Pupil Development Grant Spending Plan

2024-25 Academic Year

Coedffranc 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.

Number of pupils in school	*416*
Proportion (%) of PDG eligible pupils	*31.5%*
Date this statement was published	*15.07.2024*
Date on which it will be reviewed	*July 2025*
Statement authorised by	*Mr Timothy Richards – Acting Headteacher*
PDG Lead	*Mr Timothy Richards*
Governor Lead	*Cllr. Nathan Goldup John*

School Overview

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£109,250
Early Years PDG	£33,350.00
Total budget for this academic year	£142,600.00

Part A: Strategy Plan

Statement of Intent

At Coedffranc Primary we continually strive to remove the barriers to success and fear of failure for all of our pupils. We strive to have parents and carers, teachers and community members actively involved in our children's lives and learning. We also recognise that after a number of years of huge disruption to our pupils' education and the difficult financial situations we are faced with in our communities, school needs to work much more collaboratively with families to ensure we are maximizing all the education and wellbeing opportunities we can. We see the Pupil Development Grant (PDG) and Early Years Pupil Development Grant (EYPDG) as being crucial to delivering the future success of learners living in lower-income households, (pupil eligible for free school meals – e-fsm) and to tackle the impact poverty has on pupil progression and attainment.

We believe that the most effective way to make use of the PDG Grant is to support e-fsm pupils and their families, by providing targeted support based around our pupil centred school improvement targets. Here we will target pupils who require particular approaches to support their engagement in learning. They are:
- To develop a shared understanding of progression and purpose of assessment
- To develop pupils' evaluate and create higher order thinking skills
- To improve pupils' attendance at school
- To develop pupils number skills and apply them more across the curriculum
- To develop pupils' higher order reading skills

This strategy statement will outline why we have decided to allocate of funding into specific strategies and how these strategies will help to raise aspirations and promote pupils' progression through high quality teaching and learning.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan or School Improvement Plan target**, and how we will measure whether they have been achieved.

Intended outcome and why it is a priority	Success criteria
To develop a shared understanding of progression and purpose of assessment **Progression** A shared understanding of progression is a key driver in what makes Curriculum for Wales different. The need for this to be understood by the learning community is essential. This will underpin all other improvement priorities. The progression code outlines that progression is increasing the depth, breadth and sophistication of pupils' knowledge and understanding, skills and capacities, and attributes and dispositions. (Progression Code 2.2) The code outlines 5 overarching principles of progression: • increasing effectiveness • breadth and depth of knowledge • deepening understanding • refinement and application of skills • transferring learning into new contexts The school needs to continue to evolve teaching in line with the above expectations and principles. In particular, we need to support teachers to reflect on 'what is different' between our new curriculum and old curriculum, ensuring that the principles of progression from the Code are evident in our planned learning experiences.	**Progression** 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. Many teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and discipline skills, knowledge and understanding. Many pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and discipline skills, knowledge and understanding. **Formative Assessment** **Provision** Most teachers have clear learning intentions for their lessons matched to pupils' individual learning needs and that enable pupils to progress. Most teachers support pupils to understand WHY they are learning what they are learning. Most teachers provide pupils with effective feedback to enable pupils to progress with their learning. Most teachers provide pupils with the opportunity to action the feedback provided and to improve their work. Most teachers provide effective opportunities to reflect upon and self-assess their work. **Learning**

Assessing for the future
The purpose of assessment is to support the progression of each individual learner. The principles for assessment are:
  ➢ To identify learner's strengths
  ➢ To identify how pupils learn best
  ➢ To identify next steps for learners

In order to enhance pupil progress the school needs to ensure that it has strong formative assessment systems in place. Recent monitoring highlights that pupils need to develop their ability to evaluate and reflect on their own learning. Estyn have highlighted that teachers are not always clear about their expectations of pupils' progress in lessons and over time. This limits their capacity to use ongoing assessment to plan for next steps in learning. It also means that pupils are sometimes unsure about the purpose of their work and the steps they need to take to make progress in different aspects of their learning. Teachers need to share learning intentions, develop co-constructed success criteria and provide feedback against these to pupils in a timely and efficient manner. Opportunities for self and peer assessment need to be purposefully developed.

In order to develop the highest levels of support for pupils possible, the school needs to share information with

Most pupils are clear on what they are learning to make progress in within a lesson or over a series of lessons.
Many pupils are clear on WHY they are learning what they are learning.
Many pupils respond effectively to feedback to improve their work and to move their learning on, identifying what they are doing well and what they need to improve.
Many pupils edit and improve their work on a regular basis.
Many pupils self-assess their work well, identifying strengths and how to improve it.

