

Blaendulais Primary School
Pupil Development Grant (PDG) 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

Number of pupils in school	<i>108</i>
Proportion (%) of PDG eligible pupils	<i>51%</i>
Date this statement was published	<i>November 2023</i>
Date on which it will be reviewed	<i>September 2024</i>
Statement authorised by	<i>Mrs Cathryn Wheadon- Headteacher</i>
PDG Lead	<i>Mrs Cathryn Wheadon- Headteacher</i>
Governor Lead	<i>Chair of Governors – Mr Peter Totterdale</i>

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£50,600.00
Early Years PDG	£9,200.00
Total budget for this academic year	£59,800.00

Part A: Strategy Plan

Statement of Intent

At Blaendulais, you will be part of a family who will develop you to be *healthy, confident*, happy and respectful individuals. We value pupils who can work independently and collaboratively and are able to receive praise and acknowledge their successes. We expect our pupils to set themselves high goals and possess the motivation to reach them by being *ambitious and capable*. We support our pupils to understand their abilities and develop awareness of how to reach their next steps. Our pupils will be *ethically informed* about the beliefs, needs and ideas of others and are able to work collaboratively towards a common goal, understanding their role in society. Our pupils will belong to a local and wider community, beginning with them and understand the effects on them and the wider world. We will encourage *creative* risk-taking and an understanding of *enterprise* and the wider world of work.

We will achieve this by ensuring Blaendulais Primary is a **safe, happy and inspiring** environment giving our pupils the best possible experiences, both in and out of school. Our children will receive a **broad and balanced** curriculum which will **engage** and create **inquisitive** learners who are **critical thinkers**. We will endeavour to allow our learners to **develop** at their own pace **creatively, academically and socially**. Building **relationships** with parents, carers and the local area to **develop** Blaendulais Primary as a hub of the community will be at the heart of our school ethos. We will ensure all members of the Blaendulais Primary Community are part of a **supportive** environment, expecting **high standards** of pupils, staff, parents and governors at Blaendulais Primary School.

Use of the Pupil Development Grant supports these aims to be inclusive for all children and increase opportunities for additional learning opportunities, increase pupil wellbeing and ensure experiences inside and outside the classroom are fully inclusive.

SDP Targets

To improve the health and well-being of pupils, staff and the wider community including attendance.

To develop pupil progression throughout the school including higher order thinking skills.

To develop the pupil's ability to use the language of numeracy throughout the curriculum.

To develop pupils' higher order reading skills throughout the school.

This strategy statement will outline why we have decided to allocate funding into specific strategies and how these strategies will help to raise aspirations and promote pupils progression.

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.

<p>PDG/EYPDG Action: To improve the health and well-being of pupils, staff and the wider community including attendance.</p>	<p>PDG/EYPDG – Teaching Assistant to support targeted FSM pupils throughout the school on individual Thrive targets.</p>
<p>Intended outcome</p>	<p>Success criteria</p>
<p>In line with the school’s vision for the Curriculum for Wales, we need to continue to strengthen pupils’ emotional health and well-being. In particular, their ability to express themselves in an age-appropriate manner.</p> <p>School staff continue to work with the Save The Children (STC) group to establish and develop a good transition into school. As a result of STC, play with me sessions are being embedded a sharing culture for parents, pupils and school. Last year the whole school community developed the Vision and Ethos for the school using questionnaires, Microsoft forms and pupil opinions, have again been used to establish this culture. School staff continue to receive Thrive training to embed a whole school approach to emotional wellbeing (highlighted as a need through Nbar assessments and Thrive profiles). As a result, class and individual profiles have been carried out. Last year forest schools was lead throughout the school by the Forest Schools Leader. As a result, the pupils gained knowledge and experiences, Many staff need to develop their skills to use the forest area to continue to develop learning and experience in this area.</p>	<p>Nearly all parents will feel able to communicate with the school.</p> <p>Nearly all staff, pupils and parents will know about the school vision and ethos.</p> <p>Most pupils will communicate their emotions in an appropriate manner and talk about how they are feeling.</p> <p>Most pupils will be able to participate in activities to regulate their emotions.</p> <p>Nearly all children will have access to a place that they find safe and an adult that they are able to discuss their emotions with.</p> <p>Nearly all staff and pupils will feel safe and happy within the school community.</p> <p>Nearly all staff will develop their Forest Schools expertise.</p>

