**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***

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| **Detail**  | **Data** |
| School name | Aberbargoed Primary |
| Number of pupils in school  | 242 |
| Proportion (%) of PDG eligible pupils | 41.8% |
| Date this statement was published | July 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | S Everson |
| PDG Lead | S Everson |
| Governor Lead | K Bowd |

**Funding Overview**

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| **Detail**  | **Amount** |
| PDG funding allocation this academic year  | £92,000 |
|  EYPDG funding allocation this academic year | £17,250 |
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| **Total budget for this academic year**  | £109,250 |

**Part A: Strategy Plan**

***Statement of Intent***

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| *You may want to include information on:* * *Pupils across the school to be supported in the development of literacy and numeracy skills through bespoke intervention with a focus on the development of oracy skills.*
* *Pupils across the school to be supported in social and emotional wellbeing through bespoke intervention.*
* *Supporting our youngest pupils to achieve their potential through play based learning.*
* *Providing rich expressive arts curriculum experiences to improve pupil attitudes to school and self.*
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***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.

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| **Intended outcome**  | **Success criteria** |
| *Improved attendance of eFSM /vulnerable pupils and across the school through regular monitoring of attendance by dedicated staff member.* | *Pupil attendance across the school improves.* *Robust monitoring of attendance ensures pupil attendance is tracked and action early intervention takes place to support pupils and families.**Pupils attendance to improve and a reduction in the differential between FSM and Non-FSM pupils* |
| *FSM/Vulnerable pupils across the school to be supported in social and emotional wellbeing - ELSA* | *FSM/Vulnerable pupils to feel safe, confident and happy in school.* *They will be provided with different coping strategies to support their emotional and social wellbeing.**Progress of pupils to be monitored by SLT through biannual PASS surveys.* |
| *Pupils across the school to be provided with literacy interventions - focused on the development of oracy skills.*  | *FSM/vulnerable pupils to demonstrate progress in literacy skills development from baseline in nursery and reception classes.* *Progress in oracy skills development identified through pupil progress meetings discussing vulnerable learning groups.*  |
| *Pupils from Year 2 - 5 to receive weekly expressive arts (dance) sessions.*  | *FSM/ vulnerable pupils to feel confident, happy and engaged in learning.* *FSM/vulnerable pupils have the opportunity to perform to a range of audiences to build confidence and self-esteem.* |
| *Teaching assistants working within Nursery and Reception target pupil development through play based approaches to learning including ELSA strategies.* | *FSM/vulnerable pupils demonstrate independence accessing the learning environment and talk about learning in age appropriate ways.* *FSM/vulnerable learners experience high quality provision for play based learning in both indoor and outdoor learning environments.* |

**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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| 7 Teaching Assistants to implement a range of interventions improving confidence in communication skills; both speaking and listening skills; mathematical skills development; play based learning; as well as raising the confidence of learners through wellbeing interventions so that they are more able to communicate their emotional needs.Implementing weekly dance workshops promoting learner self-regard, learner self-confidence and providing opportunities for vulnerable pupils to experience regular opportunities for activities that promote physical health. Release time for a member of staff to undertake meetings to raise attendance.  |

**Learning and Teaching**

Budgeted cost: £109,250

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| **Activity**  | **Evidence that supports this approach** |
| *Two Teaching Assistants to be released to cover the role of ELSA.*  | * *PASS survey.*
* *Class charts.*
* *ELSA timetable, evidence from sessions – pupil voice, planning, ELSA display and area*
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| *TAs providing a range of oracy, reading, numeracy, play based learning and wellbeing interventions.* | * *PASS survey*
* *Salford reading data*
* *Personalised assessment data*
* *Pupil progress meetings - feedback from staff*
* *RWInc data*
* *Intervention timetable*
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**Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)**

Budgeted cost: £ *[insert amount]*

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| **Activity**  | **Evidence that supports this approach** |
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**Total budgeted cost:** £109,250

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

***PDG outcomes***

This details the impact that our PDG activity had on pupils in the 2022 to 2023 academic year.

* Intervention: Additional support – small group and individual support for academic, social and emotional. Pupils identified for additional intervention or wellbeing support were monitored for progress in reading, phonics and social, emotional skills.
* TA release time to provide ELSA sessions: Pupils benefited from support and felt more confident talking about their emotions.
* Reduction in the % of persistent absenteeism through targeted work with families by attendance lead supported by Education Welfare Services.
* Pupils in Y2-Y6 accessed weekly expressive arts tuition, gaining confidence in performance skills and the opportunity to access high quality provision. Pupils performed in a community event with cluster schools and participated in a wider community competition to raise confidence.

***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.*

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| **Programme**  | **Provider** |
| **Dance lessons** | **Heaney Dance Creative** |

**Further information (optional)**

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| *Estyn comments, published report June 2022;** Aberbargoed Primary School is a highly inclusive school that places a high priority on the well-being of its pupils. Pupils know that all adults in the school care for them and that they can turn to them when they face challenges or have difficulties. As a result of this, the majority of pupils make good progress with their academic and social skills.
* Pupils in the foundation phase benefit from effective provision and are given exceptional opportunities for them to collaborate, experiment and learn through experience.
* Those pupils who need extra help to manage their emotions benefit well from the purposeful range of support they receive.
* Knowledgeable, thoughtful teaching assistants deliver a valuable range of educational, emotional and social interventions to support pupils with specific needs.
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