

PDG School Evaluation: End-year March 2022

School name LLANTRISANT PRIMARY SCHOOL

	<u>Early Years PDG Evaluation commentary</u>	<u>PDG Evaluation commentary</u>
Does the school have an EYPDG/PDG Budget Allocation?	Yes EY PDG- £5,750	Yes PDG- £24,150
What was the quality of the planned objectives? [assessing relevance & equity,]	<p>Effective Developing Requires Support</p> <p>EY PDG contributes towards additional support staff in the nursery /reception class. Her main responsibilities include:</p> <ul style="list-style-type: none"> Supporting vulnerable pupils in the nursery and reception Delivering interventions, such as Language Links, Wellcomm and Popat 	<p>Effective Developing Requires Support</p> <p>PDG contributes to providing literacy intervention for Y2-Y6 pupils. Key planned objectives include:</p> <ul style="list-style-type: none"> Supporting vulnerable pupils in key stage 2 Organising and implementing Salford reading tests for years 2-6 Planning and delivering literacy interventions, including Nessy, Language Links, Catch-Up literacy, Literacy launchpad and delivering Project X reading interventions Remaining funds are allocated to ensure that any eFSM pupils have access to educational visits plANNED BY THE SCHOOL
How well was the plan implemented and adapted as needed? [assessing effectiveness, efficiency]	<p>Effective Developing Requires Support</p> <p>All reception pupils were screened on the Language Links assessment and any who were identified as 'blue' or 'red' on the screener, receive small group intervention. Additionally, all nursery pupils were screened on the Wellcomm assessment and data was analysed and groupings established to support children's speech and language and early identification of pupils who may develop delayed communication skills.</p>	<p>Effective Developing Requires Support</p> <p>The plan was implemented effectively. Miss Thomas who leads the literacy intervention assesses all pupils, and using a combination of standardised tests and phonic and reading assessment. Any pupil who scores more than 12 months behind their chronological age receives daily intervention. Interventions can be small group or individual depending on the need and interventions are timetabled to support all eFSM pupils from y2-6. For example, it is more efficient to target groups for Nessy spelling in lower key stage 2</p>

		first thing in the morning, and year 2's at the end of the day when the whole class are involved in phonics teaching.
Did the plan produce the intended results in the short, medium and long term on the FSM pupils?	<p>Effective Developing Requires Support No results yet</p> <p>The main impact of the plan in the early years is early identification of need and the opportunity to target specific areas of needs. The Wellcomm assessment is repeated termly to monitor progress and strategies are shared with parents to support speech and language development both at home and at school.</p>	<p>Effective Developing Requires Support No results yet</p> <p>Main impact in the medium and long term is the progress the pupils have made using the interventions. An example of this is the reading results from the spring term.</p> <p>Progress made in reading: KS2 (16 pupils):</p> <p>Between 1 month and 11 months progress: 8 (36%) Between 1 year and 1 year 11 months progress: 3 (17%) Between 2 years and 2 years and 11 months progress: 2 (9%) Those who have now reached or exceeded their chronological age: 6 (27%)</p> <p>KS2 pupils still working on phonological awareness 3 (17%)</p> <p>Foundation phase (6 pupils):</p> <p>3 (50%) pupils now know all letter sounds and are working on CVC words. 2 (33%) pupils know all sounds and names and are working on consonant blends 1 (16%) pupil is still working on phonological awareness</p>

<p>If so, for whom, to what extent and in what circumstances? Is this practice worth sharing? [assessing effectiveness, impact, equity, gender equality] Qualitative/ quantitative/ soft/hard data.</p>	<p>Effective Developing Requires Support No results yet Early qualitative data provides information to school and parents and helps to identify the areas that need targeting. Early identification and support can provide time to embed strategies early in a child's development or support further referrals that may be needed.</p>	<p>Effective Developing Requires Support No results yet The interventions show improvement, in particular, precision teaching, Catch Up reading and the Nessy Spelling programme. Currently, we have more boys accessing the interventions than girls, yet they have shown good progress and the interventions are supporting narrowing the attainment gap. The continued professional development ensures that staff are up to date on current initiatives and strategies.</p>
<p>What unintended results – positive and negative – occurred as a result of the PDG /EYPDG funding in the school? How did these occur? [assessing effectiveness, impact, equity, gender equality, human rights].</p>	<p>The importance of identifying a speech and language delay as a risk factor in literacy, interaction and persisting specific speech and language difficulties. Positive- engaging parents in the activities at home</p>	<p>All pupils regardless of gender etc. are supported within our school</p>
<p>What were the barriers and enablers that made the difference between successful and disappointing action implementation and results? [assessing relevance, equity, gender equality, human rights].</p>	<p>Barriers Due to Covid-19, staffing and pupil absence has been an issue at times and has impacted on the ability to provide continuity to consistency to support sessions. Enablers Using standardised testing, ensures that data is able to be accurately assessed.</p>	<p>Barriers Due to Covid-19, staffing and pupil absence has been an issue at times and has impacted on the ability to provide continuity to consistency to support sessions. Enablers Using standardised testing, ensures that data is able to be accurately assessed.</p>
<p>To what extent did the plan represent the best possible use of available resources to achieve results of the greatest possible value to participants and the community? [assessing efficiency] Effective use of resources</p>	<p>Our spend of the EY and PDG grant represented the best possible use of resources available. It has provided the opportunity to build trusting relationships between pupils and staff, improving wellbeing and provided greater opportunities for clear communication with parents.</p>	

<p>Developing use of resources Requires support Are any positive results likely to be sustained? In what circumstances? [assessing sustainability, equity, gender equality, human rights]. EYPDG (if applicable)</p>	<p>The improvements in reading and spelling are sustainable and interventions are based on wider research and on trial and error of what strategies work with individual pupils. Communication with the feeder secondary school is also strong and sharing of results and interventions supports transition well.</p>
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