



Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2023 to 2024 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	St Woolos Primary School
Number of learners in school	355
Proportion (%) of PDG eligible learners	29%
Date this statement was published	4.3.24
Date on which it will be reviewed	September 2024
Statement authorised by	Heather Vaughan
PDG Lead	Heather Vaughan
Governor Lead	Ceri Meloy

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£96,600
Early Years' Pupil Development Grant	£27,600
Total budget for this academic year	£124,200

Part A: Strategy Plan

Statement of intent

Key Principles

- Fair and consistently applied processes that ensure equity of provision.
- Adherence of all actions to school values; kind, fair, curious and aspirational
- Careful financial planning and monitoring

Objectives

- All pupils achieve their full potential irrespective of their home circumstances
- An emphasis is maintained on eFSM and vulnerable pupils.
- All pupils access a full range of sporting and cultural activities
- All pupils with additional learning needs receive appropriate support and access intervention programmes
- All vulnerable groups of learners are provided with appropriate social and emotional support
- All pupils have the opportunity to access the Breakfast Club.
- All school activities requiring a voluntary parental contribution are subsidised, wherever possible, by the school
- Parents access Family Learning programmes that enable them to support their child more fully.
- Appropriate staffing ratios are maintained
- Staff access reflective practice sessions with a child and adolescent psychotherapist when appropriate

Strategy Plan to Support Objectives

- The leadership team reviews the impact of the previous years' programmes and aligns current needs against the amount of money provided in the PDG.
- Decisions for the coming year are based on pupil and staffing ratio needs, the success of previous programmes and the costs of enrichment arts and sports programmes.

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
All learners, including the more vulnerable make appropriate progress across all areas of the curriculum, especially the three key areas of Literacy, Numeracy and Digital Skills.	<ul style="list-style-type: none">• Staff are deployed effectively• Intervention programmes are run• Pupils access appropriate intervention sessions• eFSM pupils achieve at least the expected rate of progress across the year• Pupil's reading scores improve across the year and the gap between their reading age and their

	chronological age adjusts appropriately. Pupil results reflect high staff expectations.
eFSM pupils and all those facing financial hardship are supported to ensure that they are able to access all curricular and social activities	<ul style="list-style-type: none"> • No eFSM pupil is excluded from any activity or experience because of cost. • eFSM pupils experience a rich and varied curriculum
Learners, including those with eFSM, or are vulnerable, are provided with a range of social and emotional support	<ul style="list-style-type: none"> • An Emotional Literacy Support Assistant (ELSA) runs regular one to one sessions with pupils • The ELSA attends external supervision and network support
Learners are able to experience a range of sporting and cultural opportunities	<ul style="list-style-type: none"> • Pupils participate in music and sports programmes
Pupil attendance, including that of eFSM and Vulnerable pupils, improves	<ul style="list-style-type: none"> • Regular meetings with the school Attendance manager and the EWO take place. • Parental awareness of attendance is raised through letters regularly being sent home. • Parents attend meetings in school, and engage with the school and outside agencies, where appropriate. • Pupil attendance improves • Unauthorised absences decrease • The school reaches or exceeds its target of 93%
Effective and secure relationships between home and school provide opportunities for parents to attend courses to develop their knowledge and skills in helping their child, and also attend other workshops, sessions and special events	<ul style="list-style-type: none"> • Parents access a range of Family and Community Engagement (FACE) activities such as Family Learning Courses, Psychological Health Practitioner parent workshops etc

Activity in this academic year

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

<p>Employ teaching assistants and teachers to run intervention groups and a range of additional programmes</p> <p>Employ Breakfast Club staff</p> <p>Purchase additional teaching and Family Learning/Breakfast Cub resources</p> <p>Subscribe to online learning platforms that facilitate pupil home access</p> <p>Subscribe to community sports programmes</p>

Subscribe to online pupil safeguarding and Additional Learning Needs (ALN) tracker systems.

Learning and teaching

Budgeted cost: £74,585

Activity	Evidence that supports this approach				
<p>Fund staff to run a range of one to one and small group intervention programmes and reading comprehension groups to support with the development of pupils cognitive and reading skills</p> <p>Purchase curriculum resources</p>	<p>Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019). <i>Literacy Development: Evidence Review</i>. London: Education Endowment Foundation. https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf</p> <p>Hodgen, J., Barclay, N., Foster, C., Gilmore, C., Marks, R. and Simms, V. (2020). <i>Early Years and Key Stage 1 Mathematics Teaching: Evidence Review</i>. London: Education Endowment Foundation. https://educationendowmentfoundation.org.uk/public/files/Early_Years_and_Key_Stage_1_Mathematics_Teaching_Evidence_Review.pdf</p> <p>Hodgen, J., Foster, C., Marks, R., & Brown, M. (2018). <i>Evidence for Review of Mathematics Teaching: Improving Mathematics in Key Stages Two and Three: Evidence Review</i>. London: Education Endowment Foundation. https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/improving-mathematics-in-key-stages-two-and-three/</p> <p>Education Endowment Foundation research: One to one tuition Moderate impact</p> <table border="1" data-bbox="549 1346 1386 1547"> <tbody> <tr> <td data-bbox="549 1346 876 1480">High impact</td> <td data-bbox="876 1346 1386 1480"> One to one tuition Phonics Oral language interventions Reading comprehension strategies </td> </tr> <tr> <td data-bbox="549 1480 876 1547">Moderate impact</td> <td data-bbox="876 1480 1386 1547"> Small group tuition Teaching assistant interventions </td> </tr> </tbody> </table>	High impact	One to one tuition Phonics Oral language interventions Reading comprehension strategies	Moderate impact	Small group tuition Teaching assistant interventions
High impact	One to one tuition Phonics Oral language interventions Reading comprehension strategies				
Moderate impact	Small group tuition Teaching assistant interventions				

