

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for 2024 to 2025.

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	694 (23 FSM)
Proportion (%) of PDG eligible pupils	2.88%
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Carol Harry
PDG Lead	Carol Harry
Governor Lead	

Funding Overview

Detail	Amount
PDG funding allocation this financial year	£ 13,800
EY PDG funding allocation this financial year	
Total budget for this academic year	£ 13,800

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 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 eFSM learners who are not making expected progress and/or at risk of not achieving age-related expectations.	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 Learners identified as not making expected progress or at risk of not achieving age-related expectations will be identified to the learning support team for appropriate intervention. Data shows a 'closing/closed gap' and eFSM learners make expected progress.
Support identified vulnerable learners from Year 1 to Year 6, to make progress towards specific wellbeing-related goals.	Learners needing wellbeing support are identified through learning reviews and monitoring. Where intervention is deemed necessary, Identified learners will attend ELSA sessions with a relevant wellbeing focus, with a member of the school-based support team. Parents of identified learners are informed of the targets of the intervention. 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.	Learners are correctly identified by teachers and leaders through data analysis and teacher judgement.

	<p>Identified learners access suitable intervention: WellComm; Speech Links; Language Links; or reading.</p> <p>Progress of learners in interventions will be monitored throughout and analysis of pre and post assessment data, along with session/class teacher observations will conclude learner progress towards targets.</p> <p>Parents of identified learners are informed of the targets of the intervention.</p>

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: £13,800

Activity	Evidence that supports this approach
<p>Weekly WellComm, Speech Link and Language Link interventions for identified Reception learners:</p>	<p>WellComm is an established SLCN support in Rhiwbeina Primary School and is recommended by the LEA.</p> <p>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 <i>'extra progress after an average of 12 weeks of half-hour sessions'</i> (Speech Link, 2021). School have successfully used both Speech and Language Link for 8 years.</p>
<p>Literacy and Numeracy interventions to support learners Y1 – Y6</p>	<p>Children make good progress from their baseline starting points in literacy and numeracy.</p> <p>Previous deployment of focused literacy and numeracy (Maths Factor) interventions have been successful in supporting learners and addressing attainment gaps.</p>
<p>Weekly 1:1 ELSA support for identified Year 1 to Year 6 learners:</p>	<p>The ELSA programme is an evidence-informed intervention delivered by teaching assistants</p>

	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.
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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: £13,800

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.

EY PDG, part-funded a TA salary who provided intervention and support in literacy/language for the most vulnerable EY ALN pupils (including eFSM), who were at risk of not achieving expected outcomes.

The £14,950 PDG grant part funded a TA salary. The TA provided intervention and support in wellbeing, literacy and numeracy for the most vulnerable pupils (including eFSM and ALN), who were at risk of not achieving expected outcomes/levels.

All who accessed literacy and numeracy interventions made progress. Leaders and class teachers continue to monitor their progress through standardised tests and teacher assessments.

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

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.