

## Blaendulais 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	98
Proportion (%) of PDG eligible pupils	51% (44 out of 86 plus 8 transitionally protected)
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Cathryn Wheadon- Headteacher
PDG Lead	Mrs Cathryn Wheadon- Headteacher
Governor Lead	Chair of Governors – Ms Teresa James

### **Funding Overview**

Detail	Amount
PDG funding allocation this academic year	£50,600.00
Early Years PDG	£11,500.00
Additional funding for over 40% FSM	£4,944.00
<b>Total budget for this academic year</b>	<b>£69,044.00</b>

## Part A: Strategy Plan

### Statement of Intent

At Blaendulais, you will be part of a family who will develop you to be *healthy, confident*, happy and respectful individuals. We value pupils who can work independently and collaboratively and are able to receive praise and acknowledge their successes. We expect our pupils to set themselves high goals and possess the motivation to reach them by being *ambitious and capable*. We support our pupils to understand their abilities and develop awareness of how to reach their next steps. Our pupils will be *ethically informed* about the beliefs, needs and ideas of others and are able to work collaboratively towards a common goal, understanding their role in society. Our pupils will belong to a local and wider community, beginning with them and understand the effects on them and the wider world. We will encourage *creative* risk-taking and an understanding of *enterprise* and the wider world of work.

We will achieve this by ensuring Blaendulais Primary is a **safe, happy** and **inspiring** environment giving our pupils the best possible experiences, both in and out of school. Our children will receive a **broad** and **balanced** curriculum which will **engage** and create **inquisitive** learners who are **critical thinkers**. We will endeavour to allow our learners to **develop** at their own pace **creatively, academically** and **socially**. Building **relationships** with parents, carers and the local area to **develop** Blaendulais Primary as a hub of the community will be at the heart of our school ethos. We will ensure all members of the Blaendulais Primary Community are part of a **supportive** environment, expecting **high standards** of pupils, staff, parents and governors at Blaendulais Primary School.

Use of the Pupil Development Grant supports these aims to be inclusive for all children and increase opportunities for additional learning opportunities, increase pupil wellbeing and ensure experiences inside and outside the classroom are fully inclusive.

#### SDP Targets

To improve the health and well-being of pupils, staff and the wider community including attendance.

To develop pupil progression throughout the school including higher order thinking skills.

To develop the pupil's ability to use the language of numeracy throughout the curriculum.

To develop pupils' higher order reading skills throughout the school.

***This strategy statement will outline why we have decided to allocate 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	Success criteria
<p><b>To improve the health and well-being of pupils, staff and the wider community including attendance.</b></p> <p>Attendance for the school year 2022/23 was 89.02% and although that is nearly 12% up on 2021/22 (77.69%) it still needs improvement to reach the 2019/20 level of 94.14%.</p> <p>Analysing the PASS data 22-23, NBar data 22-23, Thrive profiles 09/23, and Teacher observations 22-23 it is concluded that self-esteem, confidence and resilience all need to improve.</p> <p>Sims recording of behaviour.</p> <p>Many staff have adopted the school's approach to the wellbeing of all pupils, however this needs to be embedded.</p> <p>Attendance was 81.15% in 2020/21 and dropped again in 2021/22 through parents' attitudes towards attendance being to keep pupils off if they thought there was an illness in school.</p> <p>Exclusions have dropped to 25 days in total but are still amongst the highest in NPT Primary schools. In 2020/21 there were 5 separate recorded exclusions, including 1 permanent one. This resulted in a total of 36.8 days of pupils learning being lost.</p>	<ul style="list-style-type: none"> <li>• Most teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values and attitudes.</li> <li>• All staff will have a shared understanding of the principles of progression across the Health and Wellbeing AoLE's.</li> <li>• Most pupils will achieve effective progress with their values, and attitudes.</li> <li>• Most teachers will analyse the effect of attendance on progression.</li> <li>• Most pupils will have attendance of 90% or more.</li> <li>• Most pupils will have strong self-esteem, confidence and resilience</li> <li>• Most teachers be able to directly develop the skills of self-esteem, confidence and resilience</li> </ul>

