

LITCHARD PRIMARY SCHOOL BCBC: Sept 2024

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.

School Overview

Detail	Data
School name	Litchard Primary
Number of pupils in school	450
Proportion (%) of PDG eligible pupils	24.69% current figures as of 16/9/2024
Date this statement was published	14 th October 2024
Date on which it will be reviewed	9 th June 2025
Statement authorised by	Headteacher
PDG Lead	Headteacher
Governor Lead	Curriculum Standards Committee/Finance Committee

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT



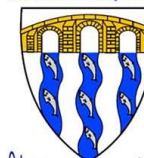
Funding Overview

Detail	Amount
PDG Grant	£170,200
Standards Grant	£212,119
Professional Learning Grant	£8,977.00
Total budget for this academic year	£391,296

Part A: Strategy Plan

Statement of Intent

- The bedrock of our approach to utilising the PDG grant raising the achievement levels of all learners, including those who are eFSM is high quality teaching.
- Using our allocated PDG funding for this academic year our objectives involve raising achievement, more specifically achievement of literacy and numeracy skills, of specific groups of learners, including those entitled to free school meals, those who are LAC and vulnerable learners.
- The additional practitioners in Step 1 and Step 2 will enable the focussed teaching in small groups to ensure all learners, and those adversely affected by poverty will make at least expected progress. We aim to close the achievement gap between eFSM and FSM pupils.



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

The plan is linked to the school development plan which in turn has been produced from school self-evaluation.

What are the key principles of your strategy plan?

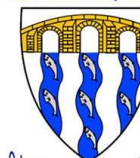
The key principles are aligned to our school vision.

"Only my best is good enough for me"

"Nid da lle gelli'r gwell"

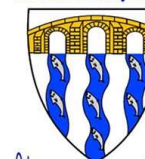
Litchard Primary is a school where equity, empathy and aspiration are key to the achievement and well-being of our pupils and the community as a whole.

At our school we want everyone to develop these values alongside the skills and knowledge essential in life-long learning, and following of the school motto (Only My Best is Good Enough for Me), ultimately leading a happy and successful life.



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Standards Grant 24/25		PDG 24/25	
Activities: <ul style="list-style-type: none"> • Employment of support staff in progression steps 1 and 2 to support the learning of ALL pupils in accordance with guidance on pupil/adult ratio • new resources • professional development/supply costs. 		Activities: <ul style="list-style-type: none"> • Employment of support staff to support the learning of vulnerable pupils (including pupils eligible for free school meals eFSM) in literacy, numeracy and wellbeing, • new resources • professional development/supply costs. • Fund residential trips for pupils eFSM 	
£212,119		£170,200	
Role/Resources	Cost	Role/Resources	Cost
LSO Employee EIG 1 (27.5 h)	21,262	CS/LSO Employee PDG 1 (27.5 h)	29,777
LSO Employee EIG 2 (27.5 h)	21,262	CS/LSO Employee PDG 2 (27.5 h)	21,462
LSO Employee EIG 3 (27.5 h)	21,262	CS/LSO Employee PDG 3 (27.5 h)	21,568
LSO Employee EIG 4 (13 h)	8,074	CS/LSO Employee PDG 4 (27.5 h)	21,462
LSO Employee EIG 5 (27.5 h)	22,770	LSO Employee PDG 5 (27.5 h)	21,262
LSO Employee EIG 6 (27.5 h)	20,767	LSO Employee PDG 6 (27.5 h)	21,262

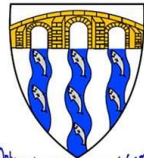


PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

LSO Employee EIG 7 (27.5 h)	20,767	SLSO Employee PDG 7	22,436
LSO Employee EIG 8 (27.5 h)	20,399		
LSO Employee EIG 9 (27.5 h)	20,767		
LSO Employee EIG 10 (27.5 h)	20,767		
	198,097		
		Residential Trip Cost	2,200
Equipment/resources	10000	Equipment/resources	5000
Professional Development	4022	TLR for Poverty	3771
TOTAL	212,119	TOTAL	170200

Prof Learning Grant

Activities:	
To purchase training opportunities as well as cover any supply costs incurred.	
£8977	
Training	
Cover for Snr Leadership member to attend Senior Leadership training with CSC	
Leadership TRIAD work - release time	
Key Staff training with CSC (Including Supply Costs)	
Welsh Language/International Language Support (Supply Costs)	



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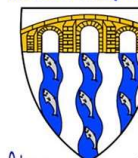
PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

Professional Enquiry - Lesson Study - Release time	
Professional Development	
TOTAL	

