

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 2024 to 2025 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	Caerau Primary school
Number of pupils in school	420
Proportion (%) of PDG eligible pupils	50%
Date this statement was published	June 2024
Date on which it will be reviewed	
Statement authorised by	Headteacher/governing body
PDG Lead	Headteacher
Governor Lead	Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£
EYPDG	£63,250
PDG	£216,200
Total budget for this academic year	£285,576

Part A: Strategy Plan

Statement of Intent

Our PDG grant supports staffing levels so that we meet adult : pupil ratios in order to deliver effective learning and teaching and we aim to:

To improve basic literacy and numeracy skills

To improve wellbeing, attitudes towards school and attendance

Our PIAP targets are:

R1. Establish a stable and effective leadership and teaching team.

R2. Improve pupils' reading, writing and mathematics skills.

R3. Improve pupils' attendance and punctuality.

R4. Ensure that curriculum and assessment arrangements develop pupils' knowledge and skills systematically and progressively.

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
Promote the importance of regular attendance and punctuality in school.	Improved attendance and punctuality of vulnerable pupils.
To support the emotional and mental well-being of vulnerable learners.	Vulnerable pupils show greater resilience (evidenced through listening to learners).
To improve wellbeing provision through use of wellbeing Team	eFSM pupils appropriately supported by trained staff
To raise standards in reading	All pupils to make progress in reading
To raise standards in writing	Many pupils write independently and at length depending on their age and stage of development
To raise standards in maths	Most pupils will make at least expected progress
To monitor the implementation of initiatives to support pupil	eFSM pupils make at least expected progress in reading/writing/Maths

attainment and to monitor pupil progress.	
To raise levels of engagement and resilience through improving outdoor learning opportunities.	Improved opportunities for outdoor learning for the older children(evidenced through listening to learners).

Activity in this academic year

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

Approximately 90% of PDG budget is spent on staffing to provide interventions, improve attendance and provide well-being support. Approximately 10% of the PDG will be used for opportunities of a range of experiences.
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Learning and Teaching

Budgeted cost: £ 208,267

Activity	Evidence that supports this approach
<i>Staff</i>	Pupil progress

Community Schools

Budgeted cost: £ 48,619

Activity	Evidence that supports this approach
<i>RBP/Thrive staff</i>	Wellbeing/behaviour

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

Budgeted cost: £ 28,558

Activity	Evidence that supports this approach
<i>CPD</i>	CPD training register.
<i>Resources for Outdoor Learning</i>	Resources
<i>Extra curricular activities</i>	Register of pupils - Clubs, trips, pupils work

Total budgeted cost: £ 285,576

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.

Most of the grant is spent on support staff to address literacy, numeracy, well-being, and attendance. The remaining grant was spent on enrichment activities and resources. The school has an effective process for assessing and measurable pupils' progress.

Raising standards are evidenced in current progress data with many pupils achieving age-appropriate standards in Reading, Comprehension, spelling, and maths improvements in tailored interventions Reading/RWI, Wellcom, Speech links and data and assessment data.

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
Wellbeing	Goalgetters
Reading licences	Lexia
Maths Licences	Symphony Maths

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.

Part B: Review of PDG (Ongoing)

<p>Promote the importance of regular attendance in school.</p>	<p>The school has worked closely with parents, pupils and the EWO to promote regular attendance in school.</p> <p>The school meets with the EWO every 3 weeks, The school has sent 180 letter 1's, The school has sent 76 letter 2's, The school issued 39 FPN warning notices, The school has made 39 referrals to EWS, The school has made Early Help referrals for attendance, Callio letters are sent out termly, The EWO introduced more regular gate stops for punctuality – reminders on Dojo.</p> <p>To date 28 eFSM pupils have attended the RAP (Attendance workshop) 90% of pupils attendance improved from the 1st to the last session As July 1st eFSM pupils attendance was 89%, CLA attendance was 96%</p>
<p>To support the emotional and mental well-being of vulnerable learners.</p>	<p>The school employs a full time wellbeing support LSO, one part time wellbeing support LSO and has goalgetters wellbeing football intervention Attendance has improved and there has been 2 mainstream pupil exclusions.</p>
<p>To improve nurture/wellbeing provision through use of wellbeing Team</p>	<p>The school employs a full time wellbeing support LSO, one part time wellbeing support LSO and has goalgetters wellbeing football intervention Attendance has improved and there has been 2 mainstream pupil exclusions.</p>
<p>To raise standards in reading</p>	<p>On going RWI and Salford assessment shows that 99% of pupils have made progress in reading. (See assessment file)</p>
<p>To raise standards in writing</p>	<p>Book scrutinies with CSC have shown that standards in writing are beginning to improve</p>
<p>To raise standards in maths</p>	<p>Book scrutinies with CSC have shown that standards in maths are beginning to improve</p>
<p>To monitor the implementation of initiatives to support pupil attainment and to monitor pupil progress.</p>	<p>All pupils receiving interventions have made progress RW, JR, SF (See assessment file RWI/Salford data)</p>
<p>To raise levels of engagement and resilience through improving outdoor learning opportunities.</p>	<p>Outdoor pond area is being used for both learning and wellbeing opportunities. Pupils been planting around the school and helping to maintain ground. Increase level of sport rugby, football and dace competitions attended for both boys and girls.</p>