



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.</p> <p>Majority teachers will have a good understanding of pupil progression in Maths and Numeracy.</p> <p>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.</p> <p>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.</p>

	<p>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 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. 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
<i>Rapid Reading</i>	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.
<i>Phonic Catch-up</i>	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.
<i>Speech Link</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>Language Link</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>Reception Spelling Carousel</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>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 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.
<i>Insight Tracking</i>	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.
<i>Mathletics Subscription</i>	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.
<i>Big Maths Scheme</i>	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.
<i>Staff Training</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.

Community Schools

Budgeted cost: £1000

Activity	Evidence that supports this approach from EEF Evidence Brief
After School Clubs Staffing	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>Resources for After School Clubs</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>Running Costs for Parent Groups</i>	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.
<i>SHEP Programme</i>	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 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.

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> <i>£1000</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. 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 Residential</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.

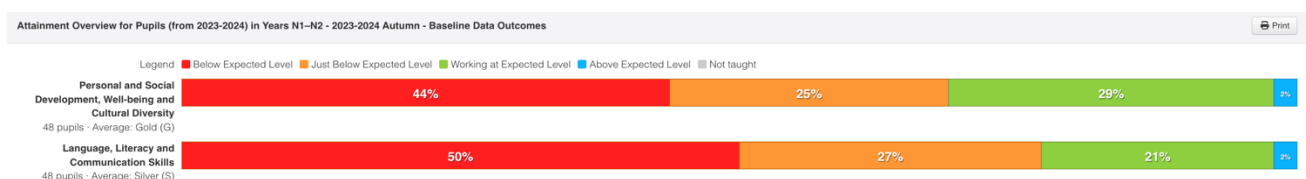
Total budgeted cost: £ 127,874.63

Part B: Review of outcomes in the previous academic year

Literacy Skills

Covid has set all pupils back in their literacy skill development, especially those who are eFSM entitled. Pupils are entering school with less developed literacy skills

Attainment Overview of Nursery 1 and Nursery 2 Baseline Assessments 2023-2024



Pupils’ literacy skills show that 77% of Nursery pupils are below expected level for their age. Only 21% of pupils are at their expected level with 2% of pupils’ exceeding their chronological age in literacy skills.

Spring Term 2024

FSM - spelling



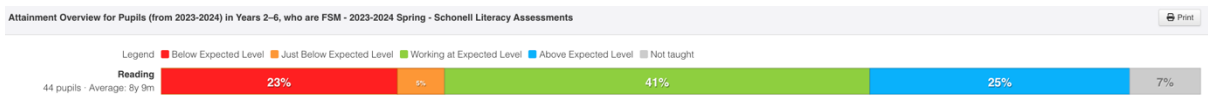
NFSM - spelling



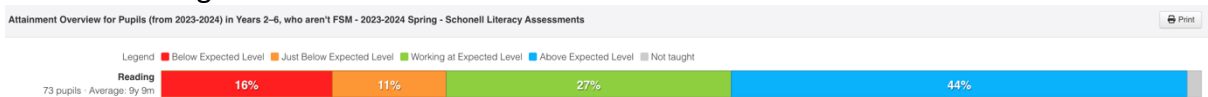
In spelling, 58% of our pupils who are entitled to free school meals perform lower than expected for their chronological age. 46% of these pupils are significantly below their chronological age. When compared to pupils who are not entitled to free school meals there are 42% of pupils who are below expected ability for spelling. This is 16% below free school meal pupils.

42% of FSM pupils are performing at or above their expected age for spelling, with 27% of these pupils working above expected level. In comparison pupils who are not entitled to free school meals, there are 58% of pupils performing at or above expected level.

FSM -reading



NFSM – reading



In reading, 27% pupils who are eligible to free school meals were performing below expected level with 66% of pupils performing at or above their expected reading age. 7% of pupils were unavailable for assessments.

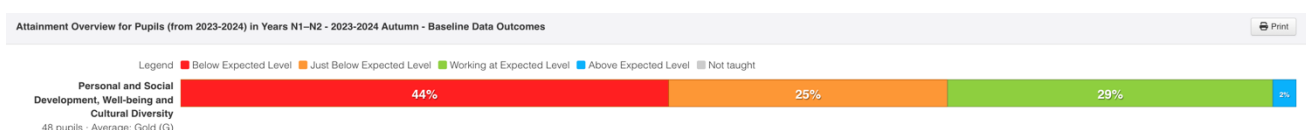
When compared to pupils who are not entitled to free school meals, there was 17% of pupils performing below expected age – this is 10% less than pupils entitled to free school meals. There are 71% of pupils who are not entitled to free school meals performing at or above expected level. This is only 5% above pupils who are entitled to free school meals.

Pupils will access intervention support delivered by our teaching assistants to help improve spelling and reading in school. Some of the interventions that pupils can

access are precision, rapid phonics, rapid reading, speech link, language link and wellcomm.

Wellbeing and Attitudes to School and Self

Our Nursery pupils enter school with a significantly lower than expected level of skills in personal, social development, well-being and cultural diversity. 69% of pupils were lower than their chronological age.



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.

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