# Pupil Development Grant School 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.

If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.

## School Overview

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| **Detail** | **Data** |
| School |  Pennar Community School |
| Number of learners in school  |  238 |
| Proportion (%) of PDG eligible learners | 22.4% |
| Date this statement was published |  1st September 2023 |
| Date on which it will be reviewed |  19th July 2024 |
| Statement authorised by |  D McGarvie |
| PDG Lead |  J Hinds |
| Governor Lead |  A Newman |

## Funding Overview

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| **Detail** | **Amount** |
| PDG funding allocation this academic year | £ 47150  |
| Early Years Pupil Development Grant  | £ 9200  |
|   |   |
| **Total budget for this academic year**  | £56,350 |

## Part A: Strategy Plan

### Statement of intent

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| You may want to include information on:* What are your ultimate objectives for the children being supported?
* How does your current strategy plan work towards achieving those objectives?
* What are the key principles of your strategy plan?
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### 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.

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| **Intended outcome** | **Success criteria** |
| SDP**Priority area 1:** * Improve all pupils’ reading and extended writing skills and their ability to apply them appropriately in authentic contexts.
 | * Nearly all pupils make good progress in writing and reading.
* 15% of pupils make excellent progress, including DL in writing and reading.
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|  SDP**Priority area 3:** * Improve the link between discrete maths skills and their application in authentic contexts.
 | * Nearly all learners make good progress in the application of number in Rec-Yr2 and times tables in Yrs3-6 .
* 15% of learners to make excellent progress, including DL in application of number in Rec-Yr2 and times tables in Yrs3-6 .
* Nearly all learners demonstrate an appropriate link between discrete maths skills and application of numeracy skills.
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|  SDP**Priority area 2:** Continue to improve pedagogy and learning environments to facilitate the development of independent and problem solving learners. | * Learning walks, L2L and work scrutiny show consistent evidence of opportunities for pupils to be independent and show enthusiasm.
* All staff to be aware of and use the POP.
* All teaching of a consistency high standard with a focus on pace, questioning and challenge.
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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.

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| * Continue to engage a Family Liaison officer to improve parental engagement and their impact on promoting independence and learner effectiveness and improve attendance.
* Continue with the use of Lexia in classroom sessions to raise standards in reading.
* Engagement of support staff in Early Years to deliver early intervention programmes – SALLEY/PATHS
* Continue with the use of RMeasimaths and TTRockstars / Numbots in classroom sessions to raise standards maths.
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### Learning and teaching

Budgeted cost: £ Part Person Specific – amount will be calculated at the end.

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| **Activity** | **Evidence that supports this approach** |
| Continue with the use of Lexia in classroom sessions to raise standards in reading.  |  https://www.lexialearning.com/research/ |
| Continue with the use of RMeasimaths in classroom sessions to raise standards maths and numeracy.  |  https://www.rm.com/blog/categories/case-studies |
| Engagement of support staff for early intervention in Early Years. SALLEY/PATHS | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>https://www.pathseducation.co.uk/ |

### Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £ Person Specific – amount will be calculated at the end.

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| **Activity** | **Evidence that supports this approach** |
| Continue to engage a Family Liaison officer to improve parental engagement and their impact on promoting independence and learner effectiveness and improve attendance.  |  <https://www.gov.wales/sites/default/files/publications/2018-12/face-the-challenge-together-family-and-community-engagement-toolkit-for-schools-in-wales-main-guidance.pdf> |
| Develop drop in sessions with the Family Support team/PCSO to engage and support families in the needs of the community and curriculum. |  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parentshttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement |

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

Budgeted cost: £ 740

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| **Activity** | **Evidence that supports this approach** |
| Poverty proofing the curriculum – SLT members to attend “Closing the gap” training with IMPACT Wales. Feedback to whole staff to ensure equity for all. | <https://hwb.gov.wales/repository/resource/780da5bf-2216-476e-bba0-208fa18330e8/en/overview> |

Total budgeted cost: £ **56,350**

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

### PDG outcomes

This details the impact that our PDG activity had on pupils in the 2022 to 2023 academic year.

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| **Activity** | **Impact** |
|  Engagement of Family Liaison Officer |  50% of families have had direct support this year.Liaising with a range of outside agencies including , CCATS, PCSO, Sandy Bears, PFSN, PATCH.Networking with local businesses to provide employment opportunities for families e.g. Bluestone.Engagement with community groups – Winter Warmers at Pennar Hall.Initiatives to improve attendance have been successful in some classes. |
|  Purchase and use of Lexia. | Data shows 16% of lexia cohort progressed into or above their GLM (one level or above their starting material) Where it is used most effectively 33% make very good progress |
| Purchase and use of RMEasimaths | RM Easimaths is used as a school wide initiative. Nearly all users have made atleast one level progress in all areas from their starting point. |
| Engagement of support staff to monitor intervention programmes above. | Programmes are monitored regularly, and children are allocated to the correct programme and appropriate level. Staff member liaises with class teachers and information is shared in Pupil Progress meetings. |
| Engagement of support staff for EY interventions.  | Nursery screening tool is used effectively to identify need, SALLEY programme is used to improve Speech and Language in EY’s. |

### 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.

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| **Programme** | **Provider** |
|  Lexia |  https://www.lexialearning.com/ |
|  RMEasimaths |  https://www.rmeasimaths.com/ |

## Further information (optional)

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| After our first COP held by our Green Team NOV 21 we have held a uniform take each term. This has now been taken on by our PTA group Friends of Pennar who incorporate Fancy dress items and Christmas jumpers. |