



Pupil Development Grant Spending Plan

2023-24 Academic Year



Coedffranc Primary School Pupil Development Grant (PDG) Strategy Statement

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

Number of pupils in school	<i>381</i>
Proportion (%) of PDG eligible pupils	<i>28.3%</i>
Date this statement was published	<i>6.11.2023</i>
Date on which it will be reviewed	<i>July 2024</i>
Statement authorised by	<i>Mr Timothy Richards – Acting Headteacher</i>
PDG Lead	<i>Mr Timothy Richards</i>
Governor Lead	<i>Cllr. Nathan Goldup John</i>

School Overview

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£111,550.00
Early Years PDG	£33,350.00
Total budget for this academic year	£144,900.00

Part A: Strategy Plan

Statement of Intent

At Coedffranc Primary we continually strive to remove the barriers to success and fear of failure for all of our pupils. We strive to have parents and carers, teachers and community members actively involved in our children's lives and learning. We also recognise that after a number of years of huge disruption to our pupils' education and the difficult financial situations we are faced with in our communities, school needs to work much more collaboratively with families to ensure we are maximizing all the education and wellbeing opportunities we can. We see the Pupil Development Grant (PDG) as being crucial to delivering the future success of learners living in lower-income households, (pupil eligible for free school meals – e-fsm) and to tackle the impact poverty has on pupil progression and attainment.

We believe that the most effective way to make use of the PDG Grant is to support e-fsm pupils and their families, by providing target support based around our pupil centred school improvement targets. Here we will target pupils who require particular approaches to support their engagement in learning. They are:

- To develop a shared understanding of progression and purpose of assessment
- To develop pupils' evaluate and create higher order thinking skills
- To improve pupils' attendance at school
- To develop pupils number skills and apply them more across the curriculum
- To develop parents and carers' understanding of progress and develop home/school partnerships.

This strategy statement will outline why we have decided to allocate of 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.

Intended outcome and why it is a priority	Success criteria
<p><u>To develop a shared understanding of progression and purpose of assessment</u></p> <p>Progression</p> <p>A shared understanding of progression is a key driver in what makes Curriculum for Wales different. The need for this to be understood by the learning community is essential. This will underpin all other improvement priorities.</p> <p>The progression code outlines that progression is increasing the depth, breadth and sophistication of pupils' knowledge and understanding, skills and capacities, and attributes and dispositions. (Progression Code 2.2)</p> <p>The code outlines 5 overarching principles of progression:</p> <ul style="list-style-type: none"> • increasing effectiveness • breadth and depth of knowledge • deepening understanding • refinement and application of skills • transferring learning into new contexts <p>The school needs to continue to evolve teaching in line with the above expectations and principles. In particular, we need to support teachers to reflect on 'what is different' between our new curriculum and old curriculum, ensuring that the principles of progression from the Code are evident in our planned learning experiences.</p>	<p>Progression</p> <p>The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression and be able to articulate this.</p> <p>Many teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and discipline skills, knowledge and understanding.</p> <p>Many pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and discipline skills, knowledge and understanding.</p> <p>Formative Assessment</p> <p>Provision</p> <p>Most teachers have clear learning intentions for their lessons matched to pupils' individual learning needs and that enable pupils to progress.</p> <p>Most teachers support pupils to understand WHY they are learning what they are learning.</p> <p>Most teachers provide pupils with effective feedback to enable pupils to progress with their learning.</p> <p>Most teachers provide pupils with the opportunity to action the feedback provided and to improve their work.</p> <p>Most teachers provide effective opportunities to reflect upon and self-assess their work.</p> <p>Learning</p>

<p>Assessing for the future</p> <p>The purpose of assessment is to support the progression of each individual learner. The principles for assessment are:</p> <ul style="list-style-type: none"> ➤ To identify learner’s strengths ➤ To identify how pupils learn best ➤ To identify next steps for learners <p>In order to enhance pupil progress the school needs to ensure that it has strong formative assessment systems in place. Recent monitoring highlights that pupils need to develop their ability to evaluate and reflect on their own learning. Estyn have highlighted that teachers are not always clear about their expectations of pupils’ progress in lessons and over time. This limits their capacity to use ongoing assessment to plan for next steps in learning. It also means that pupils are sometimes unsure about the purpose of their work and the steps they need to take to make progress in different aspects of their learning. Teachers need to share learning intentions, develop co-constructed success criteria and provide feedback against these to pupils in a timely and efficient manner. Opportunities for self and peer assessment need to be purposefully developed.</p>	<p>Most pupils are clear on what they are learning to make progress in within a lesson or over a series of lessons.</p> <p>Many pupils are clear on WHY they are learning what they are learning.</p> <p>Many pupils respond effectively to feedback to improve their work and to move their learning on, identifying what they are doing well and what they need to improve.</p> <p>Many pupils edit and improve their work on a regular basis.</p> <p>Many pupils self-assess their work well, identifying strengths and how to improve it.</p>
<p><u>To develop pupils’ evaluate and create higher order thinking skills</u></p>	<p>Nearly all teachers will be routinely modelling higher order thinking and providing opportunities for pupils to practise these skills and apply them independently, leading to a culture within classrooms that is dynamic, creative and engaging.</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, pupils' ability to analyse, evaluate and create (higher order thinking).

