

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

Detail	Data
School name	Rhiwbeina Primary
Number of pupils in school	689
Proportion (%) of PDG eligible pupils	2.6%
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Carol Harry (HT)
PDG Lead	Carol Harry (HT)
Governor Lead	

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£14, 950
Total budget for this academic year	£14, 950

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 learner, 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
Support identified vulnerable learners from Year 1 to Year 6, to make progress towards specific wellbeing-related goals.	<ul style="list-style-type: none">-Identified learners will create and sustain a positive rapport with members of the school-based support team and their class teachers.-The parents of identified learners will have the intervention support explained to them and an opportunity to meet with relevant members of staff.-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.-Identified learners and their class teachers will complete individual pre and post intervention questionnaires as a broad progress measure.-Analysis of questionnaires, along with session/class teacher observations will conclude learner progress towards targets.
Directly improve the literacy and communication skills of vulnerable learners from Reception to Year 6.	<ul style="list-style-type: none">-School-based data and teacher judgement will identify learners who will benefit from attending reading/WellComm/Speech Link/Language Link interventions.-The parents of identified learners will have the intervention support explained to them and an opportunity to meet with relevant members of staff.-Identified learners will attend either weekly or twice-weekly sessions with a relevant literacy focus, with a member of the school-based support team.-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.
Close the gap in attainment of Y1 to Y6 learners who are eFSM and at	<ul style="list-style-type: none">-Learners who are eFSM and at risk of not achieving age-related expectations will be

<p>risk of not achieving age-related expectations/non-FSM learners.</p>	<p>identified and their progress across literacy and numeracy will be rigorously tracked. Identified learners will also have their general wellbeing monitored.</p> <p>-Should learners appear to not be making expected progress across literacy and/or numeracy, or should 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: £14, 950

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 = £1035.45</i></p> <p><i>Grade 3 TA to support identified learners 0.5 day weekly = £975.98</i></p>	<ul style="list-style-type: none"> 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. 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’ (Speech Link, 2021). School have successfully used both Speech and Language Link for 8 years.
<p>Weekly Speech Link, Language Link and LEGO Therapy interventions for identified Year 1 learners:</p>	<ul style="list-style-type: none"> As above for Speech and Language Link. LEGO Therapy is endorsed by the Cardiff Local Authority Educational Psychology service and school observations show that is has proven

<p>Grade 3 TA to support identified learners 0.5 day weekly = £975.98</p>	<p>effective in developing social communication skills, such as turn-taking, following instructions and problem solving in identified learners. School have successfully used LEGO therapy for 4 years.</p>
<p>Weekly 1:1 ELSA support for identified Year 1 to Year 6 learners:</p> <p><i>The remaining £11,962.59 is used to part pay a full time TA salary. The identified TA supports wellbeing provision for identified learners from Year 1 to Year 6.</i></p>	<ul style="list-style-type: none"> • The ELSA programme is an evidence-informed intervention delivered by teaching assistants and supervised by Cardiff Local Authority Educational Psychologists. The ELSA Network website (2022) shares research about ELSA' s perceived positive impact on multiple components of pupil wellbeing.

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: £14, 950

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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 2022 to 2023 academic year:

£2,300 EY PDG, part-funded a TA salary who provided intervention and support in literacy/language for the 12 most vulnerable EY ALN pupils (including eFSM), who were at risk of not achieving expected outcomes. The impact of the interventions is that:

- 10 out of 12 EY pupils closed the gap and no longer require literacy/language intervention.

- The early identification of the 2 remaining pupils was beneficial in school supporting their needs in 2022-2023.

£10,350 PDG part-funded two TA salaries who provided intervention and support in wellbeing and reading for the 14 most vulnerable ALN pupils (including eFSM), who were at risk of not achieving expected outcomes/levels. The impact of the intervention is that:

- 6 out of 6 pupils no longer require ELSA sessions, with 5 of the 6 pupils no longer needing 'check ins'.
- 4 out of 8 pupils closed the gap and no longer require reading intervention.
- The remaining 4 out of 8 pupils have made progress *within* the intervention but will continue with the intervention in the autumn term 2022.

Local Authority training was provided by an Educational Psychologist on the use of wellbeing interventions. The impact of the training is that:

- All staff now demonstrate improved knowledge and understanding of *ELSA, 5 Point Scale, and pupil wellbeing after Covid*. Foundation Phase staff demonstrate improved knowledge and understanding of *LEGO Therapy*.
- Three TAs demonstrate an improved skill set to deliver the ELSA intervention, in particular, and have supported 12 pupils.

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
N/A	