



# **Hywel Dda Primary School**

## **PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT**

### **2023-2024**

**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.**

#### **School Overview**

<b>Detail</b>	<b>Data</b>
School name	Hywel Dda Primary School
Number of pupils in school	420 + 64 place nursery
Proportion (%) of PDG eligible pupils	73% (Sept 23) 3 year av: 60.9%
Date this statement was published	Oct 24
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body of Hywel Dda
PDG Lead	Karen Flynn
Governor Lead	Fran Williams

#### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation	£266,800
Early Years PDG funding allocation	£64,400
<b>Total budget for this academic year</b>	<b>£331,200</b>

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

#### **Statement of Intent**

The intention of our use of the PDG and EYPDG is to develop the four purposes for all pupils through providing both equity in opportunity and experience to those who are more vulnerable; and excellence in all areas.

We intend to use the PDG and EYPDG to eliminate or overcome barriers to excellent progress and high levels of health and wellbeing.



## 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
Most pupils make good progress, and a majority make very good progress in literacy, numeracy and digital competence	Pupil progress reviews and pupil tracking systems show that most pupils make at least the expected progress Pupil progress reviews and pupil tracking systems show that over 50% of pupils make progress above the expected progress Literacy skills of pupils needing targeted provision show very good improvement
Attendance of most pupils is good (94%+) or improving Overall school attendance is at least 90%	Many Year 1-6 pupils achieve 94% attendance Most pupils with concerning attendance show improvements in attendance as the year progresses
Most parents and carers have good relationships with school staff and are actively involved in their child's education	Most parents attend parents' evening Most parents attend school events such as class assemblies Many parents attend at least one family-engagement Nearly all parents feel communication between school and home is good and feel involved in the child's education and the life of the school.
Most pupils have high or improving levels of emotional health and wellbeing, leading to good attitudes to learning and behaviour	Thrive data shows most pupils make progress in their Thrive profile Pupils requiring an individual Thrive action plan make progress in their individual Thrive assessments There are very few PSPs and fixed-term exclusions Nearly all pupils are highly engaged in their learning Most pupils have very good attitudes to learning and behaviour Nearly all children report liking school and feeling safe in school
The curriculum includes a broad range of learning experiences to which all pupils have equal access	Nearly all pupils take part in at least 3 educational visits this academic year Pupils benefit from extra activities within the school aimed at developing emotional skills of resilience, co-operation, independence, perseverance, problem-solving. Pupils report that the learning experiences in the curriculum help make them feel emotionally and mentally well.



## **Activity in this academic year**



This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

### **Staffing:**

- Family Engagement Officer (part-funding)
- Forest School TA
- TAs to lead targeted interventions and catch-up programmes: mini-Rainbows, Rainbow Readers, Rapid Readers, Language Links, Wellcomm
- Teacher to lead on progress and achievement

### **Experiences:**

- Subsidising cost of trips and educational visits
- Forest Schools

### **Resources and material costs:**

- Language Links subscription
- Outdoor Learning/Resources KS2
- Primary Site
- Pupil workbooks
- Junior Links, Speech Links
- Wellcomm subscription
- Seesaw subscription
- Outdoor Learning/Resources
- Attendance Awards: individual rewards
- Forest School resources
- Accelerated Reading Programme and Resources
- Phonic box set
- Bug Club annual subscription
- Updated Rainbow Reader resources
- Mini-Rainbows resources
- App licenses
- SAIL resources
- Thrive resources

## Learning and Teaching

Budgeted cost: £ 286,265 staffing, £17,571 resources/subsidising visits and visitors

Activity	Evidence that supports this approach
Staffing for in-class and targeted support: Teachers/TAs	<ul style="list-style-type: none"> <li>Progress data reviews from pre-covid pupil progress reviews</li> <li>EEF research</li> </ul>
Resources	<ul style="list-style-type: none"> <li>EEF research into most beneficial interventions etc.</li> </ul>
<i>Subsidising school educational visits</i>	<ul style="list-style-type: none"> <li>Pupil feedback in previous years</li> </ul>

## Community Schools

Budgeted cost from PDG: £6,266 (Plus £13,468 Family Engagement Funding)

Activity	Evidence that supports this approach
Family Engagement Officer and resources	<ul style="list-style-type: none"> <li>Education Endowment Foundation - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></li> </ul>

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

Budgeted cost: £ 26,240

Activity	Evidence that supports this approach
Staffing and resources for Forest Schools	<ul style="list-style-type: none"> <li><a href="https://www.forestschoolltraining.co.uk/forest-school/research/">https://www.forestschoolltraining.co.uk/forest-school/research/</a></li> </ul>

**PDG and EYPDG: Total budgeted cost: £348,771**



## **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.

Strengths at the end of the year were:

- The majority of pupils made good or better progress.
- Interventions were re-established and running with more consistency.
- Thrive was established as an intervention, both for individuals and small groups
- We opened Dosbarth Enfys for targeted pupils with complex needs in the Foundation Phase
- Attendance was equal to the national average, despite the wide barriers and vulnerabilities our pupils face
- All pupils experienced at least 2 educational visits or visitors, and at least half of classes went on 3 or more
- Family Engagement and Community-Focused schools activities recommenced following COVID and were very well received.
- A large number of refugee pupils joined us for the year whilst living in a local, large hotel. They were welcomed, celebrated, full included and made excellent progress when they were with us.

Weaknesses at the end of the year were:

- There was little progress in reading in a minority of year groups
- Attendance still remains low (but in line with the national picture) compared to pre-covid levels

### **Further information (optional)**

During 2022-23 we received £10,027 from the Welsh Government to improve Family engagement and attendance. We have invested this mainly in the provision of after-school clubs, with the aim of improving attendance and wellbeing.

From the Autumn Term we had 16 after-school clubs running, so that every child who wanted a place had at least one. These were run by a mixture of external providers and teaching assistants (paid for extra time worked). Teachers also gave up their time freely to support this initiative. The activities include:

- 2 football clubs run by Cardiff City FC
- 2 Performing Arts Clubs run by Kinetic Theatre School
- 1 Family Art Club
- 1 Lego Club
- 1 Cookery Club

- 3 Art Clubs
- 2 Board Games Club
- 1 Minecraft Club

With our PDG CLA money we invested in further Thrive training for 2 TAs, so that we have 3 Thrive practitioners available to run this intervention, along with 2 members of SLT who are qualified as Thrive practitioners.