<p>Staff members are beginning to understand the link between poor emotional health and challenging behaviour.</p> <p>Most pupils appear to feel safe and secure in school, however there is still a minority that feel that “fight or flight” is the best option.</p>	
<p><b>To develop pupil progression throughout the school including higher order thinking skills.</b></p> <ul style="list-style-type: none"> <li>• Nearly all pupils understand the task they have been asked to complete. However, most pupils could not articulate why they are doing it. Very few made the connection between the concept and the tasks they were completing.</li> <li>• Most pupils engaged well with these tasks but when questioned could not explain why they were doing them.</li> <li>• Very few pupils could make the link between the concept and how it impacts upon their life and how they impact on the world.</li> <li>• In nursery/reception there was specific planning for integral skills, and it was clear what skills were being developed – this needs to be developed throughout the school.</li> <li>• Many tasks set had low expectations and did not relate directly to the planned concept. This suggests that</li> <li>• Teachers need to continue to develop a deeper understanding of the concepts being delivered and continue to familiarise themselves with what matters statements to support the development of learning intentions.</li> <li>• Develop a shared understanding of progress in the Curriculum for Wales</li> </ul>	<ul style="list-style-type: none"> <li>• Nearly all teachers are teaching a different age group so the curriculum needs to be shown to work in their new classes and progress embedded.</li> <li>• 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.</li> <li>• All staff will have a shared understanding of the principles of progression across the range of AoLE’s.</li> <li>• Most pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.</li> <li>• Most teachers provide pupils with effective feedback to enable pupils to progress with their learning</li> <li>• Most teachers provide pupils with the opportunity to action the feedback provided and to improve their work</li> <li>• Most teachers provide effective opportunities to reflect upon and self-assess their work</li> </ul>

**To establish and develop the language of numeracy throughout the curriculum.**

*Whilst teachers reinforce mathematical vocabulary there is not enough emphasis on the use of the sentence stems with pupils in the junior classes. They need to use these to help them with their reasoning and explanations.*

*· The use of manipulatives needs to be revisited. This should always be the starting point to ensure that pupils are able to build/make the concept. For example, using Dienes to show how to halve a thousand (linked to the conversion of m to km) or building perimeters of shapes with multilink cubes before counting squares on paper.*

*· Ensuring that TAs have a clear understanding of the Maths being learnt.*

*Always begin the teacher focus task with manipulatives to check understanding. Quickly move on to the visual if pupils have good understanding and can explain what they are building/making.*

*· Reinforce the sentence stems. Have them displayed. This will support pupils when they are learning them, and it will also ensure that TAs are reinforcing the correct vocabulary and understanding. Make sure pupils say the stems. Share the good practice that is used in N/R.*

Throughout the school, few children are able to recite or answer times table questions using rapid recall. Most children are able to use manipulatives to represent times tables.

All staff will continue to develop the Whiterose Maths / CVA approach to teaching numeracy.

Teachers will model mathematical language in particular the sentence stems highlighted within Whiterose Maths. Teachers to use the guidance notes to support sentence stems throughout the lesson.

Manipulative readily available and used throughout all numeracy activities within the class. Children to use mathematical language to explain their process and show their understanding of value when using the manipulatives.

All teaching assistants to model and use sentence stems when supporting the pupils both during maths lessons and numeracy across the curriculum. Sentence stems to be highlighted around the classroom as models for both learners and staff.

Children to demonstrate a sound knowledge and rapid recall of Times Tables and are able to be used across the curriculum.

**To establish a reading culture throughout the school, developing higher order reading skills**

- Restructuring of school all staff with new classes
- Most pupils will use their phonological awareness to support reading.
- Many pupils will have an understanding of the importance of punctuation, including full stops, question, exclamation and speech marks whilst reading.
- Most pupils will use a greater fluency and accuracy in their reading.
- RWI will be the coordinated approach to the teaching of reading throughout the school which focuses on phonological awareness to improve reading accuracy.
- RWI will support a coordinated approach to the teaching of punctuation.
- A sustained progress in the teaching and learning of reading

Whole school approach will continue to be embedded.

