

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	Bodringallt Primary
Number of pupils in school	75 (09.24)
Proportion (%) of PDG eligible pupils	44% (3yr average 2022 -24 -44%)
Date this statement was published	09.24
Date on which it will be reviewed	01.25 - 06.25
Statement authorised by	S Howells
PDG Lead	S Howells
Governor Lead	Curriculum Standards Committee

Funding Overview

Detail	Amount
PDG funding (now called 'Equity Grant') allocation this academic year	£37,950
Total budget for this academic year	£37,950

Part A: Strategy Plan

Statement of Intent

What are your ultimate objectives for the pupils being supported?

The plan is linked to our school development plan that has been produced following our school self-evaluation.

School Improvement Priorities 2024 – 2025	
Priority 1	Literacy - to improve standards of oracy and reading through high-quality teaching and instruction and whole school initiatives.
Priority 2	Numeracy – developing a sequenced Maths Curriculum that provides high levels of support and challenge.
Priority 3	Ensure that Assessment provides effective and immediate support; and challenge to enhance pupil progress over time.
Priority 4	To improve the attendance and wellbeing of all learners by refining current processes in order to make a positive impact on outcomes.

What are the key principles of your strategy plan?

For pupils and staff ‘to be the best they can be’ to give our absolute all to ensure we be the best we can be to support the challenges of the high levels of need and vulnerability within our school community – as the context below illustrates.

Contextual Information 2024-2025

- Pupil Number 75 – 70 M/S + 5 in LSC Class (Social Emotional and Behavioural Difficulties).
 - Efsm Sep 24 is 44% - the 3 year average is 44% (2022 – 2024)
- A significant minority of our pupils are at Stage 2+, receiving an intervention + some of these are having support from Services i.e. Learning Support, Neuro, CAMHS, Behaviour Support, Educational Psychology Service, EY Forum, Phys/Med Team RCT
- 2 mainstream pupils are identified as ALN with a school based IDP – 5 in SEBD Class have LA IDPs.
- Highly likely that 4 pupils will transfer from SEN to ALN with a school based IDP this academic year.

Key principles are:

For our children and staff ‘to be the best they can be’ and embody this vision through their advocacy, behaviours, commitment, deeds and experiences of attending Bodringallt Primary School.

To provide our pupils with the following:

- Unconditional love.
- Giving the children what they need, when they need it.
- See life through a pupil lens – particularly FSM / low income families / vulnerable / SEN / ALN
- To improve attendance + ensure safeguarding – pupils are in and they are safe.
- To provide high quality teaching and instruction.

- To ensure enrichment, nurture, improved well-being and self-esteem, happiness and access to learning of new concepts, knowledge, skills and real-life experiences.
- To embrace and support pupil vulnerability and continue developing social integration skills in light of post CoVid difficulties, current cost of living crisis and trauma that may affect the children.
- To provide nourishment and relaxation from post CoVid difficulties, cost of living crisis, separation, bereavement and trauma.
- To provide opportunities to enhance and enrich pupils learning across the curriculum and beyond.

How does your current strategy plan work towards achieving those objectives?

- Many pupils require targeted support to address their learning deficit due to; developmental / medical issues, post CoVid / family traumas, transience and cost of living crisis within our community.
- Narrowing gap between eFSM and nFSM, vulnerable learners too.
- Improving attendance for target 'Rainbow' Groups.
- Improving attendance + engagement of school refusals.
- Improving attendance of eFSM pupils.
- School staff supporting pupils, families.
- Embed Big Bocs Bwyd, 'Pay as You Feel' Shop, Café + as platform for family engagement.
- Develop 'Curiosity' Approach further, school environments to pupil / cohort needs.
- Empower pupil voice through learning and Senedd to improve space inside and outside.
- Find ways to support increasing challenges with new Nursery pupils – with fewer staff - collaborate with EY Forum Practitioners if pupils have been referred to Service prior.
- Seek a way to create a link up group (pre-school children).
- Enact and deliver any programmes from Speech + Language Therapist, Educational Psychologists, Physical / Medical Team, Behaviour Support, Early Years Forum Practitioners, Occupational Therapist and any professionals from Learning Support Service.
- Teaching and Learning - high quality teaching and instruction, high quality 'universal provision' and added interventions outside of class (reduced significantly due to Budget implications) + family engagement will be used to narrow gaps and promote engagement in school.
- Ensured support staff are highly trained and deployed effectively to facilitate learning.
- Professional learning offers – staff - on developing children's speech, language+communication skills – Voice 21 (Oracy), CSC Literacy + Numeracy Teams (Teaching+Learning), Self-directed research of practitioners, Collaborations within + beyond cluster, ASD +Speech and Language Training via RCTCBC (Access+Inclusion), Educational Psychology Service 'PATHS' curriculum, 'Makaton' Ysgol Hen Felin, Lego Therapy, ELSA, CLA, Boxall, Thrive and Diversity Training.

