



Pupil Development Grant Statement

October 2024

D.Harris (Acting Headteacher)

**Melin Primary School
Pupil Development Grant (PDG) Strategy Statement**

This statement details our school’s use of the PDG for the 2024 to 2025 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	241
Proportion (%) of PDG eligible pupils	38.3% (Y1-Y6) 43.45% three year average
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
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

Detail	Amount
Early Years PDG funding allocation this financial year	£28,750 (Early Years)
PDG funding allocation this financial year	£85,100(PDG) £8,206 (additional) £5,750 (smoothing)
Total budget for this financial year	£127,806

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.

Intended outcome	Success criteria
<p>To improve literacy skills, in particular word and sentence structure to impact on pupils’ writing skills</p>	<p>Many pupils develop their technical writing ability well including the use of accurate punctuation, spelling and grammar. Many pupils add interest to their writing by varying their sentence structures successfully and through using a range of engaging vocabulary. Many pupils edit and redraft their work to improve its quality. Many pupils achieve strong progress with their writing skills and produce work across the curriculum to a good standard. Many pupils write at length when they are ready to do so The gap between the attainment of eFSM and non FSM in writing will be reduced.</p>
<p>To develop a concrete, visual, abstract approach to teaching so that pupils gain a deeper understanding of mathematical concepts in number</p>	<p>The majority of pupils will show appropriate levels of understanding and ability to use concrete, visual and abstract approach to. Understanding number. Majority teachers will have a good understanding of pupil progression in Mathematics and Numeracy. Majority of teachers will be able to use a concrete, visual, abstract approach to teaching number.</p>
<p>To develop and successfully implement a shared understanding of progression in line with the Curriculum for Wales.</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. 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. Most pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</p>

<p>To improve systems and procedures in place to improve pupils' attendance</p>	<p>The school will strengthen the process for tackling attendance</p> <p>The school will have attendance initiative in school that has a positive reward for improved attendance</p> <p>Overall attendance will improve from 91% to 93%</p> <p>Attendance of eFSM pupils will increase to 91%</p> <p>The percentage of persistent absentees will fall to 10%</p> <p>Many vulnerable learners will make improved progress</p> <p>Many vulnerable learners will demonstrate more positive attitudes to attendance and feelings about school will increase from 87.5% to 10%</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 professional learning opportunities for staff to improve teaching and learning in literacy and numeracy. We will be observing good practice in other schools to improve our own teaching and learning. We will work with our cluster school to develop a shared understanding of progression to support our learners through school and to transition to comprehensive school.

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 number focussed scheme of work will be used with relevant staff training implemented. We will be spending our allocation on replenishing our resources to support teaching number through a

concrete, visual and abstract approach to learning. 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: £36,874.42

Activity	Evidence that supports this approach from EEF Evidence Brief
<p><i>Professional development of staff to improve teaching and learning. Staff will have opportunities to work across our cluster of schools as well as the local authority to improve their teaching practice.</i></p> <p><i>Leads will feedback good practice to whole staff during INSET and Adds session</i></p> <p><i>Early years staff will undertake local authority training to support pupils with Additional learning Needs.</i></p> <p><i>Staff will collaborate with Educational Psychology service and outside agencies to support transition into school.</i></p>	<p>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.</p>
<p><i>Senior leaders will undertake self-evaluation activities throughout the year to monitor progress, identify strengths to share and areas of development to improve.</i></p> <p><i>Following the self evaluation activity, the findings will be shared with staff and our governing body. Action plans for the identified recommendations will be shared and any areas of training identified for teachers and support staff will be undertaken.</i></p>	<p>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.</p>
<p><i>All staff to receive professional learning focused on developing a deeper understanding of</i></p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to</p>

<p><i>number using concrete, visual and abstract approaches. Senior leaders to provide opportunities for staff to collaborate (internally and with other schools in our cluster) sharing examples of learning experiences to support the development of pupils understanding of number and to consider how progress will be achieved.</i></p> <p><i>Mathematics and numeracy lead will identify resources required to support the teaching and learning of number using a range of manipulatives.</i></p>	<p>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.</p>
<p><i>Rapid Reading</i></p>	<p>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.</p>
<p><i>Phonic Catch-up</i></p>	<p>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.</p>
<p><i>Speech Link</i></p>	<p>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.</p>
<p><i>Language Link</i></p>	<p>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.</p>
<p><i>Reception Spelling Carousel</i></p>	<p>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</p>

	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

	<p>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.</p>
<i>Insight Tracking</i>	<p>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.</p>
<i>Mathletics Subscription</i>	<p>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.</p>
<i>Big Maths Scheme</i>	<p>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.</p>
<i>Staff Training</i>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to</p>

	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.
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Community Schools