Nearly all teachers will provide regular and effective opportunities for pupils to apply a wide range of reading skills across the curriculum

Nearly all pupils will apply their reading skills effectively across the curriculum with fluency and the ability to self-correct

Most pupils will be able to give extended responses about the text they read, referring to supporting evidence.

Most pupils will use a variety of strategies (phonics, decoding, reading for meaning etc) talk about the strategies they have chosen and discuss the most efficient strategy to use and why.

Most pupils will develop the skill to infer meaning by giving extended responses, finding clues in the text, pairing them with experiences and drawing conclusions.

## 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: £40,517.25

Activity	Evidence that supports this approach
<p><b>To establish a reading culture throughout the school, developing higher order reading skills and To establish and develop the language of numeracy throughout the curriculum.</b></p> <p><b>Teaching Assistants to support targeted FSM pupils throughout the school on individual targets, Language, Literacy and Communication and Numeracy and mathematics</b></p> <p>Identify groups of learners who are eligible for FSM            Work on pupils’ targets with individuals on a daily basis            Analysis of individual pupil progress            Deliver RWI activities / programme under the direction of the RWI Leader.            Interim monitoring of pupil progress at regular intervals (6-7 week assessments)            Work with the pupils on various aspects of reading            Analyse National reading Tests where applicable</p> <p>Fluid movement of pupils on and off programmes dependent on progress being made by individuals</p>	<p>Regular assessment from RWI leader, Rigorous self monitoring involving staff, pupils, governors and LA.</p> <p>25% Y1 now on track ( this was 0% at the start but the actual progress from early groups even more significant as 67% of these children started in group A or B with hardly any sounds and unable to orally blend.</p> <p>15% Y2 now at or above exp lev (61% now reading Yellow or above- this was just 16% at the start).</p> <p>43% Y3 now at or above exp lev (this was just 21%)</p> <p>27% Y4 at or above (this was 0%)</p> <p>61% Y5 at or above (this was 37%)</p> <p>62% Y6 at or above (this was 44%)</p> <p>YR data</p> <p>50% at or above exp level</p>

<p><b>To establish and develop the language of numeracy throughout the curriculum.</b></p> <ul style="list-style-type: none"> <li>Identify groups of learners who are eligible for FSM</li> <li>Work on pupils' targets with individuals on a daily basis</li> <li>Set up a group identifying the lower ability pupils in mathematical language and the four rules of number</li> <li>Implement white rose maths strategies under the direction of the class teacher</li> <li>Look at pupil's current attainment</li> <li>Analysis of individual pupil progress</li> <li>Interim monitoring of pupil progress at regular intervals</li> <li>Work with the pupils on various aspects</li> </ul> <p>Fluid movement of pupils on and off programmes dependent on progress being made by individuals</p>	<p>Rigorous self monitoring involving staff, pupils, governors and LA</p> <p>During 2023/24, we have seen the re-implementation of Whiterose Maths after purchasing the full package. All staff were given training on the effective use of the new resource by Mr Fulford-Astley and staff were given the opportunity to explore the package before use.</p> <p>Throughout the year we have conducted several listen to learners to gauge children's progress and their ability to use concrete resources independently. Each L2L has shown steady progression, with staff effectively working on targets set by Senior Leaders and the Local Authority such as developing the rapid recall of number facts and the repetitive use of mathematical language.</p> <p>Mr Curtis and Mr Clark have received exceptional praise from Sarah Seleznyov for the use and implementation of 'Let's Think Maths.' We now have plans for cascading this information and resources to implement these skills throughout the school.</p> <p>We have created a strong link with Cwmnedd Primary, which has allowed Mrs Jones and Mr Fulford-Astley to attend and observe a WhiteRose Maths lesson, highlighted as good practice by the local authority. Mrs Jones was able to implement her findings into her lessons and shared this information with Mr Clark. After a recent visit from Debbie Thomas (LA), she could see it was evident that information had been shared and used effectively in classes.</p> <p>We have had several visits from Debbie Thomas who has delivered coaching sessions to all staff and held question and answer sessions to assist in the implementation of Whiterose Maths effectively. Debbie</p>
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highlighted many strengths after these sessions and particularly mentioned how staff had taken advice on board to move forward.