Intended Outcomes

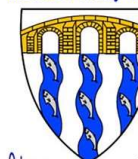
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcomes	Success criteria	Evidence Base
Pupils identified for additional support, all make expected progress and a majority make accelerated progress. This will result in the achievement gap between eFSM and nFSM pupils will close.	<ul style="list-style-type: none"> • Nearly all pupils accessing additional support make at least expected progress in reading. • A majority make accelerated progress with their reading (ie value added) • Reduce FSM pupil gap with a national test standardised scores by 25% (2 points) 	<ul style="list-style-type: none"> • Pupil data within Assessment booklets • Pupil Surgery paperwork • Reading data • Phonic Assessment



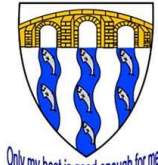
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<p><i>Pupils and families identified receive additional support with their wellbeing by accessing ELSA and THRIVE practitioners.</i></p>	<ul style="list-style-type: none"> • Reduction in exclusions from identified pupils by 50% • THRIVE profiles show that nearly all pupils identified make progress with their wellbeing. • THRIVE profiles show that nearly all families identified make progress with their wellbeing. 	<ul style="list-style-type: none"> • Wellbeing tracker • THRIVE • ELSA • Records •
<p><i>Teachers run effective basic skill sessions, utilising the additional staff to ensure nearly all learners, and in particular those adversely affected by poverty make at least expected progress and a around half of eFSM pupils make accelerated progress.</i></p>	<ul style="list-style-type: none"> • Numeracy and literacy interventions are run daily in Steps 1 and 2 focussing on basic skills. Phonic assessments show that nearly all pupils make at least expected progress. • JP withdraws identified selected pupils to deliver interventions within PS3. Nearly all pupils selected make at least expected progress with a majority making accelerated progress. • HC to deliver Amser Drilio sessions within PS3 on rotation. Most pupils selected make 	<ul style="list-style-type: none"> • Assessment booklets • Reading tests • Phonic assessments • Pupil surgery booklets.



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

	<p>expected progress across the sessions and over time. A majority make accelerated progress.</p>	
<p>Bubble, Bubble ,Busy is embedded effectively across PS1 and PS2 utilising the high staff pupil relationship.</p>	<ul style="list-style-type: none"> • Most pupils make at least expected progress, including those who are eFSM. • Around half of eFSM pupils make accelerated progress and the achievement gap between eFSM and nFSM is closing. • Provision across the classes is at least good. • Independence of learners is improving and most are showing an improved level of perseverance and resilience. 	<ul style="list-style-type: none"> • ASSESSMENT Booklets • Learning Walks • Book looks
<p><i>Amser Drilio sessions ran daily to ensure basic skills are taught effectively to ensure that nearly all pupils make expected progress in PS1 and PS2 (in basic phonics and basic number)</i></p>	<ul style="list-style-type: none"> • Numeracy and literacy interventions are run daily in Steps 1 and 2 focussing on basic skills. Phonic assessments show that nearly all pupils make at least expected progress. 	<ul style="list-style-type: none"> • Assessment booklets • Reading tests • Phonic assessments • Pupil surgery booklets.



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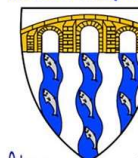
Activity in this academic year

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

Learning and teaching

Budgeted cost: £136652

Activity	Success Criteria	Evidence
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PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

<p><i>Intervention groups are ran to support the teaching of basic skills.</i></p> <p>Learners selected using a set criteria & interventions with JP</p>	<ul style="list-style-type: none"> • Nearly all pupils accessing additional support make at least expected progress in reading. • A majority make accelerated progress with their reading (ie value added) • Increase in levels of On Track and On Track + pupils eFSM By 10% • Closing of the gap in achievement in Personalised assessments between eFSM and nFSM By 25% (2 Standardised Score points) 	<ul style="list-style-type: none"> • Pupil data within Assessment booklets • Pupil Surgery paperwork • Reading data • Phonic Assessment • Personalised assessment analysis • Pupil Surgeries
<p><i>Amser Drilio sessions ran daily to ensure basic skills are taught effectively to ensure that nearly all pupils make expected progress in PS1 and PS2 (in basic phonics and basic number)</i></p>	<ul style="list-style-type: none"> • Numeracy and literacy interventions are run daily in Steps 1 and 2 focussing on basic skills. Phonic assessments show that nearly all pupils make at least expected progress. 	<ul style="list-style-type: none"> • Assessment booklets • Reading tests • Phonic assessments • Pupil surgery booklets.