Budgeted cost: £1000

Activity	Evidence that supports this approach from EEF Evidence Brief
<p>Melin Primary School will be developing parental engagement as part of community focused school project. The school will also be supporting parents who require assistance via a range of outside services.</p> <p>Melin Primary School will be hosting adult learning courses and parenting support groups e.g. Eat better, save smart and 'wobbly moments' etc.</p>	<p>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.</p>
<p>After School Clubs Staffing</p>	<p>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.</p>
<p><i>Resources for After School Clubs</i></p>	<p>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.</p>
<p><i>Running Costs for Parent Groups</i></p>	<p>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.</p>
<p><i>SHEP Programme</i> <i>(Food and Fitness Summer Holiday Club)</i></p>	<p>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</p>

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

Budgeted cost: £90,010.21

Activity	Evidence that supports this approach from EEF Evidence Brief
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>PASS Tokens</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools

<i>£1000</i>	may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Pupils will be identified through PASS questionnaire (Pupils Attitude to Self and School)
<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.
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Total budgeted cost: £ 127,874.63

Part B: Review of outcomes in the previous academic year

During the academic year 2023/2024 the impact of our PDG fundings has supported pupils in a range of different ways.

We ran a number of events that further developed parental involvement and parental engagement. These events included a pilot project within the local authority with the Early Years lead Educational Psychologist, members of her team, SALT, occupational therapy etc. to support early years transition. This project was ‘ready Steady School’ which supported parents in helping to get their children ready to start school. As a result of pre-school parents/carers being involved in school prior to their child starting school, we have benefited from building working relationships with our parents/carers right from the start. Further parenting and adult learning courses were attended by these parents/carers and we aim to develop this further next year.

Our ELSA staff provided a range of sessions that ensured pupils were ready for learning and given the skills they need to manage their wellbeing.

We subsidised a range of trips and residentials that ensured our pupils had experiences that would not only enrich their lives.

The training and professional learning attended had a positive impact in developing our practitioners in improving our teaching and provision in school e.g. foundation learning lead development days had a positive impact on our early years setting in the way we create curiosity and the three enablers (adults, environment and experiences)

Outcome	IMPACT
To develop pupils’ higher order thinking skills	<p>Most teachers have created action plans for their class to identify HOTS that can be developed throughout teaching and learning opportunities, especially through independent missions e.g. Puzzle Pod is used well to develop strategies like odd one out</p> <p>Staff use differentiated vocabulary sheets for analysis, create and evaluate throughout the school to develop pupils language. Pupils are challenged extended in their thinking through open questioning by staff, this has been evidenced through learning walks.</p>

<p>To improve the spelling, sentence structure and use of punctuation within pupils' writing.</p>	<p>Our languages, literacy and communication lead has delivered staff training on phonic development and the stages of writing to upskill staff on the writing process.</p> <p>Many pupils are using a wider range of vocabulary in their oracy work and is beginning to be transferred into their writing. Most classes complete spelling activities frequently with weekly tests to support learners. This is encouraged through incentives in school.</p> <p>The gap between the attainment of eFSM and non FSM in writing will be reduced.</p> <p>Majority of teachers plan missions to develop literacy skills e.g. sentence doctor to correct punctuation and 'improve it' sentences</p> <p>Our current Year 6 pupils had an average spelling age is 10 years with 54% of pupils performing at or above their chronological age.</p>
<p>To improve pupils' instant recall of multiplication facts and number bonds</p>	<p>Our mathematics and numeracy lead has leadership time to support the teaching and learning of mathematics and numeracy. She has shared good practice and had teachers observe her in class to develop the teaching of numeracy.</p> <p>Time during Adds and INSET days have been allocated to developing a shared understanding of progression in mathematics and numeracy.</p> <p>Many pupils practice multiplication facts or number bonds weekly and complete 'learn its' challenges. The results of these are tracked by SMT and teachers use the data to inform future planning.</p> <p>From self-evaluation work, nearly all pupils say they enjoy maths and they are resilient in their approach to solving problems and making errors in calculations, being happy to discuss where they think they make errors.</p>
<p>To develop a shared understanding of progression in line with the new Curriculum for Wales.</p>	<p>Time has been allocated in staff Adds and INSET days on developing a shared understanding of progression. Most teachers have evolved their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding. This has been developed into integral skills overview.</p>

	<p>Staff have identified key aspects of the progression code and inputted into our curriculum to cater for the needs of the cohort.</p> <p>Many pupils will be able beginning to self-assess their work and identify areas to improve their work from given feedback.</p>
To improve pupils' attendance	<p>School has strengthened the process for tackling attendance with fortnightly meetings between the Acting Headteacher and Education Welfare Officer. Pupils attendance under 90% is discussed and monitored.</p> <p>School has attendance initiative embedded in school that has a positive reward for improved attendance. This encourages pupils to come to school more regularly as they have a tag each week for full attendance.</p> <p>Our attendance will improved from 89.76% to 91.3%. However, this was 1.7% lower than our target.</p>

Pupils are screened using the 'Pupils Attitude to School and Self' (PASS) 2 Assessment (February 24 and June 2024). This showed us:

Indicator	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
February 2024	87.5%	80.5%	63.3%	87%	87.6%	78.9%	74.9%	81.9%	66.2%
June 2024	85.4%	82.2%	65.9%	87.2%	88.6%	79.7%	76.9%	80.4%	67.7%
Variation	-2.1%	+1.7%	+2.6%	+0.2%	+1%	+0.8%	+2%	-1.5%	+1.5%

Pupils at a whole school level have improved in only 7 out of 9 of the PASS factors. In particular, pupils self-regard in their learning has improved which is very promising. Pupils have also improved slightly in their perceived learning capabilities and confidence in their learning.

