



# Llantrisant Primary School

## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2022 to 2023 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**

<b>Detail</b>	<b>Data</b>
School name	Llantrisant Primary School
Number of pupils in school	134
Proportion (%) of PDG eligible pupils	28%
Date this statement was published	29/11/22
Date on which it will be reviewed	24/7/23
Statement authorised by	L Davies
PDG Lead	L Davies

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£24,150
EYPDG	£5,750
<b>Total budget for this academic year</b>	<b>£29,900</b>

## Part A: Strategy Plan

### **Statement of Intent**

At Llantrisant Primary we strive to ensure that all pupils are supported to ensure that they feel happy and safe, they achieve their potential and are able to engage a wide range of experiences. Pupils achievements are celebrated and barriers to learning are eliminated by ensuring all pupils have the same opportunity and support to develop their skills, especially in literacy and numeracy, which will allow greater and successful engagement in all areas of the learning experience.

As a school we have agreed:

- To identify and target individual pupils
- To plan interventions which make the most effective use of resources
- Monitor and evaluate the impact of these resources

### **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
<p>Support for vulnerable pupils</p> <ul style="list-style-type: none"><li>• progress of all pupils tracked with the performance of eFSM pupils being tracked and analysed in detail</li><li>• pupils set realistic yet challenging targets.</li><li>• Robust intervention program with pupils grouped effectively to ensure that all are making progress and that the interventions in place are sustainable.</li></ul>	<ul style="list-style-type: none"><li>• Analysis of data to track pupil progress and identify next steps.</li><li>• The provision map identifies exit and entry criteria for supporting for pupils</li></ul>

<p>Pupils individual learning needs are met through a menu of intervention programmes for identified pupils. Below are a few examples of the programmes we use:</p> <ul style="list-style-type: none"> <li>• Catch up reading</li> <li>• Literacy Launchpad</li> <li>• Nessy</li> <li>• Hands on literacy</li> <li>• Language link</li> <li>• Precision Teaching</li> <li>• PERMA</li> <li>• ELSA</li> <li>• Boxall</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of impact of interventions (as part of the on going MER cycle)</li> <li>• Pupil progress meetings indicate good progress made.</li> <li>• ALNCo and support staff meetings review the impact of interventions</li> </ul>
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### Activity in this academic year

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

<p>Funds the employment of Level 3 Teaching Assistants who lead ELSA, Literacy interventions and targets support for FSM pupils through appropriate interventions. 15 hours intervention per week= £13,709, £3000- ELSA support Part funds the employment of an early years teaching assistant who targets interventions through Language link and Wellcomm 29 hours teaching assistant =£12821</p>
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### Learning and Teaching

Budgeted cost: £59400

Activity	Evidence that supports this approach
<ul style="list-style-type: none"> <li>• Catch up reading</li> <li>• Literacy Launchpad</li> <li>• Nessy</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention files</li> <li>• Timetables</li> <li>• Baseline information and diagnostics</li> <li>• Pupil summative tracking data- Reading age and comprehension age – Oct 22, Feb 23, June 23 (Salford Reading test)</li> <li>• Pupil Summative data ( SWST 2023)</li> </ul>

<ul style="list-style-type: none"> <li>• Toe by Toe</li> <li>• Colourful Semantics</li> <li>• Hands on literacy</li> <li>• Language link</li> <li>• MEAS</li> <li>• Precision Teaching</li> <li>• PERMA</li> <li>• ELSA</li> <li>• Boxall</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil progress reports</li> <li>• Pupil questionnaires and listening to learners reports</li> <li>• WNT- procedural and Reading ( June 23)</li> </ul>
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### Community Schools

Budgeted cost: £350

Activity	Evidence that supports this approach
<i>Enrichment Activites</i>	Register of attendance for EFSM pupils

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

Activity	Evidence that supports this approach
Reducing the cost of the school day by funding learning experiences for eFSM pupils	eFSM Pupils accessing educational trips and experiences
Supporting pupils' engagement and attendance	Identified pupils' attendance improves- monitored half termly Support from RCT Community schools improves the provision for attendance and engagement of families

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**Total budgeted cost: £29,900**

**Part B: Review of outcomes**

***PDG outcomes***

<p>The impact of PDG activity had on pupils in the 2022-23 academic year.</p> <ul style="list-style-type: none"> <li>• Nearly all pupils made good or better progress on the intervention programmes</li> <li>• Pupils needs were met through either small group working or individual sessions for literacy, numeracy and ELSA</li> <li>• Pupils progress in interventions is tracked robustly and impact evaluated and used to inform future work/ targets</li> <li>• eFSM pupil’s class progress is robustly tracked throughout the year to ensure good or better progress is maintained</li> <li>• Barriers to learning are identified and actions to address these are put in place</li> <li>• Attendance is monitored by the HT, School clerk and the LA, and addressed as a priority as required</li> <li>• Every effort is made to engage parents/ carers in the childs education</li> <li>• External agencies i.e Resilient families are engaged and worked with to provide support when required.</li> <li>• The children who were working below age appropriate standard had been identified through tracking and were receiving additional support, e.g. catch up. Nearly all of these pupils from y3-6 despite working below age related expectations made progress against their baseline individual scores</li> </ul>
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***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>
My Concern	LA support
➤ PERMA	LA support
➤ ELSA	LA support
➤ Boxall	LA support
➤ Comparative Judgement	LA support
➤ Nessy Spelling	School purchased
➤ Reading Eggs	School purchased
➤ Mathletics	School purchased

➤ GL Assessment	School purchased
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