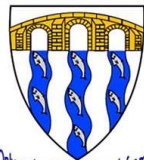
PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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PDG Activities: Employment of support staff to support the learning of vulnerable pupils (including pupils eligible for free school meals eFSM) in literacy, numeracy and wellbeing, new resources and professional development/supply costs

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £ 33548

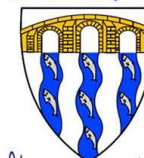


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Activity	Success Criteria	Evidence
<p>Pupils and families identified receive additional support with their wellbeing by accessing ELSA and THRIVE practitioners.</p> <p>Staff use the Wellbeing tracker to identify families/pupils in need of support.</p>	<ul style="list-style-type: none"> • Reduction in exclusions by 50% • THRIVE profiles show that nearly all pupils identified make progress with their wellbeing. • THRIVE profiles show that nearly all families identified make progress with their wellbeing. 	<ul style="list-style-type: none"> • Wellbeing tracker • THRIVE • ELSA • Records
<p>Promote good attendance, reduce unauthorised absences as part of the #attendtoachieve communication campaign.</p>	<ul style="list-style-type: none"> • Improvement in attendance in all classes to at least 93% • School promotes positive attendance in newsletters • New Attendance policy created • New Attendance strategy launched 	<ul style="list-style-type: none"> • Attendance analysis •
<p>Appointment of TLR holder for Mitigating the impact of poverty</p>	<ul style="list-style-type: none"> • Whole school approach to mitigating the impact of poverty instigated • School achieves Heart of the Community Silver award • Achievement gap between eFSM and nFSM closes by 10% • Most eFSM pupils make at least expected progress from starting points 	<ul style="list-style-type: none"> • Book looks • Policy documents • Sip Target 2

Total budgeted cost of PDG, EYPDG, EIG and Professional Learning Grant: £382,319



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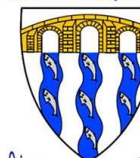
Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2022 to 2023 academic year.

Early Years PDG

Does the School have an EYPDG Allocation	Yes
EYPDG Budget Allocation	Amount £37,950
Activities 23-24	IMPACT
Expanding Access to early Years Education Most of the funding is spent on staffing additional teachers and LSOs, a number of pupils accessed Early Education after their 3 rd birthday.	Most of the funding is spent on staffing additional teachers and LSOs, a number of pupils accessed Early Education after their 3 rd birthday. Nearly all made progress against their baseline entry point in Literacy and Numeracy
Summary of the actions. Links to the school development plan. Oracy/Outdoor learning/Wellbeing	All actions relate well to the SDP. Nearly all pupils made progress against their baseline entry point. A majority making good progress at the end of reception in their basic skills.





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<p>Wellbeing Delivery of THRIVE to identified specific and vulnerable learners. More staff trained as THRIVE and/or ELSA practitioners. Development of staff knowledge of speech and language intervention strategies.</p>	<p>Wellbeing support and intervention for pupils in early years (Nursery and Reception) has had a positive impact on learners. Appropriate access to further support from external agencies has been procured. Wellcom data shows that where pupils have been identified for additional support, most have made good progress.</p>
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Main PDG

<p>Does the school also have a PDG Budget allocation</p>	<p>Yes / No</p>
<p>PDG Budget Allocation</p>	<p>Amount £170,200</p>
<p>Has the PDG grant been successfully deployed over the last 2 years? What is the evidence</p>	<p>Yes. Most of the funding is spent on staffing additional teachers and LSOs. Delivery of THRIVE to identified specific and vulnerable learners. School improvement targets have been delivered effectively.</p>
<p>Activities 2023/2024</p>	<p>Impact</p>

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<p>All actions relate well to SDP.</p> <p>Data analysis in reading and spelling.</p> <p>Improving Oracy</p> <p>Wellbeing interventions such as THRIVE, alternative curriculum</p>	<p>A majority of pupils have made good progress, and school reading scores on WG personalised assessments are strong. See analysis of data presentation.</p> <div data-bbox="712 375 1301 694" style="border: 1px solid black; padding: 10px; text-align: center;">  <p><i>An Analysis of Personalised Assessment Data 2023-2024</i></p> </div> <div data-bbox="712 742 981 1013" style="border: 1px solid black; height: 170px; margin-top: 20px;">  </div> <p>Most pupils have made good progress in oracy, and this has been evident through the school. Evidence can be found through MER activities - e.g. lesson observations, L2L, pupils' work, school internal data booklets.</p> <p>THRIVE profiles enable targeted interventions to take place to improved learner wellbeing. Pupil surveys show that pupils are happy and safe at school.</p>
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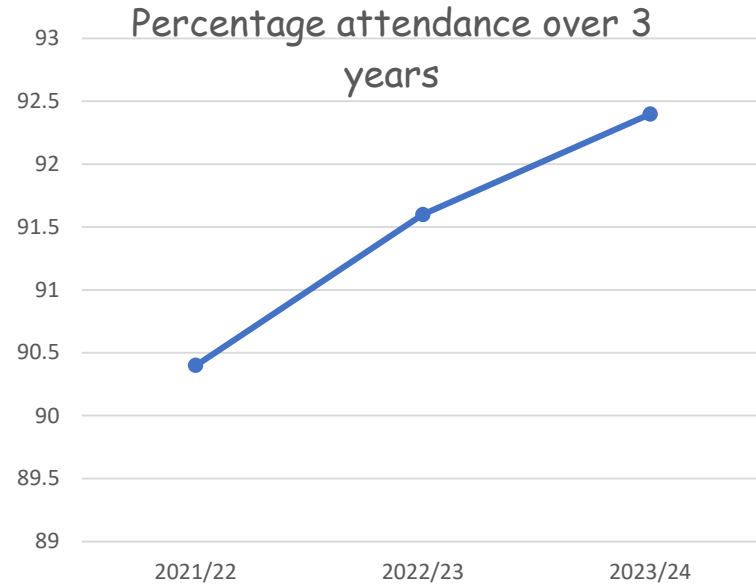