After the implementation of all of the above, we are now seeing steady progression throughout all areas of the school. Nearly all children at Blaendulais Primary are able to use manipulatives to support their learning as well as beginning to recall number facts efficiently. Most children are now beginning to use mathematical knowledge in order to explain mathematical processes.

**Community Schools – Budgeted cost: £28,342**

Activity	Evidence that supports this approach
<p><b>To enhance and develop the health and well-being of the school community.</b></p> <p><b>Full-time Nurture/ELSA TA to deliver sessions to targeted pupils and parents</b></p> <ul style="list-style-type: none"> <li>• Analysing NBar data 23-24, Thrive profiles 09/23, and Teacher observations 23-24 it is concluded that self-esteem, confidence and resilience all need to improve.</li> <li>• Sims recording of behaviour.</li> <li>• Many staff have adopted the school's approach to the wellbeing of all pupils, however this needs to be embedded.</li> <li>• Attendance was 81.15% in 2020/21 and dropped again in 2021/22 through parents' attitudes towards attendance being to keep pupils off if they thought there was an illness in school.</li> <li>• Exclusions have dropped to 0 days in total for 4 continuous terms</li> <li>• Staff members are developing their understanding the link between poor emotional health and challenging behaviour- trauma training, thrive training, TA training, enabling environments training</li> </ul>	<ul style="list-style-type: none"> <li>• Most teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values and attitudes.</li> <li>• All staff will have a shared understanding of the principles of progression across the Health and Wellbeing AoLE's.</li> <li>• Most pupils will achieve effective progress with their values, and attitudes.</li> <li>• Most teachers will analyse the effect of attendance on progression.</li> <li>• Most pupils will have attendance of 90% or more.</li> <li>• Most pupils will have strong self-esteem, confidence and resilience</li> </ul>

<ul style="list-style-type: none"> <li>• Most pupils appear to feel safe and secure in school, however there is still a minority that feel that “fight or flight” is the best option.</li> <li>• Implement Thrive procedures and attend training</li> </ul>	<ul style="list-style-type: none"> <li>• Most teachers be able to directly develop the skills of self-esteem, confidence and resilience</li> </ul>
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### Wider strategies

Activity	Evidence that supports this approach
<p>Keep up the training of Thrive Leads</p> <p>Community Parent Groups working with the Family Engagement Officer</p> <p>Working with Emotional wellbeing Lead to host courses.</p>	<ul style="list-style-type: none"> <li>• Exclusions have dropped to 0 days in total for 4 continuous terms</li> <li>• Staff members are developing their understanding the link between poor emotional health and challenging behaviour- trauma training, thrive training, TA training, enabling environments training</li> <li>• Most pupils appear to feel safe and secure in school, however there is still a minority that feel that “fight or flight” is the best option.</li> <li>• Parental survey’s and questionnaires state that</li> </ul>

**Total budgeted cost: £ 68,859.25**

**Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Thrive	Thrive
ELSA	Local Authority
Nurture	Local Authority
White Rose Maths	Cornerstones
Read Write Inc	Ruth Miskin/Oxford Owl

**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 2023to 2024 academic year.

<b>Intended outcome</b>	<b>Impact</b>
To improve the health and well-being of pupils, staff and the wider community including attendance.	Analysing NBar data 23-24, Thrive profiles 09/23, and Teacher observations 23-24 it is concluded that self-esteem, confidence and resilience all need to improve.  Sims recording of behaviour.