Last year, teachers received professional learning focused on Higher Order thinking Skills and implemented explicit teaching of analysis and evaluate skills, provided opportunities for pupils to practise these skills and to begin to apply them independently. As a result, monitoring highlighted that nearly all teachers plan effective lessons that promote the development of thinking skills. There is also evidence of the strong use of a range of teaching strategies which are intended to develop collaboration and thinking. However, there are some examples of pupils understanding the routine but not understanding their role in actively collaborating. They also need to continue to embed the explicit teaching of analysis and evaluate skills and to implement the explicit teaching of create.

Some teaching strategies have not provided effective opportunities for pupils to develop their integral skills. Teachers need to ensure they identify regular and effective opportunities for pupils to progress with their integral skills - 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.

Most pupils will be able to use their higher order thinking skills effectively and as a result most pupils will be making good progress towards the realisation of the four purposes.

Most pupils will be able to use higher order thinking skills with increasing levels of control, complexity and independence to support their learning.

Most teachers will be confident in using a range of thinking skill techniques to develop pupils' ability to create, evaluate and analyse.

Most teachers will follow the agreed questioning and planned vocabulary development to ensure that most pupils can use the appropriate vocabulary for their year groups.

<p>Furthermore, we need to ensure teachers implement a range of engaging teaching strategies to support pupils to gain new knowledge and understanding.</p>	
<p><u>To improve pupils' attendance at school</u></p> <p>We have 43 children (in Years One to Six) who are currently classed as persistent non-attenders during the 2022-23 academic year (attendance rate of below 80%). Our average attendance for this academic year was 86.7%. Before covid, average attendance was 93.8%. This means that there is a 7.1% drop in the average attendance rate.</p> <p>The school continues to have an attendance rate lower than the NPT average. The attendance rate of our current Year 5 pupils in particular is significantly below the NPT average.</p> <p>Both the boys and girls' attendance rates are below the NPT average. Of concern is the statistic that our eFSM pupils and our EAL pupils are, on average, missing nearly a day a week and are also below the NPT averages.</p> <p>Illness, holidays and unauthorised absences account for 11.16% of the absences from school. Many of the unauthorised absences have the pattern of holidays that have not been requested.</p>	<p>The school will strengthen the process for tackling attendance, in particular excessive holidays.</p> <p>Overall attendance will improve to 91%. Attendance of eFSM pupils will increase to 86%. Attendance of pupils with EAL will increase to 86%. The percentage of persistent absentees will fall.</p> <p>Many vulnerable learners will make improved progress. Many vulnerable learners will demonstrate more positive attitudes to school and learning.</p> <p>The school will have a pupils focused reward system in place to reward full-week attendance at school.</p>

<p><u>To develop pupils number skills and apply them more across the curriculum</u></p> <p>Monitoring highlights that many pupils display good standards with their basic number work. However, most pupils need to develop:</p> <ul style="list-style-type: none"> • depth of conceptual understanding within their number work • use of precise mathematical language when discussing their mathematical thinking • use of efficient strategies when undertaking calculations • fluency in applying their number skills <p>These areas identified for development are in line with the principles of progression, including the mathematical proficiencies, within the Mathematics and Numeracy AoLE.</p> <p>Across the school, many pupils are beginning to develop their mathematical reasoning skills appropriately in mathematics lessons. However, in general, pupils do not apply their numeracy skills across the curriculum to the level of which they are capable.</p>	<p><u>Provision</u></p> <p>Many teachers will understand and implement the development of conceptual understanding through verbal, concrete, visual, digital and abstract approaches.</p> <p>Many teachers will plan for purposeful opportunities for pupils to apply their numeracy skills at a level of which they are capable across the curriculum.</p> <p><u>Learning</u></p> <p>Many pupils will be able to:</p> <ul style="list-style-type: none"> • represent concepts in multiple ways (concrete, visual, digital and abstract) • use precise mathematical language to explain their thinking • make up examples (and non-examples) • identify efficient strategies for calculations • independently apply concepts to new problems in unfamiliar situations <p>apply their numeracy skills at a level of which they are capable across the curriculum</p>
<p><u>To develop parents and carers' understanding of progress and develop home/school partnerships.</u></p> <p>This is a school priority because the school has identified the need to continue to develop and work more</p>	<ul style="list-style-type: none"> • Purposeful systems are in place to share information with parents about progress made by pupils and progression in general • School to hold relevant and 'dynamic' information about pupil wellbeing and attitudes to learning.

