



# Pupil Development Grant Statement

October 2023

D.Harris (Acting Headteacher)

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**Melin 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.

***School Overview***

Number of pupils in school	238
Proportion (%) of PDG eligible pupils	50.2% (all school), 50.1% (Y1-Y6)
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs. D. Harris (Acting Headteacher)
PDG Lead	Mrs. L. Jeremy (Acting Deputy Headteacher)
Governor Lead	Mrs. S. Miller (Chair of Governors)

**Funding Overview**

<b>Detail</b>	<b>Amount</b>
Early Years PDG funding allocation this financial year	£33,350(Early Years)
PDG funding allocation this financial year	£86,250(PDG)
<b>Total budget for this financial year</b>	<b>£119,600</b>

**Part A: Strategy Plan**

***Statement of Intent***

At Melin Primary School we have high expectations that encourage good habits, promote ambition and positive attitudes to learning. This will enable the children to grow to be literate, numerate, digitally competent and independent life-long learners. They will be happy, healthy, safe and contribute creatively and ethically to their community, Wales and the world.

Our current use of the Pupil Development Grant supports these aims, increasing opportunities for pupils to participate in purposeful learning opportunities, increase their well-being and supporting access to inside and out of school activities.

## ***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.

<b>Intended outcome</b>	<b>Success criteria</b>
To develop pupils' higher order thinking skills	<p>Most teachers will be explicitly teaching higher order thinking skills and providing 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 and will identify appropriate opportunities for pupils to develop their thinking skills in a range of learning experiences so that the majority of pupils will be using the language of thinking skills within their learning</p> <p>The majority of pupils will develop effective higher order thinking skills. In particular, pupils will develop their ability to apply, analyse, evaluate and create.</p>
To improve the spelling, sentence structure and use of punctuation within pupils' writing.	<p>Many pupils will show in their work that they are using a wider range of vocabulary, more compound and complex sentences and an increased range and complexity of punctuation appropriately.</p> <p>The gap between the attainment of eFSM and non FSM in writing will be reduced.</p> <p>More pupils will use higher order skills, particularly in relation to ranges of sentence types, independently in their written work and in Missions.</p> <p>Many teachers will have a good understanding of pupil progression in writing.</p>
To improve pupils' instant recall of multiplication facts and number bonds	<p>The majority of pupils will show appropriate levels of understanding and ability to use number bonds and multiplication/division facts for their age and ability.</p> <p>Parents will feel more able to support pupils' numeracy development.</p> <p>Many teachers will have a good understanding of pupil progression in Maths and Numeracy</p>

<p>To develop a shared understanding of progression in line with the new Curriculum for Wales.</p>	<p>Most teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.  All staff will have a shared understanding of the principles of progression across the range of AoLE's.  Most pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.  Many pupils will understand learning intentions and success criteria in order to improve their work.  Many pupils will be able to self-assess their work and improve their work from given feedback.</p>
<p>To improve pupils' attendance</p>	<p>The school will strengthen the process for tackling attendance  The school will have attendance initiative in school that has a positive rewards for improved attendance  Overall attendance will improve from 89.76% to 93%  Attendance of eFSM pupils will increase to 91%  The percentage of persistent absentees will fall to 10%  Many vulnerable learners will make improved progress  Many vulnerable learners will demonstrate more positive attitudes to attendance and feelings about school will increase from 85% to 88%</p>

### Activity in this academic year

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

We will be spending our allocation on developing literacy provision and standards through intervention for pupils who are eFSM in the areas of reading, phonic development, speech and language and social skills. We will work with parents to provide parental workshops supporting literacy at home such as reading skills and spelling skills. Access to reading materials at home will be supported through the Oxford Reading Buddy and Spelling and Reading Target reward system. Attendance at school to access these opportunities will be embedded into daily routine. eFSM pupils will be able to access technology to support literacy provision.

We will be spending our allocation on developing numeracy provision and standards through intervention for pupils who are eFSM in the areas of number development. Intervention groups will be established to use ICT to support number bond and multiplication/division facts. A new number

focussed scheme of work will be introduced with relevant staff training implemented. ICT packages will be subscribed to so that pupils are motivated to complete activities.

Access to food and fun during the summer holidays along with other activities to increase the well-being and physical activity of pupils eligible for free school meals. The Summer Holiday Enrichment Project (SHEP) will continue to run and interventions during school day including ELSA, Lego ELSA, Block Play, Forest Schools, Talkabout, Relationship Based Play and the School Based Counselling Service will all run from the PDG funding. Money from the PDG will go into increasing access for pupils to memorable experiences as part of the curriculum.

### Learning and Teaching

Budgeted costs: £32,793.70

Activity	Evidence that supports this approach from EEF Evidence Brief
<i>Rapid Reading</i>	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.
<i>Phonic Catch-up</i>	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.
<i>Speech Link</i>	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.
<i>Language Link</i>	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.
<i>Reception Spelling Carousel</i>	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.
<i>Popat</i>	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition,

	including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.
<i>Block Play</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.
<i>Forest Schools</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.
<i>Wellcomm Programme</i>	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.
<i>Philosophy for Children</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully
<i>Mathletics Club</i>	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.
<i>Oxford Reading Buddy</i>	Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches.
<i>Insight Tracking</i>	Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.
<i>Mathletics Subscription</i>	Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged

	pupils, and use technology in a way that is informed by effective pedagogy.
<i>Big Maths Scheme</i>	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.
<i>Staff Training</i>	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.

### Community Schools

Budgeted cost: £1000

<b>Activity</b>	<b>Evidence that supports this approach from EEF Evidence Brief</b>
After School Clubs Staffing	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.
<i>Resources for After School Clubs</i>	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.
<i>Running Costs for Parent Groups</i>	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.
<i>SHEP Programme</i>	Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches.