Pupils' attitudes to attendance have unfortunately decreased by 1.5% and their feelings about school have decreased by 2.1%.

Overall, as a school all 9 factors of the PASS screening results were 'green' in comparison to other schools.

eFSM February 2024 and eFSM June 2024									
Indicator	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
February 2024	89.3%	79.4%	60.8%	86.8%	89.9%	79%	72.9%	81.3%	62.9%
June 2024	87.8%	81.9%	66.4%	87.9%	90.8%	78.8%	77.3%	82.8%	68.6%
Variation	-1.5%	+2.5%	+5.6%	+1.1%	+0.9%	-0.2%	+4.4%	+1.5%	+5.7%

The pupils eligible to free school meals have increased in 7 out of the 9 factors There has been pleasing increase in self-regard as a learner and confidence in learning. There has been small, a decrease in feelings about school. The data is able to identify pupils who require our SEBD interventions and support in school.

ALN Impact Data 2023-2024

Infant Speechlink	47% of pupils completed the programme and when reassessed no longer required intervention. 53% made progress, moving through sound programmes within intervention, intervention to be continued in next academic year
Junior Speechlink	50% of pupils completed the programme and when reassessed no longer required intervention 50% made progress, moving through sound programmes with the intervention, intervention to be continued in next academic year
Smartmoves	1 child had intervention, made slow progress. Referred to OT, diagnosed with DCD.
Precision	87.5% of pupils made progress and achieved their targeted sounds. 1 child (WJ) made little progress, she has a diagnosis of MLD & ASD. She is being monitored for an MLD provision.
Talkabout	A group of 6 children attended weekly.
Wellcomm	67% pupils made good progress, achieved their progress and completed the programme. 17% of pupils needed continued Wellcomm intervention for the next academic year; 1 of these pupils has had a referral to ND pathway (LL) 1 child has had a referral to SaLT (AMJ)

	<p>5% of pupils made little progress; This is accounted for by a pupil who has had a long term absence due to medical reasons (GE)</p>
Junior Language Link	<p>67% measured as effective progress</p> <p>30% measured as partially effective; 2 pupils have an ASD diagnosis and involvement with SaLT (BM &KS) 1 pupil has had Level B consultation with EP (SJ)</p> <p>3% measured as insufficient data; Due to poor attendance of a pupil (KC)</p>
Infant Language Link	<p>17% passed when reassessed and no longer required intervention</p> <p>20% measured as effective progress</p> <p>33% measured as partially effective</p> <p>30% measured as not met; 1 pupil has an LA IDP for SaLT (OL) 1 pupil has been referred to SaLT & EP (CC) 1 pupil referred to SaLT (TB)</p>
Teodorescu	<p>83% of children made excellent progress and completed programme</p> <p>17% of children remained on the programme; 1 pupil has involvement with Wellbeing Team</p>
Rapid reading	<p>50% of pupils made excellent progress and completed programme, no longer required intervention</p> <p>50% of pupils made good progress but needed to continue support to next academic year; 1 pupil referred to SpLD and discussed in level B clinic (HW) 1 pupil EAL and no support at home (RR) 2 pupils began intervention in Spring Term 2 pupils began intervention in Summer Term</p> <p>Average progress made 2 years and 7months improvement in reading age</p>
POPAT	<p>58% of pupils achieved their target; 1 pupil bespoke 'Nedd' provision in secondary transfer (JB)</p> <p>17% of pupils made good progress, continue programme into next academic year; 2 pupils have Level B involvement with SaLT (NJ & JG) 1 pupil EAL (DR)</p>

	33% of pupils did not meet target or make expected progress; 1 pupil has had Level C assessment by EP for MLD and School IDP (LRD) 1 pupil has had Level C assessment by EP and supported ND pathway referral (HK) 1 pupil had poor attendance and missed many session (LD)
Rapid Phonics	96% of pupils made good progress 4% remained at the same stage; 1 pupil who had poor attendance (KC)
ELSA	
Friendship Group	100% success rate and met targets
Listening Skills Group	100% pupils made progress and met targets
Blacksheep SaLT intervention	100% pupils made progress and met targets

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.

Programme	Provider
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
PASS	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 2024