<p>collaboratively with families to ensure we are maximizing all the education and wellbeing opportunities we can and that parents need to have a shared understanding of how their children will make progress in the new curriculum.</p> <p>In a recent self-evaluation survey over half of our parents expressed the view that 'they would like to make a greater contribution to their children's education' and 'would welcome the opportunity of greater active involvement'.</p>	<ul style="list-style-type: none"> • A majority of parents to feel they take a greater active involvement in the children's education • The majority of parents feel that they understand what progression is within identified areas of the curriculum
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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.

Learning and Teaching

Budgeted cost: £5,950.00

Activity	Evidence that supports this approach
<p>1. To meet the needs of e-fsm pupils as identified in their Individual Development Plans, as part of Inclusive Learning Provision, through effective delivery and monitoring of specific literacy and numeracy based interventions (cost included in total in Community Schools section)</p>	<p>The EEF Teaching and Learning Toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes. Through SLO networking activities over recent years they school has worked with others schools who's self-evaluation activities has shown the positive impact of these approaches. 1-1 sessions to develop numeracy skills will also be provided.</p>

<p>2. The annual cost of subscribing to Read Write Inc. Phonics Reading Programme to develop pupil confidence and reduce barriers to attendance</p>	<p>The EEF has identified RWI as having particular impact in supporting phonics development, particularly with pupils who have experienced difficulties in learning.</p>
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Community Schools – Budgeted cost: £26,214.00 – Cost of Family Engagement Officer and £1,500 for attendance reward scheme **Total: £27,714**

Activity	Evidence that supports this approach
<p>The school will continue to forge ever closer links with parents by implementing its Whole School Parent partnership plan. The funding of a family engagement worker will help co-ordinate support for vulnerable families and develop stronger engagement with schools and signpost to external services. This service will support attendance, provide support for parents to support learning at home and support the shared understanding of progression being developed with home</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. In a recent self-evaluation survey over half of our parents expressed the view that 'they would like to make a greater contribution to their children's education' and 'would welcome the opportunity of greater active involvement'. The schools has engaged with the third sector, in particular Save the Children over a number of years, and become to recognise the importance of working with vulnerable families. This work was inspired by a visit to the Harlem Communities Project in the USA and the work of Professor Janet Goodall who has written extensively on moving toward effective parental engagement. The school regularly collect stories on the impact of this work. Parental engagement in the school is a strength and the use of this excellent facility to work with parents to develop their understanding of progression and to support learning at home will support many of our action areas.</p>
<p><i>Bespoke attendance reward scheme put in place by the school council</i></p>	<p>Pupils have designed a system which rewards each full week of attendance at school. A termly draw will take place with pupils from infant and junior blocks being</p>

	drawn to receive a prize from a menu chosen by the school council. Over 95% at the end of the year will also go into a separate prize draw.
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Wider strategies

Emotional Literacy team: Budgeted cost: £ 104,788

Activities cost: £5,000

Total: £109,788

Activity	Evidence that supports this approach
Fund a team of highly qualified and well-motivated of 2 HLTAs and 2 support assistants to provide bespoke or small group support to pupils who require health and wellbeing support through a range of approaches – Nurture, Emotional Literacy Support, Lego Therapy, and Thrive.	The school has seen significant investment in a Thrive approach over the last 6 years, and has regularly reviewed its impact in terms of improved attitudes to learning. School data highlights the considerable reduction in the number of school exclusions and school self-evaluation monitoring activities have shown pupils to be more emotional robust and able to develop effective relationships with others. PASS information has provided further guidance on pupils who can be supported to improve attitudes towards school and self to raise attendance, attainment and attitudes towards learning. The online PASS assessment will also be used to support this work in Years 3 to Year 6.
Financial support for e-fsm pupils to widen their learning experiences by accessing trips and residential courses.	School self-evaluation and listening to learners highlights the importance of out of school learning as being important to developing relationships and widening experiences for all learners. £5,000 has been allocated towards meeting these aims.

Total budgeted cost: £ 143,452.00

Externally provided programmes

Programme	Provider
Thrive	THRIVE UK
Read Write Ink	
PASS Assessment	

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.