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
Improved attendance of Target Groups	Nearly all in targeted attendance groups improve attendance
Improved attendance + engagement of school refusals	Nearly all school refusals have improved attendance from last year
Range of pupils from R – Y6 to access 'Rainbow' (social + emotional) provision – nurture + support vulnerable pupils	Individual pupil progress is demonstrated from Thrive baseline, increased engagement in learning activities in Rainbow Provision + in classes
Extend Community Focus - increase range of healthy activities + extra-curricular opportunities during / after school e.g. Big Bocs Bwyd (BBB), Multisports for Y1+2/ / Choir / Sport / Cambrian Village Trust, Sport Resource Lending Library (Sport RCT), Mens Sheds etc	Activities organised reflect pupil voice influence and contribute to Health and Wellbeing Increased range of healthy opportunities within school day (Sports Ambassadors playtimes + A/S Clubs) Strengthen partnership with Sport RCT School to set up Lending Service to promote healthy play activities e.g. balance bikes and play rucksacks Stakeholder voice / family photos on Seesaw FB Pages indicates use / success
Develop Big Bocs Bwyd (BBB) programme – staff to support Headteacher with BBB role in community	BBB open twice weekly Families using 'Pay As You Feel' Shop Increased volunteers contribute BBB used in curriculum + learning
Provide varied Immersion / Enrichment Days – to ignite learning + include traditional activities too MINIMUM 1 per Half Term + experiences that help to fulfil	Some events / enrichment / experience activities organised + reflect pupil voice Experiences provide nourishment / relaxation / knowledge and contribute to improved understanding of concepts, their Health and Wellbeing and happiness
To continue to provide - quality universal provision – that this is evident in all learning environments supporting high quality learning experiences that are accessible for all.	Increased pupil time Increased attendance Reduction in PSPs Reduction in Exclusions Increased learner engagement Pupil Progress Meetings Learning Walks PM of staff
Ensure staff have relevant professional learning /training / support / guidance to ensure the high-level needs within Nursery + Reception + Year 1 are supported.	Increased pupil time Reduction in PSPs Increased learner engagement Pupil Progress Meetings Staff views

	Mentoring
Embed a safe + stimulating learning provision for SEN / ALN with strong partnerships, regularly monitor and review impact.	Increased time for learners in Nursery / Reception Improved behaviours Improved engagement TAC / PCP meetings MER
Provide a Professional Learning offer to Teachers + Support staff to strongly focus on child development, communication and sensory needs – (Access + Inclusion, CSC, + Hen Felin Partnership).	Pupil Progress Meetings Staff views Mentoring Increased pupil time / engagement PM MER

Activity in this academic year

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

All of PDG and EYG is spent on staffing (see enclosed table) to ensure that the above intended outcomes + activities are delivered to ensure the improved attendance, engagement, wellbeing and progress of PDG learners and other vulnerable groups.