<p>NBar Scores Summer Term 2023 identified individual pupils for nurture and individual ELSA intervention.</p> <p>Last year the implementation of the ALN reform began, feedback from the wellbeing team on paperwork submitted was positive.</p>	<p>Many teachers and TAs will develop teaching strategies to develop pupils' emotional wellbeing.</p>
<p>To develop pupil progression throughout the school including higher order thinking skills.</p> <p>In line with the school's vision for the Curriculum for Wales, we need to continue to strengthen pupils' higher order thinking skills in order to support their development of the core purposes.</p> <p>In particular, pupils' ability to apply, analyse, evaluate and create (higher order thinking).</p> <p>In line with the school's vision for the Curriculum for Wales, Areas of Learning will be developed in class through display and classroom organisation.</p> <p>Last year the</p> <p>All teachers and TAs have received professional learning about the Curriculum for Wales and the vision for the school.</p> <p>All teachers have received training on progression and planning. As a result, monitoring highlights that most of planning has aligned with the progression code, All teachers have received professional learning focused on HOTS and implemented explicit teaching of analysis skills, providing opportunities for pupils to practice these skills and to begin to apply them independently.</p> <p>Teachers need to ensure they identify regular and effective opportunities for pupils to progress with their HOTS - solve problems; overcome challenges; investigate and develop their higher order thinking skills through explicitly modelling these skills and providing regular opportunities for pupils to practice these skills.</p>	<p>Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to practice these skills and apply them independently.</p> <p>All staff will explicitly use the language of thinking skills with pupils.</p> <p>Nearly all teachers will use the classroom as the third teacher.</p> <p>Most teachers will provide regular and effective opportunities for pupils to solve problems; overcome challenges; investigate and develop their higher order thinking skills.</p> <p>Nearly all teachers will provide an obvious and clear link between higher order thinking skills and planning.</p> <p>Many teachers will provide engaging teaching strategies to support pupils to gain new knowledge and understanding.</p> <p>Many pupils will develop effective higher order thinking skills - analyse, evaluate and create.</p> <p>Many pupils will explicitly use the language of thinking skills within their learning</p>

<p>To establish and develop the language of numeracy throughout the curriculum.</p> <p>In line with the school’s vision for the Curriculum for Wales, we need to continue to strengthen pupils’ higher order thinking skills in order to support their development of the four purposes. In particular pupils’ ability to use mathematics through applying their numeracy skills throughout the curriculum.</p> <p>All staff have received training in White Rose Maths use of concrete materials however many pupils need to revisit concrete operational methods in order to establish and consolidate an understanding of number (cardinality and ordinality) before moving on to higher order concepts.</p> <p>Last year pupils used games and online tools to develop mental maths, however pupils should use starter activities designed to stimulate mental agility to develop their mental abilities and fluency of maths facts</p> <p>Last year the use of White Rose Maths was developing pupils ability to explain how they arrive at their answer using the correct mathematical vocabulary; however many pupils still find this a challenge.</p> <p>Many pupils need to improve fluency and build confidence in quick recall and understanding of number facts.</p>	<p>Most teachers will provide regular and effective opportunities for pupils to apply a wide range of numeracy skills across the curriculum</p> <p>Many pupils will apply their numeracy skills effectively across the curriculum and at a level appropriate to their age and ability</p> <p>Pupils will be able to talk about numbers within calculations and ‘what they notice about them’ and how this would help with the calculation.</p> <p>Pupils will use a variety of strategies, talk about the strategies they have chosen and discuss the most efficient strategy to use and why.</p> <p>Pupils will develop a deeper understanding of number by investigating patterns in number and how they can link them.</p>
<p>To establish a reading culture throughout the school, developing higher order reading skills.</p> <p>In line with the school’s vision for the new curriculum, we need to continue to strengthen pupils’ higher order thinking skills in order to support their development of the four purposes. In particular through developing higher order reading skills.</p>	<p>Most teachers will provide regular and effective opportunities for pupils to apply a wide range of reading skills across the curriculum</p> <p>Most pupils will apply their reading skills effectively across the curriculum with fluency and the ability to self-correct</p>

