

Intended outcome	Success criteria
Improved Literacy for eFSM pupils	Differences in Reading age and Chronological age by June 2025 <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 narrows with eFSM pupils making accelerated progress.
Effective early language intervention.	<ul style="list-style-type: none"> • Early identification of pupils • Improved provision for language acquisition • Number of pupils graduating from Wellcomm improved. • Improved outcomes in literacy for targeted pupils
High quality teaching and learning	<ul style="list-style-type: none"> • To have in place a robust performance management and a planned professional learning programme for all staff on raising achievement of disadvantaged learners linked to research.
Pupils provided with high quality social and emotional support	<ul style="list-style-type: none"> • No exclusions • Pupils provided with high quality social and emotional support • Pupils are able to access mainstream teaching. • Improved national test scores of identified pupils • Improved Boxall scores
Improved parental engagement Develop parental basic skills	<ul style="list-style-type: none"> • Improved family engagement • Improved standards for vulnerable groups • Parents accessing training courses.

Activity in this academic year

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

- Providing high quality interventions
- Developing excellence in the classroom
- Providing high quality Social and emotional learning
- Developing family and community engagement

Learning and Teaching

Budgeted cost: £ 48,395

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.</p> <p>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.</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>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> <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>Sutton Trust – EEF Toolkit:</p> <p>Meta-cognition and self-regulation: High impact for low cost, based on extensive evidence.</p> <p>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.</p> <p>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.</p> <p>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>
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Community Schools

Budgeted cost: £75 (other sources of funding accessed)

Activity	Evidence that supports this approach
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: £ 9030

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: £ £57,500

Part B: Review of outcomes in the previous academic year

PDQ outcomes 2024-25

In Literacy the gap has remained the same between non-eFSM pupils and eFSM pupils – June 2023 gap of 17%; June 2024 gap of 17%. However, within reading ages eFSM pupils are making accelerated progress.

eFSM pupils - Average gains in reading since March – 4.06 months

non FSM pupils - Average gains in reading since March – 3.58 months

Intervention pupils – average gains in reading 5:11 months in 3 months.
Non-intervention pupils – average gains in reading 3.08 months in 3 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 Mr Griffiths has had an impact and highlights strengths and weaknesses in the project – see report.

In numeracy. More able pupils in year 4 and 5 were withdrawn for ‘Brain Academy’ intervention on a weekly basis. Progress of this group was excellent with an average progress score of 1034.

in June 2024, non-FSM children were performing better than FSM children in their procedural scores. There were 5% more non-FSM children (81%) scoring above SS89 than FSM children (76%).

However, when comparing this to the data from June 2023 we can see that this gap is closing - from 17% to 5%. FSM pupils have made 29% progress and non FSM pupils made 17% progress.

Focus of intervention in class 1 and 2 based on Welcomm and other new intervention, following training from LA – Language links, bucket time etc.
Language links assessments show excellent progress from all pupils – see report.

Schools practice in staff professional development and action research has been recognised as excellent practice by Estyn:

“This collaboration includes a wealth of opportunities for productive professional learning, and the sharing of good practice between leaders, teachers and support staff. This has a positive impact on teaching and learning across the school. There are robust arrangements for managing staff performance and there is a logical link between the school’s improvement priorities and staff’s individual development targets..... Estyn will invite the school to prepare a case study on its work in relation to performance development of all staff for dissemination on Estyn’s website.”

Assessment plan in place, trialled and reviewed.

All assessments analysed and fed back to staff.

Pupils identified throughout the year for changes to support

There has been a reduction in exclusions – 2 exclusions for 2 pupils (1 each)

Successful placement of 2 pupils into SEBD and Nurture provision

ELSA sessions have continued all year

The schools work with families was recognised as a strength of the school:

“Family engagement is a strength of the school. The school has developed a range of valuable partnerships with families that contribute positively to raising standards. Leaders encourage parents and carers to play an active part in school life. They ensure that the school engages with families in meaningful ways that make a positive difference to provision and experiences.”

Parent council has been re-established

Wide range of workshops and activities provided for parents including a number of grant funded maths workshops.

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

Further information (optional)

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