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

Budgeted cost: £86,141.20

<b>Activity</b>	<b>Evidence that supports this approach from EEF Evidence Brief</b>
Talkabout Intervention	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.
<i>KitKat Club</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully
<i>ELSA</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully
<i>Lego ELSA</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully
<i>Relationship Based Play</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully
<i>Art Specialist TA</i>	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.
<i>Attendance Reward Scheme</i>	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.
<i>Memorable Experiences</i>	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.
<i>School Based Counsellor Service</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class



	approaches as well as targeted interventions, monitoring the impact of these choices carefully.
<i>Leadership Time</i>	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.
<i>Subsidising Residentials</i>	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.
<i>Increased TA support in Early Years</i>	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.
<i>TLR Holder support and development time</i>	A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach.

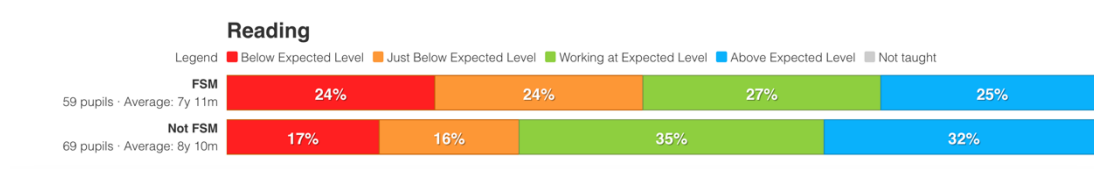
**Total budgeted cost: £ 119,934.90**

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

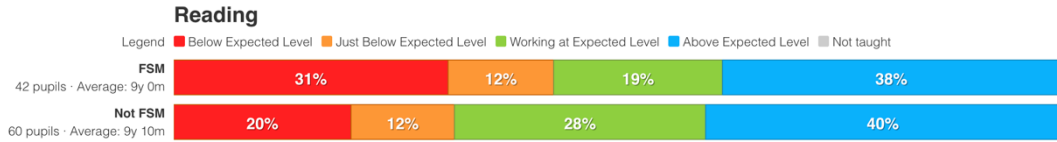
**Literacy Skills**

Covid has set all pupils back in their literacy skill development, especially those who are eFSM entitled.

**Attainment Overview of pupils in Year 2 – Year 6 October 2022**

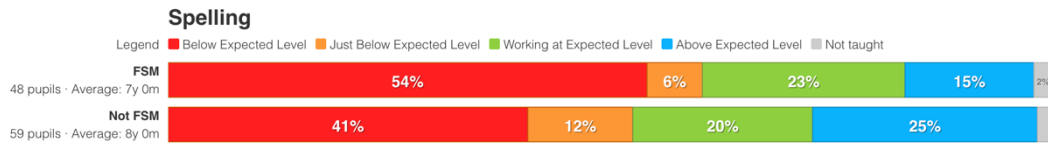


**Attainment Overview of pupils in Year 2 – Year 6 May 2023**

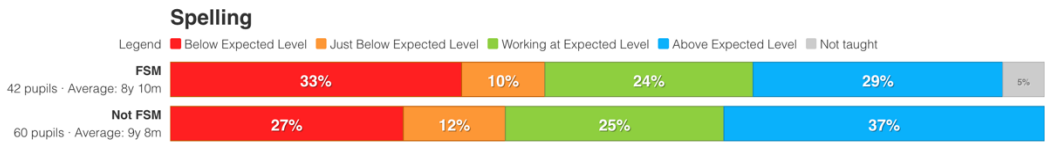


The percentage of pupils who are entitled to free school meals and are above their chronological age in reading has only increased by 1% across the school from October 2022 to May 2023. However, 8% of pupils have increased from working at expected level to above expected level.

### Attainment Overview for Pupils in Years 2 – Years 6 October 2022



### Attainment Overview for Pupils in Year 2 – Year 6 May 2023



The percentage of pupils who are entitled to free school meals and are above their chronological age in spelling has increased nearly 17% across the school from October 2022 to May 2023. The percentage of those who were more than below their chronological age has dropped by 14% in the same period.

### Wellbeing and Attitudes to School and Self

'Pupils Attitude to School and Self' (PASS ) 2 Assessment (January and June 2023)

	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
January 2023	84.2%	80.1%	57.2%	87.4%	86.5%	76.3%	76.1%	75.3%	57.3%

June 2023	83.5%	79.4%	56.7%	84.8%	85%	74.1%	71.8%	76.4%	58.3%
Difference	-0.7%	-0.7%	-0.5%	-2.6%	-1.5%	-2.2%	-4.3%	+1.1%	+1%

When compared to the nationalised percentiles, the school was placed within the 'high satisfaction with their school experience' banding for all eight factors by pupils who entitled to free school meals.

There has not been significant different between the assessments throughout the year. However, seven factors have decreased slightly and two have increased. Pupils confidence in learning, general work ethic and preparedness for learning have had the most decrease.

### ***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>
Rapid Reading	Pearson
Speech Link	Speech Link Multimedia Ltd
Language Link	Speech Link Multimedia Ltd
Popat	Training provided by Neath Port Talbot CBC.
Block Play	Training provided by Neath Port Talbot CBC.
Wellcomm	GL Assessment
Philosophy for Children	Training provided by SAPERE
Mathletics	3P Learning
Oxford Reading Buddy	Oxford University Press
Talkabout	Scheme by Alex Kelly
ELSA	Training provided by Neath Port Talbot CBC.

**D. Harris**

Acting Headteacher  
October 2023