Provision and Teaching
The school will successfully develop parents/carers awareness of progression within the planned curriculum.
Parents/carers will have a better understanding of how to support their child at home.

parents around progress within the planned curriculum and how they can support the pupils at home.	
<u>To develop pupils' evaluate and create higher order thinking skills</u> In line with the school's vision for the new curriculum, we need to continue to strengthen pupils' higher order thinking skills in order to support their development of the four purposes. In particular, pupils' ability to analyse, evaluate and create (higher order thinking). Teachers have received professional learning focused on Higher Order thinking Skills and implemented explicit teaching of analysis and evaluate skills, provided opportunities for pupils to practise these skills and to begin to apply them independently. As a result, monitoring highlighted that nearly all teachers plan effective lessons that promote the development of thinking skills. There is also evidence of the strong use of a range of teaching strategies which are intended to develop collaboration and thinking. However, there are some examples of pupils understanding the routine but not understanding their role in actively collaborating. They also need to continue to embed the explicit teaching of analysis and evaluate skills and to implement the explicit teaching of create. Some teaching strategies have not provided effective opportunities for pupils to develop their integral skills. Teachers need to ensure they identify regular and effective	Nearly all teachers will be routinely modelling higher order thinking and providing opportunities for pupils to practise these skills and apply them independently, leading to a culture within classrooms that is dynamic, creative and engaging. Most pupils will be able to use their higher order thinking skills effectively and as a result most pupils will be making good progress towards the realisation of the four purposes. Most pupils will be able to use higher order thinking skills with increasing levels of control, complexity and independence to support their learning. Most teachers will be confident in using a range of thinking skill techniques to develop pupils' ability to create, evaluate and analyse. Most teachers will follow the agreed questioning and planned vocabulary development to ensure that most pupils can use the appropriate vocabulary for their year groups.

opportunities for pupils to progress with their integral skills - solve problems; overcome challenges; investigate and develop their higher order thinking skills through explicitly modelling these skills and providing regular opportunities for pupils to practice these skills. Furthermore, we need to ensure teachers implement a range of engaging teaching strategies to support pupils to gain new knowledge and understanding.	
<u>To improve pupils' attendance at school</u> We have 20 children in Years One to Six (reduced from 43 in previous academic year) who are currently classed as persistent non-attenders during the 2023-24 academic year (attendance rate of below 80%). Our average attendance for this academic year to end of June 2024 was 90.51%. Before covid, average attendance was 93.59%. This means that there is a 3% drop in the average attendance rate. However, the attendance rate to the same point in 2022/23 is 87.92% showing a significant on-year improvement. The school continues to have an attendance rate lower than the NPT average. The attendance rate of our current Year 5 pupils (going into Year 6) in particular is significantly below the NPT average. The girls' attendance rates are below the NPT average.	The school will strengthen the process for tackling attendance, in particular excessive unauthorised holidays. Overall attendance will improve to 91.5%. Attendance of eFSM pupils will increase to 88%. Attendance of pupils with EAL will increase to 88%. The percentage of persistent absentees will fall. The school will have a pupils focused reward system in place to reward full-week attendance at school.

Unauthorised absences account for 4.81% of the absences from school. Many of the unauthorised absences have the pattern of holidays that have not been requested. This is above the NPT average of 3.82% unauthorised absences.	
<u>To develop pupils number skills and apply them more across the curriculum</u> Monitoring highlights that many pupils display good standards with their basic number work. However, most pupils need to develop: • depth of conceptual understanding within their number work • use of precise mathematical language when discussing their mathematical thinking • use of efficient strategies when undertaking calculations • fluency in applying their number skills These areas identified for development are in line with the principles of progression, including the mathematical proficiencies, within the Mathematics and Numeracy AoLE. Across the school, many pupils are beginning to develop their mathematical reasoning skills appropriately in mathematics lessons. However, in general, pupils do not apply their numeracy skills across the curriculum to the level of which they are capable.	<u>Teaching</u> Many teachers will understand and implement the development of conceptual understanding through verbal, concrete, visual, digital and abstract approaches. Many teachers will plan for purposeful opportunities for pupils to apply their numeracy skills at a level of which they are capable across the curriculum. <u>Learning</u> Many pupils will be able to: • represent concepts in multiple ways (concrete, visual, digital and abstract) • use precise mathematical language to explain their thinking • make up examples (and non-examples) • identify efficient strategies for calculations • independently apply concepts to new problems in unfamiliar situations • apply their numeracy skills at a level of which they are capable across the curriculum
<u>To develop pupils' higher order reading skills</u>	<u>Learning</u>

	Most pupils will be able to analyse texts and 'read between the lines'.
This is a school priority because the school has identified through self-evaluation activities that:	Most pupils will read with expression.
- most pupils have good word recognition skills and have strategies to build words effectively.	Most pupils will use punctuation effectively in their reading.
- Most pupils have a positive attitude towards reading and are able to give reasons for their choice of book.	<u>Teaching</u>
- Fluency is appropriate, however only around half of pupils read with expression or use punctuation effectively.	All teachers and teaching assistants structure and deliver the Read, Write Inc. programme effectively.
- A minority of pupils can analyse texts and 'read between the lines'.	Many teachers will provide opportunities for pupils to read aloud for different purposes and to develop their intonation, fluency and pitch.
- Nearly all pupils think that their reading has improved.	A consistent Guided Reading model is in place for the teaching and development of reading post Read, Write Inc.
	Most activities planned for pupils in used in the teaching of reading match the ability of the children.
It was found that within teaching:	
- Most teachers and teaching assistants structure and deliver the Read, Write Inc. programme effectively.	
- There are good opportunities for pupils to visit the local library to access quality reading materials.	
- However, there are few opportunities being provided at present for pupils to read aloud for different purposes and to develop their intonation, fluency and pitch.	
- A consistent Guided Reading model is not in place at present with varied approaches to the teaching and development of reading post Read, Write Inc being evident.	
- Activities in Guided Reading do not always match the ability of the children.	