<p>Last year phonic rockets was developed as a whole school approach however around half the pupils have phonic skills that hinder fluency and ability to self-correct when reading.</p> <p>Last year guided reading was developed as a whole school approach however many pupils need to improve their ability to give extended responses about the text they read, by referring to supporting evidence;</p> <p>Last year shared reading was used to model inference, however around half of pupils find it difficult to infer meaning.</p> <p>Last year Assessment showed that the majority of pupils were reading at a level of six months below their chronological age</p>	<p>Many pupils will be able to give extended responses about the text they read, referring to supporting evidence.</p> <p>Many pupils will use a variety of strategies (phonics, decoding, reading for meaning etc) talk about the strategies they have chosen and discuss the most efficient strategy to use and why.</p> <p>Many pupils will develop the skill to infer meaning by giving extended responses, finding clues in the text, pairing them with experiences and drawing conclusions.</p>
---	---

Activity in this academic year

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

Learning and Teaching – Budgeted cost: £36,896

Activity	Evidence that supports this approach
<p>All staff to receive professional learning focused on the health and wellbeing of the school community.</p>	<p>Evidence from monitoring shows that the learners are beginning to use the language of emotional wellbeing.</p> <p>Further development is needed in</p> <ul style="list-style-type: none"> • Pupils need to develop an understanding their individual targets • Pupils need to develop an understanding between emotional health and behaviour • Pupils need to identify the toolkit to enhance their mental health

<p>All staff to continue to receive professional learning focused on developing pupils' higher order thinking skills.</p>	<p>Evidence from monitoring shows that the learners are beginning to use different tools to support higher order thinking skills.</p> <ul style="list-style-type: none"> • Ensure pupils are aware of concrete resources being available within the blast area. • Develop pupils application of integral skills across the curriculum. • Develop pupils application of cross curricular skills across the curriculum.
<p>All staff to receive professional learning focused on developing an understanding of how children learn to read.</p>	<p>Evidence from classroom observations and listening to learners monitoring highlights that</p> <ul style="list-style-type: none"> • Pupils need to develop their phonological awareness, to support reading. • Pupils need to develop an understanding of the importance of punctuation, including full stops, question, exclamation and speech marks, whilst reading. • Pupils need to develop greater fluency and accuracy in their reading.
<p>All staff to receive professional learning focused on developing understanding of different mathematical concepts using verbal, concrete, digital and abstract approaches.</p>	<p>Evidence from classroom observations and listening to learners monitoring highlights that while using these methods is starting to have an impact on learners mathematical understanding there is still a need to</p> <ul style="list-style-type: none"> • Develop the pupils' use of interacting with the numeracy blasts independently. • Develop pupils application of numeracy skills across the curriculum, generalising and applying skills taught in numeracy lessons.

Community Schools – Budgeted cost: £26,538

Activity	Evidence that supports this approach
----------	--------------------------------------

<p>To enhance and develop the health and well-being of the school community.</p> <p>Full-time Nurture/ELSA TA to deliver sessions to targeted pupils and parents</p>	<p>This is a school priority because, after 2 years of huge disruption to our pupils' education, school needs to work much more collaboratively with families to ensure we are maximizing all the education and wellbeing opportunities we can. The school has recently engaged with the third sector, Save the Children and Aspire to be and begun to recognise the importance of working with vulnerable families. The school is collecting impact stories on the impact of this work.</p>
--	--

Wider strategies Budgeted Cost - £2500

Activity	Evidence that supports this approach
<p>Keep up the training of Thrive Leads</p> <p>Community Parent Group</p> <p>Working with Emotional wellbeing Lead to host courses.</p>	<p>The school has seen significant investment in a Thrive approach over the last, and is reviewing its impact in terms of improved attitudes to learning.</p> <p>The community parents group has seen parents more confident when approaching school and the resurgence of the Friends of Blaendulais Group.</p> <p>Emotional Wellbeing Lead and Paediatric OT have put on courses in school which parents have enjoyed and feedback has been positive.</p>

Total budgeted cost: £ 65,934

Externally provided programmes

Programme	Provider
------------------	-----------------

Thrive	Thrive
ELSA	Local Authority
Nurture	Local Authority
White Rose Maths	Cornerstones
Cornerstones Maestro	Cornerstones

Part B: Review of outcomes in the previous academic year

PDG Outcomes – Most pupils who are eligible for FSM make effective progress from their starting points.

Supporting learners to improve their literacy skills.	Many learners improve their reading age from the same points last year.
Supporting learners to improve mathematical skills	Most learners improved their maths age from the same points last year.
Supporting learners with wellbeing and emotional difficulties	Nearly all learners have made progress against their individual targets.