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: £24,641

Activity	Evidence that supports this approach		
<p>Fund additional staff for Breakfast club</p> <p>Purchase games for breakfast club and toy library</p> <p>Run a series of Family Learning courses</p> <p>Purchase online ALN/Vulnerable pupil tracking systems</p> <p>Maintain a foodbank, working in collaboration with Newport Cathedral</p> <p>Purchase subscription for Schoop (Parent text system which can translate all school messages into a range of home languages)</p>	<p>Axford, N., Berry, V., Lloyd, J., Moore, D., Rogers, M., Hurst, A., Blockley, K., Durkin, H. and Minton, J. (2019) How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice. London: Education Endowment Foundation. https://educationendowmentfoundation.org.uk/evidence-summaries/evidencereviews/parental-engagement/</p> <p>The EEF Guidance Report Working with Parents to Support Children's Learning https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-withparents-to-support-childrens-learning.</p> <p>Education Endowment Foundation Research:</p> <table border="1" data-bbox="550 907 1385 943"> <tr> <td>Moderate impact</td> <td>Parental Engagement</td> </tr> </table>	Moderate impact	Parental Engagement
Moderate impact	Parental Engagement		
<p>Employ staff to run a robust system to improve the attendance of all groups of learners, including eFSM and vulnerable pupils, and to liaise with families and provide support where necessary</p>	<table border="1" data-bbox="550 1496 1385 1532"> <tr> <td>Moderate impact</td> <td>Parental Engagement</td> </tr> </table>	Moderate impact	Parental Engagement
Moderate impact	Parental Engagement		

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

Budgeted cost: £ 24,974

Activity	Evidence that supports this approach				
Fund an ELSA for two days a week Purchase resources to support and develop pupil wellbeing and emotional resilience	Wigelsworth, M., Verity, L., Mason, C., Humphrey, N., Qualter, P., Troncoso, P. (2019). <i>Primary Social and Emotional Learning: Evidence review</i> . London: Education Endowment Foundation. https://educationendowmentfoundation.org.uk/public/files/Social_and_Emotional_Learning_Evidence_Review.pdf The EEF Guidance Report Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/ Education Endowment Foundation Research: <table border="1" data-bbox="555 808 1391 875"> <tr> <td data-bbox="555 808 970 875">Moderate impact</td> <td data-bbox="976 808 1391 875">Social and Emotional Learning (SEAL)</td> </tr> </table>	Moderate impact	Social and Emotional Learning (SEAL)		
Moderate impact	Social and Emotional Learning (SEAL)				
Fund staff to run sessions to develop pupils' social and communication skills eg Lego Therapy, Communication Intervention (Comit)	<table border="1" data-bbox="555 927 1391 1025"> <tr> <td data-bbox="555 927 970 963">High impact</td> <td data-bbox="976 927 1391 963">Oral language interventions</td> </tr> <tr> <td data-bbox="555 969 970 1025">Moderate impact</td> <td data-bbox="976 969 1391 1025">Social and Emotional Learning (SEAL)</td> </tr> </table>	High impact	Oral language interventions	Moderate impact	Social and Emotional Learning (SEAL)
High impact	Oral language interventions				
Moderate impact	Social and Emotional Learning (SEAL)				
Fund staff to run a Y7 transition programme in the summer term for vulnerable pupils	<table border="1" data-bbox="555 1211 1391 1272"> <tr> <td data-bbox="555 1211 970 1272">Moderate impact</td> <td data-bbox="976 1211 1391 1272">Social and Emotional Learning (SEAL)</td> </tr> </table>	Moderate impact	Social and Emotional Learning (SEAL)		
Moderate impact	Social and Emotional Learning (SEAL)				

Total budgeted cost: £124,200

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.

Activity	Impact
Run a range of intervention programmes to develop learners' cognitive and emotional skills and resilience	Pupils (including eFSM) maintained a rate of progress commensurate with their level of ability

Subscribe to community sports packages	Increased pupil confidence, resilience and self-discipline
Purchase additional resources for classroom and family use	Resources used regularly to support learning
Employ breakfast club staff	Breakfast club staffed appropriately and available to all families, at no cost, from 8.15 am every day Pupils who were arriving later because of siblings in another school, have been able to arrive early and improve their attendance
Employ staff to monitor attendance and work with parents to reduce pupil absenteeism	Attendance was closely monitored, Meetings were held with parents and the school Attendance Manager. Parent meetings were also held with the EWO and Attendance Manager and individual parents. 2022-23 Attendance target 93% 2022-23 Final attendance 91% (Target not met)
Run a range of Family Learning courses	Families gained skills to help them help their children with literacy and numeracy across a range of age groups. Parents worked with their children in the group for part of the time. Parents attended school for individual music performances, events etc.

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
Jigsaw	Jigsaw
County in the Community	Newport County in Community Team
Dragon Rugby	Newport Gwent Dragons Community Programme
MyConcern	My Concern (TES)
Edukey	Edukey
Schoop (Text system with language translation facility)	Schoop