

Annex B: Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2022 to 2023 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

Detail	Data
School name	Coedpenmaen Primary School
Number of pupils in school	236
Proportion (%) of PDG eligible pupils	21.19%
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023
Statement authorised by	A Ansell-Jones
PDG Lead	A Ansell-Jones
Governor Lead	M. Powell/N. Sheldon

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£49,450
Total budget for this academic year	£1,009,570

Part A: Strategy Plan

Statement of Intent

You may want to include information on:

- *What are your ultimate objectives for the pupils being supported?*
- *How does your current strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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
To provide highly effective learning opportunities for all pupils to raise standards in <u>Literacy</u> .	<p>Level 3 Teaching Assistant to be identified to lead high quality Literacy intervention</p> <p>FSM pupils below chronological age to achieve their targets in reading</p> <p>Nearly all pupils make good progress through phonic strategies (literacy)</p> <p>All children to make accelerated progress by making a minimum of 4 months progress over a 3 month period</p> <p>Targetted pupils assessed termly to receive corret identified intervention</p>
<p>To provide highly effective learning opportunities for all pupils to raise standards in Mathematics</p> <p>To provide highly effective support to improve wellbeing for pupils across the school.</p>	<p>Level 3 Teaching Assistant to be identified to lead high quality Maths and wellbeing intervention</p> <p>Strengths and idiff questionnaire improve from baseline</p> <p>At risk register decreasing</p> <p>Perma data showing increased levels of positive emotion</p> <p>All children to make accelerated progress by making a minimum of 4 months progress over a 3 month period in Maalt and BNST data</p>
Increased quality and quantity of resources to support fine motor skills that are undeveloped due to reliance on online learning	<p>Fine motor resources reviewed and new equipment purchased</p> <p>Daily fine motor skills resources evident in continuous and enhanced provision in the FP</p> <p>Identification pupils across KS2 requiring support</p> <p>Opportunities for intervention</p>
Support attendance to improve punctuality and attendance at school from the pandemic.	<p>Additional admin support in the office</p> <p>Checking attendance registers daily</p> <p>First day response calls made when children are not in school</p> <p>Attendance increase across the academic year</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: £ 35,861

Activity	Evidence that supports this approach
<i>Level 3 Teaching Assistant Full time – Literacy interventions</i>	The EEF's Impact of COVID-19 on Learning and School Starters reports have highlighted clear evidence that pupils' learning in both literacy and mathematics has been adversely impacted by the many challenges posed by the pandemic. Some research also shows that disadvantaged pupils have fared worse than their classmates, causing a historic gap in attainment to further widen.
<i>Level 3 Teaching Assistant 15hrs– maths interventions</i>	The EEF's Impact of COVID-19 on Learning and School Starters reports have highlighted clear evidence that pupils' learning in both literacy and mathematics has been adversely impacted by the many challenges posed by the pandemic. Some research also shows that disadvantaged pupils have fared worse than their classmates, causing a historic gap in attainment to further widen.
<i>Additional support in Foundation Phase to focus on fine motor skills</i>	Observations of poor fine motor skills evident, lack of high quality resources available in classes to support this.

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

Budgeted cost: £13,589

Activity	Evidence that supports this approach
<i>Additional admin staff to be employed</i>	Decrease in attendance due to the pandemic, attendance procedures being reintroduced this academic year.
<i>Level 3 Teaching Assistant 15hrs – wellbeing interventions</i>	Higher percentage of children being recognised as high risk since the impact on their emotional and mental health since the pandemic. Improving behaviour : Many schools have invested time on reestablishing strong routines following the disruption caused by COVID-19. Alongside this, many have put considerable effort into supporting positive learning behaviours for all pupils.

Total budgeted cost: £49,450