

Annex B: Pupil Development Grant Strategy Statement

From 2023-2024 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2023-2024 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

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.

*If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.*

School Overview

Detail	Data
School name	St Davids CIW Primary School
Number of pupils in school	212
Proportion (%) of PDG eligible pupils	27.2%
Date this statement was published	06/09/2023
Date on which it will be reviewed	July 2024
Statement authorised by	Headteacher
PDG Lead	Headteacher
Governor Lead	Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£63,250
Early Years PDG	£8,050
PDG	£74,620
Total budget for this academic year	£145920
Supported by school budget	£13,332
Variance	

Part A: Strategy Plan

Statement of Intent

Using our allocated PDG funding for this academic year our objectives involve:

- developing and improve pupil outcomes and progress in LLC/MD.
- staffing organisation across the school to support pupil progress and deliver targeted interventions for vulnerable learners.
- improving the effectiveness of intervention programmes delivered to support learner progress, particularly in LLC/MD
- To support the well-being of pupils using specific interventions (ELSA) for vulnerable learners.

How does your current strategy plan work towards achieving those objectives?

- Allocated staff members are released to work with and deliver specific interventions with targeted learners (individually or in small groups).
- Staff develop their skillset in particular areas and share their practice with others, building capacity within the school.
- Training opportunities (updated training or training for newly appointed members of staff) in interventions are provided. These have been planned or have already been carried out.

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
Standards and progress in LLC/MD have risen in line with baseline results.	<ul style="list-style-type: none">- Rigorous MER of pupils' data tracks progress across the year at regular intervals.- Identified learners are regularly reviewed during pupil progress meetings.- Staff are supporting learners in class (individually or small groups).
Identified learners receiving targeted interventions have made good progress in line with their baseline results.	<ul style="list-style-type: none">- A rigorous timetable of interventions runs regularly throughout the week.- Newly established area facilitates interventions appropriately to ensure they are as effective as possible.

	<ul style="list-style-type: none"> - More than one member of staff trained in any intervention to ensure good capacity in school - Interventions are apart of the MER cycle. Rigorous monitoring of interventions takes place. - Pupil progress meetings take place with staff who run interventions. - Data is recorded and collected weekly which is then tracked and reviewed regularly and discussed at pupil progress meetings. - ALNCo supports all staff members delivering interventions. - Intervention meetings take place half termly, where learners are discussed to ensure they receive the best support possible.
<p>Learner EHWB data, resilience and barriers to learning have made good progress from their baseline data (ELSA/NBAR)</p>	<ul style="list-style-type: none"> - ELSA sessions run regularly throughout the week (weekly/daily for specific learners). - Observations and evaluations are regular which inform adults next steps and ways forward to ensure learners are supported effectively. - Rigorous tracking and monitoring of progress in nurture provision (ELSA). - Baseline and exit data using ELSA tracking and data sheet

Activity in this academic year

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

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| <ul style="list-style-type: none"> - Staffing across the school to support identified learners. - Deliver, track and evaluate LLC interventions and provision e.g. <i>Read, Write, Inc. (RWI)</i>, <i>RWI One to One</i>, <i>Rapid Readers</i>, <i>Mini Rainbows</i>, <i>Rainbows</i> - Deliver, track and evaluate MD interventions and provision – <i>first class at number</i> - Well-being provision to build learner resilience and barriers to learning – <i>ELSA</i>, 1:1 and small group support working with learners in the classroom. |
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Learning and Teaching

Budgeted cost: £68,816

Activity	Evidence that supports this approach
Deliver, track and evaluate LLC interventions and provision e.g. <i>Read, Write, Inc. (RWI), RWI One to One, Rapid Readers, Rainbow readers, Mini Rainbiws</i>	<ul style="list-style-type: none"> - Intervention records and progress data captured. - Regular evaluations made of interventions. - Pupil progress meetings (class based and individualised with ALNCo) - Progress trackers show progress over time. - Book Looks
Deliver, track and evaluate MD interventions and provision – Numbers count, first class at number	<ul style="list-style-type: none"> - Intervention records and progress data captured. - Regular evaluations made of interventions. - Pupil progress meetings (class based and individualised with ALNCo) - Progress trackers show progress over time. - Book Looks
Well-being provision to build learner resilience and barriers to learning – <i>ELSA</i>	<ul style="list-style-type: none"> - Intervention tracker for ELSA - NBAR Assessments/ scattergraphs etc. - Pupil Progress meetings - Observations and evaluations
1:1 and small group support working with learners in the classroom – increasing opportunities to develop reading accuracy, response and comprehension skills in GGR/Literacy activities.	<ul style="list-style-type: none"> - Book looks - GGR Planning and tracker - Listening to learners - Progress trackers - RWI progress data and tracker - RWI one-to-one data

Part B: Review of outcomes in the previous academic year

PDG outcomes

We currently have seven learners on our ALN register, four have an IDP and one has a statement.