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: £11,856.00**

Activity	Evidence that supports this approach
To meet the needs of e-fsm pupils as identified in their Individual Development Plans, as part of Inclusive Learning Provision, through effective delivery and monitoring of specific literacy and numeracy based interventions.	The EEF Teaching and Learning Toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes. Through SLO networking activities over recent years they school has worked with others schools who's self-evaluation activities has shown the positive impact of these approaches. 1-1 sessions to develop numeracy skills will also be provided.
The annual cost of subscribing to Read Write Inc. Phonics Reading Programme to develop pupil confidence and reduce barriers to attendance.	The EEF has identified RWI as having particular impact in supporting phonics development, particularly with pupils who have experienced difficulties in learning. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.
To implement a consistent mechanism for the teaching of higher order reading skills across the school.	Implementation of the Reading Comprehension Modules and the Literacy and Language programme. (£5,906)

<table>
<tr><td></td><td>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.

Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</td></tr>
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Community Schools – *Budgeted cost: £29,161.00 – Cost of Family Engagement Officer and £2,000 for attendance reward scheme*   ***Total: £31,161***

Activity	Evidence that supports this approach
The school will continue to forge ever closer links with parents by implementing its Whole School Parent partnership plan. The funding of a family engagement worker will help co-ordinate support for vulnerable families and develop stronger engagement with schools and signpost to external services. This service will support attendance, provide support for parents to support learning at home and support the shared understanding of progression being developed with home	This is a school priority because, after 2 years of huge disruption to our pupils' education, school needs to work much more collaboratively with families to ensure we are maximizing all the education and wellbeing opportunities we can. In a recent self-evaluation survey over half of our parents expressed the view that '***they would like to make a greater contribution to their children's education*** ' and '***would welcome the opportunity of greater active involvement***'. The schools has engaged with the third sector, in particular Save the Children over a number of years, and become to recognise the importance of working with vulnerable families. This work was inspired by a visit to the Harlem Communities Project in the USA and the work of Professor Janet Goodall who has written extensively on moving toward effective parental engagement. The school regularly collect stories on the impact of this work. Parental engagement in the school is a strength and the use of this excellent facility to work with parents to develop their

	understanding of progression and to support learning at home will support many of our action areas. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.
Bespoke attendance reward scheme put in place by the school council	Pupils have designed a system which rewards each full week of attendance at school. A termly draw will take place with pupils from infant and junior blocks being drawn to receive a prize from a menu chosen by the school council. Over 95% at the end of the year will also go into a separate prize draw.

Wider strategies

Emotional Literacy team: Budgeted cost: £ 84,041   *Activities cost: £18,336*   **Total: £102,377**

Activity	Evidence that supports this approach
Fund a team of highly qualified and well-motivated HLTA and 2 support assistants to provide bespoke or small group support to pupils who require health and wellbeing support through a range of approaches – Nurture, Emotional Literacy Support, Lego Therapy, and bespoke intervention.	The school has seen significant investment in a Thrive approach over the last 6 years and has regularly reviewed its impact in terms of improved attitudes to learning. School data highlights the considerable reduction in the number of school exclusions and school self-evaluation monitoring activities have shown pupils to been more emotional robust and able to develop effective relationships with others. PASS information has provided further guidance on pupils who can be supported to improve attitudes towards school and self to raise attendance, attainment and

	attitudes towards learning. The online PASS assessment will also be used to support this work in Years 1 to Year 6 (£1,260 costs)
Financial support for e-fsm pupils to widen their learning experiences by accessing trips and residential courses.	School self-evaluation and listening to learners highlights the importance of out of school learning as being important to developing relationships and widening experiences for all learners. £5,000 has been allocated towards meeting these aims.
Release time for the leaders of Literacy and Numeracy to coach teachers and teaching assistants to deliver improvements in the provision of teaching of literacy and numeracy and monitor pupil progress. Release time for the Deputy Headteacher to monitor the progress of pupils entitled to free school meals with regards to well-being and attitudes towards learning and to coach teachers and teaching assistants to deliver improvements in the provision of teaching of well-being.	Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach. Education Endowment Foundation research has shown that effective professional development is likely to provide teachers with the techniques they require to improve practice. Following building knowledge, and then being motivated to act upon it, these techniques will provide the tools required to take action and change practice. The review underpinning this guidance identified five mechanisms that develop teaching techniques: • instructing teachers on how to perform a technique; • arranging practical social support; • modelling the technique; • providing feedback; and • rehearsing the technique.

Total budgeted cost: £ *145,394.00*

Externally provided programmes

Programme	Provider
Read Write Inc Phonics	Read Write Inc
PASS Assessment	GL Assessment
Literacy and Language	Read Write Inc
Reading Comprehension Modules	Read Write Inc

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.