

## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2023 to 2024 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**

<b>Detail</b>	<b>Data</b>
School name	Garnteg Primary
Number of pupils in school	444
Proportion (%) of PDG eligible pupils	Over 30%
Date this statement was published	29.9.2023
Date on which it will be reviewed	September 2024
Statement authorised by	Headteacher
PDG Lead	Headteacher
Governor Lead	Chair of Governors

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£171,350
EYPDG	£41,400
<b>Total budget for this academic year</b>	<b>£212, 750</b>

### **Part A: Strategy Plan for academic year 2022-2023**

#### ***Statement of Intent***

Using our allocated PDG funding for this academic year our objectives involve raising attainment, more specifically attainment of literacy and numeracy skills, of specific groups of learners, including those entitled to free school meals, those who are LAC and vulnerable learners. Improved attendance will be promoted to reduce unauthorised absences with the support of our Family Engagement Officer

#### ***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>
Interventions for Reading and Maths in all classes, ages 4-11 to support FSM, EFSM and vulnerable learners	Reduce the amount of FSM pupils reading below their age or recommended progression step by 8%
Promote good attendance, reduce unauthorised absences as part of the #NotinMissout communication campaign.	Improvement in attendance in all classes to at least 93%
Ensure that all children are engaged in high quality reading sessions that meet the needs of all groups of learners through extended questioning.	Increase the percentage of learners achieving a standardised score of 115+ by at least 10 percentage points in personalised assessments. Reduce FSM pupil gap with a reading age of at least 12 months below chronological age by at least 10%.

### **Learning and Teaching**

Budgeted cost: £171, 350

<b>Activity</b>	<b>Evidence that supports this approach</b>
Prioritise vulnerable and FSM learners with ALPS and catch-up programs	Reduce the amount of FSM learners reading below their age or recommended progression step by 8%. Improve reading and oracy focus in all classes by 8%.
Ensure that all children are engaged in high quality reading sessions that meet the needs of all groups of learners through extended questioning.	Increase the percentage of learners achieving a standardised score of 115+ by at least 10 percentage points in personalised assessments. Reduce FSM pupil gap with a reading age of at least 12 months below chronological age by at least 10%.

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

Budgeted cost: £35, 000

<b>Activity</b>	<b>Evidence that supports this approach</b>
Promote attendance and reduce unauthorised absences.	Improve attendance outcomes in all classes so that all classes are achieving at least 93% attendance over the academic year for 2023-2024.

**Total budgeted cost: £206, 350**

## **Part B: Review of outcomes in the previous academic year (2020-2021)**

### ***PDG outcomes***

In Years 5 and 6 66.36% of pupils received a score higher than 90. 5.45% of learners scored less than 70 in their reading assessment. 28.18% of learners scored between 70 and 80- these learners have been placed on the new intervention registers.

2.75% of learners scored higher than 120 in Year 5 and 6, with 9.09% scoring higher than 110.

- 76.471% of FSM learners are working within their expected Progression step. Two staff received in-house training to deliver Tackling the Tail intervention and Number recovery. Two KS2 staff also received corrective reading training and use of packs to further support identified learners in Y4,5 and 6. All staff have taken part in Word Aware training, and many are using Word Aware strategies to vocabulary development. All learners completed Sparkle Profiles to support transition into new classes Autumn 2023 and celebrate everyone. All classes across the school have been encouraged to include THRIVE, wellbeing areas and feelings boards. Check-in sessions have been introduced and are being used across all FP classes. Torfaen Play have supported good quality play sessions in Year 2, Year 3 and Year 5 for identified individuals with highly complex needs. Wellbeing camps provided all half terms and school holidays. Torfaen Play have started Afterschool Clubs for KS2 supporting 30 children in sporting games and activities every Thursday. Analysis of SLT mapping of session observations and effectiveness of leadership in Summer term 23 demonstrate following results **for good evidence of SECURE required practice:**

- 100% of classes for learner provision
- 100% for universal provision and target
- 100% for ALN Leadership in class

A learning Walk in September 22 showed that 70% of classes had universal provision set up. By December 22 this had risen to 100% of classes using and providing universal provision for all children to access.

### **High quality teaching and learning for all learners Impact**

Highly effective use of new monitoring format introduced in Autumn 22. Analysis of SLT mapping of session observations and effectiveness of leadership in Summer term 23 demonstrate following results **for good evidence of SECURE required practice:**

- 78% of classes for Teaching & Learning compared to 43% in Autumn 22 term.
- 93% of classes for Book scrutiny

Analysis of SLT mapping of session observations and effectiveness of leadership in Summer term 23 demonstrate following results **for good evidence of SECURE required practice:**

- 86% of classes for TA effectiveness

Recent learning walks have shown that most pupils are digitally competent in accessing a range of devices. Software and programs to support their learning. Pupils were able to use a range of multimedia software, including web-based software. Pupils were also able to use basic coding software linked to Hwb.