	<p>Many staff have adopted the school's approach to the wellbeing of all pupils, however this needs to be embedded.</p> <p>Attendance was 81.15% in 2020/21 and dropped again in 2021/22 through parents' attitudes towards attendance being to keep pupils off if they thought there was an illness in school.</p> <p>Exclusions have dropped to 0 days in total for 4 continuous terms</p> <p><b>The Impact was that:</b></p> <p>Most staff members are developing their understanding the link between poor emotional health and challenging behaviour- trauma training, thrive training, TA training, enabling environments training</p> <p>Most pupils appear to feel safe and secure in school, however there is still a minority that feel that "fight or flight" is the best option.</p>
<p>To develop pupil progression throughout the school including higher order thinking skills.</p>	<p>LR and HJ attended the teaching and learning program. This has developed knowledge and understanding of the new curriculum, with in-depth training on pedagogy, cooperative learning, four purposes and professional development. LR and HJ shared the information with all teachers during ADDS sessions.</p> <p>LR attended Expressive Arts AoLE workshop, CA attended Science and Technology workshop, HJ attended Health and Well-being AoLe workshop and ChW attended the Humanities AoLE workshop to develop understanding and practice of new curriculum.</p> <p>AT and CA attended new curriculum training for the LSCs. IC trained to become a Forest Schools Leader L3</p>

	<p>How progression is reported upon was a shared focus for teaching staff.</p> <p><b><i>The Impact was that:</i></b>          Nearly all Staff were upskilled.          Most Planning was more focused          Many pupils developed their higher order thinking skills.          Most parents understood the Reporting to parents on individual progress end of term reports</p>
<p>To establish and develop the language of numeracy throughout the curriculum.</p>	<p>During 2023/24, we have seen the re-implementation of WhiteRose Maths after purchasing the full package. All staff were given training on the effective use of the new resource by Mr Fulford-Astley and staff were given the opportunity to explore the package before use.</p> <p>Throughout the year we have conducted several listening to learners(L2L) to gauge children’s progress and their ability to use concrete resources independently. Each L2L has shown steady progression, with staff effectively working on targets set by Senior Leaders and the Local Authority such as developing the rapid recall of number facts and the repetitive use of mathematical language.</p> <p>Mr Curtis and Mr Clark have received exceptional praise from Sarah Seleznyov for the use and implementation of ‘Let’s Think Maths.’ We now have plans for cascading this information and resources to implement these skills throughout the school.</p> <p>We have created a strong link with Cwmnedd Primary, which has allowed Mrs Jones and Mr Fulford-Astley to attend and observe a WhiteRose Maths lesson, highlighted as good practice by the local authority. Mrs Jones was able to</p>

	<p>implement her findings into her lessons and shared this information with Mr Clark. After a recent visit from Debbie Thomas (LA), she could see it was evident that information had been shared and used effectively in classes.</p> <p>We have had several visits from Debbie Thomas who has delivered coaching sessions to all staff and held question and answer sessions to assist in the implementation of Whiterose Maths effectively. Debbie highlighted many strengths after these sessions and particularly mentioned how staff had taken advice on board to move forward.</p> <p><b><i>The Impact was that ;</i></b>  After the implementation of all of the above, we are now seeing steady progression throughout all areas of the school.  Nearly all children at Blaendulais Primary are able to use manipulatives to support their learning as well as beginning to recall number facts efficiently. Most children are now beginning to use mathematical knowledge in order to explain mathematical processes.  Most staff are using focused targets for pupils.</p>
<p>To establish a reading culture throughout the school, developing higher order reading skills.</p>	<p>Regular assessment from RWI leader, Rigorous self-monitoring involving staff, pupils, governors and LA.</p> <p><b><i>The Impact was that:</i></b>  25% Y1 now on track ( this was 0% at the start but the actual progress from early groups even more significant as 67% of these children started in group A or B with hardly any sounds and unable to orally blend.</p>

15% Y2 now at or above exp lev (61% now reading Yellow or above- this was just 16% at the start).

43% Y3 now at or above exp lev (this was just 21%)

27% Y4 at or above (this was 0%)

61% Y5 at or above (this was 37%)

62% Y6 at or above (this was 44%)

YR data 50% at or above exp level

**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>
Thrive	Thrive
ELSA	Local Authority
Nurture	Local Authority
White Rose Maths	White Rose Maths
Read Write Inc	Ruth Miskin/Oxford Owl

Further Information (optional)