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Attendance rates have improved over the last few years.

Year	Percentage
2021/22	90.4
2022/23	91.6
2023/24	92.4

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The school has seen a significant upward trend in attendance over the last 3 years. It has increased by 2%.

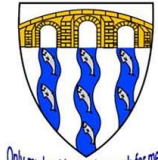
The school failed to reach its ambitious target of 93% last year. This target will remain for this year.

Implementation of the new attendance approaches have been successful.

Last year the attendance of the whole school improved by 0.71%

The attendance of eFSM pupils increased from 87.48% to 90.57%. This is an increase of 3.09%.

The gap between eFSM and nFSM has closed from 5.93% to 2.38%. This is a 60% reduction in the difference between eFSM and nFSM pupils.

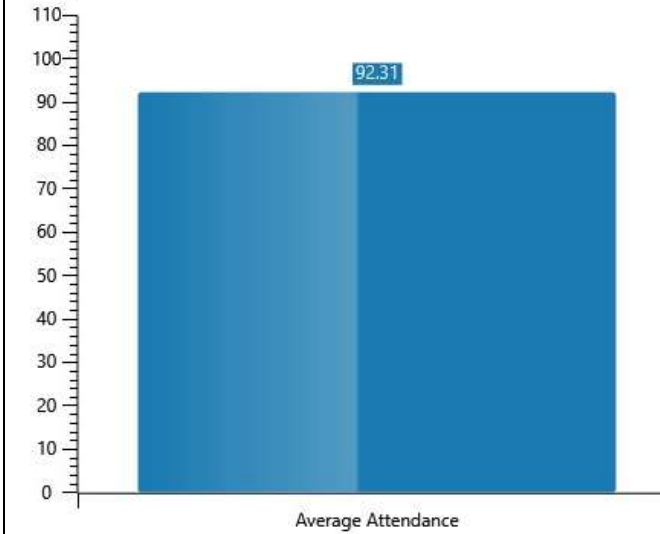


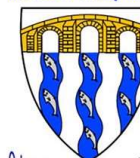
PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

nFSM attendance fell from 93.41% to 92.95% last year. This is a drop of 0.46%

Whole school attendance [Last Year]

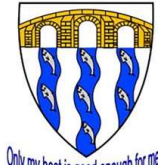
Average whole school attendance





PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

	<p>Whole school attendance NFSM/FSM [Last Year]</p> <table border="1"> <caption>Whole school attendance NFSM/FSM [Last Year]</caption> <thead> <tr> <th>Category</th> <th>Average Attendance</th> </tr> </thead> <tbody> <tr> <td>Average attendance [filtered by Whole School excluding FSM (Pastoral)], Last Year</td> <td>92.95</td> </tr> <tr> <td>Average attendance [filtered by FSM and Whole School (Pastoral)], Last Year</td> <td>90.57</td> </tr> </tbody> </table>	Category	Average Attendance	Average attendance [filtered by Whole School excluding FSM (Pastoral)], Last Year	92.95	Average attendance [filtered by FSM and Whole School (Pastoral)], Last Year	90.57
Category	Average Attendance						
Average attendance [filtered by Whole School excluding FSM (Pastoral)], Last Year	92.95						
Average attendance [filtered by FSM and Whole School (Pastoral)], Last Year	90.57						
<p>THRIVE training</p>	<p>More pupils and families have accessed support for their wellbeing. This is effective. The school opened during holidays for family check ins when needed.</p>						
<p>What professional learning would you want CSC to provide linked to vulnerable pupils?</p>	<p>Jon Welsh is coming to work with Poverty Lead to discuss the implementation of our Poverty Strategy and closing the achievement gap.</p>						



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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
Pupil and Family Wellbeing	THRIVE
Reading	LEXIA