Progress data in our interventions during the academic year 2022-23 is as follows.

Maths Catch up - Reception (27 children)

Autumn 2022 – 25%

Spring 2023 – 22%

Summer 2023 – 24% (However, there are now 25 children in Reception).

Every Child Counts: Becoming 1st Class@Number – Year 1 (30 children)

Autumn 2022 – 20.6%

Spring 2023 – 18.5%

Summer 2023 – 16.1% (There are now 31 children in the class).

Every Child Counts: 1st Class@Number1 – Year 2 (29 children)

Autumn 2022 – 34.4%

Spring 2023 – 34.4%

Summer 2023 -17.2%

Every Child Counts: 1st Class@Number2 – Year 3 (31 children)

Autumn 2022 – 31.2%

Spring 2023 – 22.5%

Summer 2023 – 19.3%

Every Child Counts: Success@Arithmetic Number Sense – Year 4 (31 children)

Spring 2023 – 16%

Summer 2023 – 12%

Every Child Counts: Success@Arithmetic Number Sense – Year 5 (28 children)

Autumn 2022 – 14.2%

Spring 2023 – 17.8%

Summer 2023 – 17.2% (There are now 29 children in the class).

Every Child Counts: Success@Arithmetic Number Sense – Year 6 (31 children)

Autumn 2022 – 19.3%

Spring 2023 – 12.9%

Summer 2023 – 0%

Mini Rainbows – Year 2 (29 children)

Autumn 2022 – 3.4%

Spring 2023 – 3.4%

Summer 2023 – 3.4% (1 child)

Language Link – Reception – Year 2 (86 children)

Autumn 2022 – 3.4%

Spring 2023 – 2.3%

Summer 2023 – 2.3% (2 children)

Junior Language Link – Year 3 – Year 6 (121 children)

Autumn 2022 – 1.6%

Spring 2023 – 1.6%

Summer 2023 – 1.6% (123 children)

Speech Link – Reception – Year 1 (57 children)

Autumn 2022 – 3.5%

Spring 2023 – 0%

Summer 2023 – 0%

Handwriting Motorway – Reception – Year 2 (86 children)

Autumn 2022 – 20.9%

Spring 2023 – 18.6%

Summer 2023 – 17.6% (out of 85 children)

Wellcomm – Nursery AM (19 children)

Autumn 2022 – 21%

Spring 2023 – 5.2%

Summer 2023 – 5.2% (1 child)

ELSA/Lego Therapy – Reception – Year 6 (207 children)

Autumn 2022 – 3.8%

Spring 2023 – 7.3%

Summer 2023 – 3.8% (Out of 208 children)

What’s the Buzz? – Year 3 and 5 (59 children)

Autumn 2022 – Commenced Spring 2023

Spring 2023 – 10.1%

Summer 2023 – 11.6% (out of 60 children)

Thrive Programmes - Year 2 and Year 4 (60 children)

Autumn 2022 – 1.4%

Spring 2023 – 1.4%

Summer 2023 – 4.9% (out of 61 children)

Talking Teddy – Reception (27 children)

Autumn 2022 – 14.8%

Spring 2023 – 18.5%

Summer 2023 – 16% (out of 25 children)

Mini Rainbows – Year 3 (31 children)

Autumn 2022 – 9.6%

Spring 2023 – 19.3%

Summer 2023 – 12.9%

Rapid Readers – Year 4 (31 children)

Autumn 2022 – 19.3%

Spring 2023 – 19.3%

Summer 2023 – 15.6% (out of 32 children)

Rainbow Readers – Year 5 and 6 (59 children)

Autumn 2022 – 16.9%

Spring 2023 – 11.8%

Summer 2023 – 10% (out of 60 children)

Handwriting Motorway (KS2) – Year 3 and 4 (62 children)

Autumn 2022 – 6.4%

Spring 2023 – 6.4%

Summer 2023 – 6.3% (out of 63 children)

RWI 1:1 Tutoring – (Y1 – Y6 Autumn term – 180 children), (Reception – Y6 Spring Term – 207 children)

Autumn 2022 – 18.3%

Spring 2023 – 16.4%

Summer 2023 – 23.5% (out of 208 children – extra boost needed this term in readiness for September 2023).

LNST Targeted Programmes – Year 4 – Year 6 (93 children)

Autumn 2022 – 10%

Spring 2023 – 10%

Summer 2023 – 9.6% (out of 92 children)

