



## Caradog Primary School

### PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2024 to 2025 academic year.*

*It outlines our strategy and how we intend to spend the funding in this academic year.*

#### **School Overview**

Detail	Data
School name	Caradog Primary School
Number of pupils in school	168 +21 Full time Nursery
Proportion (%) of PDG eligible pupils	35.1%
Date Statement Published	October 2024
Review Date	September 2025
Authorised by	Rhian Derrick
PDG Lead	Rhian Derrick
Governor Lead	Mark Strong

#### **Funding Overview**

Detail	Amount
Total PDG funding for this academic year	£100,050
<b>Total budget for this academic year</b>	<b>£885,191.35</b>

## Part A: Strategy Plan

### Statement of Intent

*We will ensure that PDG funding is directed at removing the barriers to learning, for our vulnerable learners.*

### 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 ensure our vulnerable learners make expected or higher than expected progress across all areas of learning and experience. Pupils individual learning needs are met through:</p> <ul style="list-style-type: none"> <li>● Pedagogical approaches</li> <li>● Precision teaching</li> <li>● RWI 1:1 Tutoring</li> <li>● FRED Fluency</li> <li>● Total Communication Approach</li> </ul>	<p>All pupils make progress with reading, writing and speaking / listening, from their individual starting points.</p> <p>eFSM and vulnerable pupil progress tracked and analysis identifies progress made and areas for further development. Data collected via:-</p> <ul style="list-style-type: none"> <li>● Salford</li> <li>● National Tests</li> <li>● Fred Fluency Assessment</li> <li>● RWI Tracker</li> <li>● Wellcomm</li> <li>● Speech &amp; Language Links</li> </ul>
<p>To ensure progress is made by all vulnerable learners with their number skills.</p> <ul style="list-style-type: none"> <li>● White Rose TA Hub Resources</li> <li>● Concrete resources</li> <li>● TTRS and Numbots Digital Support Apps to support number skills.</li> <li>● Maths small group intervention- Numicon Breaking Barriers.</li> </ul>	<p>All pupils make progress with their procedural number skills, from their individual starting points.</p> <p>eFSM and vulnerable pupil progress tracked and analysis identifies progress made and areas for further development.</p> <ul style="list-style-type: none"> <li>● National Tests</li> <li>● White Rose Progress Assessments</li> <li>● CLIC Tracker- FL</li> <li>● Concept Assessments-US</li> </ul>
<p>Appropriate emotional wellbeing support for our vulnerable learners. To support children's health and wellbeing with robust intervention programs established for pupils and staff</p> <ul style="list-style-type: none"> <li>● ELSA</li> <li>● Daily check ins</li> </ul>	<p>Successful whole school approach to emotional and mental wellbeing. Wellbeing interventions improve the wellbeing of identified pupils All vulnerable pupils have access to an emotionally available adult. Pupils feel safe and happy in school.</p>

<ul style="list-style-type: none"> <li>● CAHMs SHINE project</li> <li>● Links with 'Multiply' made for workshops this year</li> <li>● Rights Respecting School Gold journey</li> <li>● Continue Healthy Schools journey <ul style="list-style-type: none"> <li>● Soft Play Provision/Sensory Room</li> <li>● Designated ELSA Practitioner in school.</li> </ul> </li> </ul>	<p>Pupils recognise and use tools to support their own wellbeing.</p> <p>Introduction of PERMA as a tool to support well being.(Improve measure from previous PASS Data)</p>
<p>All pupils have equity in terms of involvement in trips and events. (Not limited or hindered by financial factors)</p> <ul style="list-style-type: none"> <li>● Residential Trip Payment Support</li> <li>● Heavily subsidised curriculum experiences.</li> <li>● Parents Hub</li> <li>● Funding to reduce trip costs</li> <li>● Funding to alleviate hardship</li> <li>● Food parcels</li> </ul>	<p>Parents / carers of our vulnerable pupils feel that they are well supported by school and barriers to access events / trips removed.</p> <p>All vulnerable pupils feel involved in events, trips and the whole life of the school.</p>

## Activity in this academic year

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

A high percentage of our allocated PDG funding will be used to employ Teaching Assistants, to support our learners both in class and through quality, targeted intervention.

