

## Annex B: Pupil Development Grant Strategy Statement

### PUPIL DEVELOPMENT GRANT STRATEGY 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**

<b>Detail</b>	<b>Data</b>
School name	Rhiwbeina Primary
Number of pupils in school	683
Proportion (%) of PDG eligible pupils	22 (3.2%)
Date this statement was published	April 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Carol Harry (HT)
PDG Lead	Carol Harry (HT)
Governor Lead	Matthew Sutton (CoG)

#### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£13,800 PDG £5700 EY PDG
	Ukrainian grant: £7,300
<b>Total budget for this academic year</b>	£26,800

#### **Part A: Strategy Plan**

##### **Statement of Intent**

The Pupil Deprivation Grant (PDG) is allocated to schools with learners who come from low income families who are currently eligible for free school meals (eFSM) and vulnerable learners, such as those who have been Looked After (CLA) continuously for more than six months. These learners are identified and their progress is robustly monitored in comparison to that of their cohort/non-FSM learners. Appropriate

intervention is implemented if the identified learners are at risk of not achieving age-related expectations. We make the best use of this funding to implement sustainable strategies to positively impact identified learners, as detailed below.

***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>Support identified vulnerable learners from Year 1 to Year 6, to make progress towards specific wellbeing-related goals.</p>	<ul style="list-style-type: none"> <li>-Identified learners will create and sustain a positive rapport with members of the school-based support team and their class teachers.</li> <li>-The parents of identified learners will have the intervention support explained to them and an opportunity to meet with relevant members of staff.</li> <li>-Identified learners will attend weekly sessions with a relevant wellbeing focus, with a member of the school-based support team. This will either be Emotional Literacy Support (ELSA), Talkabout or LEGO Therapy.</li> <li>-Identified learners and their class teachers will complete individual pre and post intervention questionnaires as a broad progress measure.</li> <li>-Analysis of questionnaires, along with session/class teacher observations will conclude learner progress towards targets.</li> </ul>
<p>Directly improve the literacy and communication skills of vulnerable learners from Reception to Year 6.</p>	<ul style="list-style-type: none"> <li>-School-based data and teacher judgement will identify learners who will benefit from attending reading/WellComm/Speech Link/Language Link interventions.</li> <li>-The parents of identified learners will have the intervention support explained to them and an opportunity to meet with relevant members of staff.</li> <li>-Identified learners will attend either weekly or twice-weekly sessions with a relevant literacy focus, with a member of the school-based support team.</li> <li>-Progress will be monitored throughout and analysis of pre and post assessment data, along with session/class teacher observations will conclude learner progress towards targets.</li> </ul>

<p>Close the gap in attainment of Y1 to Y6 learners who are eFSM and at risk of not achieving age-related expectations/non-FSM learners.</p>	<p>-Learners who are eFSM and at risk of not achieving age-related expectations will be identified and their progress across literacy and numeracy will be rigorously tracked. Identified learners will also have their general well-being monitored.</p> <p>-Should learners appear to not be making expected progress across literacy and/or numeracy, or should learners/parents/staff have wellbeing-related concerns, the learners will be identified to join intervention groups with members of the school-based support team.</p>
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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:

### Learning and Teaching

Budgeted cost: £26,800

Activity	Evidence that supports this approach
<p>Weekly WellComm, Speech Link and Language Link interventions for identified Reception learners:</p> <p><i>Grade 4 TA to support identified learners 0.5 day weekly (April '23 - March '24) = £828.36</i></p> <p><i>Grade 4 TA to support identified learners 0.5 day weekly (April '23 - July '24) = £339.84</i></p>	<ul style="list-style-type: none"> <li>WellComm has been developed a multi agency SLCN delivery pathway in Salford based on best available evidence and commissioned by many Local Authorities, including Cardiff Local Authority. School has used WellComm successfully for 5 years.</li> <li>Speech and Language Link is an online assessment tool to identify and provide timely support for children with speech/language difficulties. School staff and Local Authority-based Specialist Teachers approve of the standardised assessment/reporting and resourced interventions. The evidence suggests that children make an average of 5 months 'extra progress after an average of 12 weeks of half-hour sessions' (<a href="#">Speech Link</a>, 2021). School has successfully used both Speech and Language Link for 8 years.</li> </ul>
<p>Weekly Speech Link, Language Link and LEGO Therapy interventions for identified Year 1/2 learners:</p>	<ul style="list-style-type: none"> <li>As above for Speech and Language Link.</li> </ul>

<p><i>Grade 5 TA to support identified learners 0.5 day weekly equivalent (April '23 - March '24) = £951.60</i></p>	<ul style="list-style-type: none"> <li>• LEGO Therapy is endorsed by the Cardiff Local Authority Educational Psychology service and school observations show that it has proven effective in developing social communication skills, such as turn-taking, following instructions and problem solving in identified learners. School has successfully used LEGO therapy for 5 years.</li> </ul>
<p>Daily literacy support/pre-learning opportunities and well-being support for identified * learners:</p> <p><i>Grade 5 TAs to support identified learners 60 min daily, each week (April '23 - March '24) = £4758.00 (£2379.00 x 2)</i></p>	<ul style="list-style-type: none"> <li>• The ELSA programme is an evidence-informed intervention delivered by teaching assistants and supervised by Cardiff Local Authority Educational Psychologists. The <a href="#">ELSA Network website</a> (2022) shares research about ELSA's perceived positive impact on multiple components of pupil wellbeing.</li> </ul>
<p><i>The remaining £19,922.20 is used to part pay two full time TA salaries. The identified TAs support literacy, numeracy and wellbeing provision for identified learners from Year 1 to Year 6.</i></p>	

### Community Schools

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach
<i>Add or delete rows as needed.</i>	

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach
<i>Add or delete rows as needed.</i>	

**Total budgeted cost: £26,800**