Teaching Assistants will be employed across the school to support learning

Specific Teaching Assistants will deliver quality Literacy, Numeracy and Wellbeing interventions for pupils identified as requiring support.

Highly effective transition procession-entry will be established to support the needs of vulnerable families.

A small amount of funding will be used to support the purchase of resources, fund trips, etc for our eFSM learners.

The school will establish a pre-school play group/ mother and toddler session in newly established community hub.

## Learning and Teaching

Budgeted cost: **£87,132**

Activity	Evidence that supports this approach
<p>Teaching Assistant employment, to support high quality teaching and provide targeted academic support to our vulnerable learners.</p> <p><b>£87,132 PDG</b></p> <p><b>PDG</b></p> <p>4 x full time TAs</p>	<p>The tiered model for school planning, taken from the <b>Education Endowment Foundation</b> Report on '<b>Moving Forwards, Making a Difference, 2022-23</b>', shares the following:</p> <p><b>High quality teaching.</b> The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting. School plans to maximise teaching quality may include: • high quality daily teaching: the 'five-a-day' approach; • improving literacy and mathematics outcomes; • securing effective professional development; and • using diagnostic assessment to address learning gaps.</p> <p><b>Targeted academic support.</b> For pupils identified as requiring additional support, research suggests that providing targeted academic support, finely tuned to the needs of individual pupils, offers potential benefits. School</p>

	planning should therefore be open to the idea of planning interventions to complement high quality classroom teaching.
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**Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)**

<b>Activity</b>	<b>Evidence that supports this approach</b>
Resources to support intervention / fund curricular trips and activities for eFSM pupils. Huw Music Therapy  <b>£12918</b>	<i>'Enabling Equity and Excellence'</i> document, from Central South Consortium, July 2022, captures the importance of the following:  <i>Education must be fair to every individual, but it cannot be the same. Within an education setting this requires putting in systems and processes to make sure that every child has an equal chance of success. This depends on knowledge of individuals and developing an appreciation of the unique challenges and barriers that learners face, and then securing support to overcome such barriers. Equity is about ensuring that all learners are provided with the resources they specifically need to have access to the same opportunities, to thrive and be successful. This involves considering issues that might put particular groups or individual learners at a disadvantage.</i>

**Total budgeted cost: £100,050**

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

- Progress of all pupils is tracked with the performance of eFSM pupils being tracked and analysed.

**Literacy Interventions**

Many children in receipt of literacy interventions made progress according to their assessment data in reading.

- Y2- LL- 3 pupils
- Y3- LL- 8 pupils
- Y4 -LL 5 pupils
- Y5-LL- 4 pupils
- Y6- 4 pupils

**Numeracy Intervention- Numicon Breaking Barriers**

A majority of eFSM pupils made progress from their individual starting points with their number skills.

- Numicon BB- Y2- 6 pupils
- Numicon BB- Y3- 6 pupils
- Numicon BB- Y4- 6 pupils
- Numicon BB- Y5- 4 pupils

- Numicon BB Y6- 3 pupils
- Most eFSM children who completed the well-being survey reported that they feel happy, safe and secure at school. They feel valued and all have an emotionally adult that they can seek support from.
- 10 eFSM pupils received 1:1 counselling from Hannah/ Tess, our Place2Be qualified practitioners. This had a positive impact on their emotional wellbeing and presentation in school.
- 12 eFSM accessed ELSA provision which greatly supported their emotional needs throughout the year. A majority of pupils were observed using those strategies independently as a result of ELSA sessions.
- 3 families were supported with the cost of the Year 6 residential trip, allowing those pupils to access recreational and team building activities. All eFSM children had repayment plans and reduced costs.
- Devices were provided for 10 pupils to allow them to access learning and homework at home.
- The school continues to work confidently and proactively with outside agencies to ensure that all children receive the support they require in order to thrive; including Educational Psychologists, Behaviour and Learner Support, School Nurses, Health Visitors and Social Workers.

### **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

<b>Programme</b>	<b>Provider</b>
My Concern (supported by LA)	My Concern
ELSA	RCT
Language Links	RCT
Speech links	RCT
Wellcomm	RCT
White Rose Resources and Scheme	White Rose
Playsports- PPA Cover	Playsports