PDG = £37,950		
Cubs – ** (TA – G4)	10 hours	£7,424 (G4 – Interventions)
Cubs – ** (TA – G4)	15 hours	£10150 – (Cubs)
Cubs - ** (TA- G4)	30 hours	£18436 – (Cubs)
Rainbow/Interventions – ** (TA G4 – Interventions)	4 hours	£2457 – (Whole school)
TOTAL PDG / EY PDG Spends		£38,467 (£517 from budget)

Learning and Teaching

Budgeted cost: £38,679

Activity	Evidence that supports this approach
Employ 1 full time 2 x part-time LSA's (G4) to work (60 hours – *(30), *(15 - 5/12ths), *(15) within Dosbarth Gwdihw+Cubs – particularly supporting our vulnerable learners within N/R+Y1 Group, ensure the high-level needs within Nursery, Reception, Years 1/5/6 are supported, eFSM + disadvantaged vulnerable pupils within adjusted	Increased time for learners in 'Cubs' provision Improved behaviours Improved engagement Pupil Progress Meetings TAC / PCP meetings MER

provisions of continuous and enhanced within indoor and outdoor environments – supported professional learning – Speech + Language, ASD Communications Training, Nurture Network, Boxall PDG £37,950	
Employ 1 full time 2 x part-time LSA's (G4) to work (60 hours – *(30), *(15 – 5/12ths), *(15) within Cubs - to reduce gap for Efsm / targeted + disadvantaged vulnerable pupils providing support for communication, phonics, reading sessions and bespoke interventions e.g. communication / sensory / pupil independence /attachment / trauma / social / emotional - as and when the pupils need it - supported prof learning - ELKLAN, Communication – Makaton, Boxall – PDG £37,950	Increased time for most challenged and vulnerable learners in 'Cubs' provision Improved behaviours Improved engagement Pupil Progress Meetings TAC / PCP meetings MER

Community Schools

Budgeted cost: £ 0

Activity	Evidence that supports this approach
'Big Bocs Bwyd' – Pay as you feel Shop	Increased numbers / monies being spent
Uniform / Clothes Shop	Availability of uniforms / coats etc
Cambrian Club Multisports Years 2 - 6 (£25 X 1 hour) – pupil donation + school fund since April 24	Photos – Twitter L2L's Register
Pobl Gwaith / Generation Rhondda-Fun Club (games/activities) – Years 1+2 only	Photos – Twitter L2L's Register
<i>Big Bocs Bwyd Project - 0</i>	Opening Community use / engagement Parent / Carer Volunteers Transformation of unused area Transactions <i>*Community Partnerships</i>
<i>Family Engagement Activities</i>	'Reading Rhondda' 'Cooking on a Budget' 'Puzzle Programme' 'Playful Parenting'

	'SHINE' New Parents + Friends Group • Attendee Numbers • Events • Feedback Xmas Hampers Easter / Xmas Treats Summer Hampers Foodbank vouchers Parties
<i>Bike Lending Service</i>	Families in Progression Step 1 – borrowing bikes + helmet – weekends and holidays

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

Budgeted cost: £0

Activity	Evidence that supports this approach
• 'Rainbow' (social + emotional) provision - range of pupils from R – Y6 access– 3 groups – half term placement minimum – impact – Thrive data returns / Term indicate nearly all have made progress • 'Rainbow' – vital asset sitting above our universal provision – this 'extra' allows friends (following disputes) to reconnect, other learners to play safely in a cooperative way whilst facilitated by FEO – improving wellbeing / self esteem / social skills and emotional literacy • Rainbow Monday Group – Attendance / engagement – monitoring, mentoring incentivising for improved attendance • 'Rainbow' Practitioner attending Thrive Professional Learning • Attending FEO Network meetings with Hayley Jacobs RCT LA • 'SHINE' – CTM mental health + wellbeing initiative	Improved scores from Thrive Baselines - impact – Thrive data returns / Termly indicators – FSM pupils Improved scores from Thrive Baselines - impact – Thrive data returns / Termly indicators – FSM pupils L2Ls Improved pupil engagement Improved attendance of Rainbow Target Group – FSM learners Adjustments to practice / provision where applicable Community Focussed - Professional Learning – improving outcomes for learners Supporting learners + families + staff

Provide new / resurgence of family engagement activities to support family wellbeing, home learning – parent/carer activities.	Community Focussed - Extend Parent / Carer Offer 'Big Bocs Bwyd' / – 'Reading Rhondda' / 'Puzzle Programme' / 'Cooking on a Budget' / Healthy Eating ('Design to Smile') / SHINE programme
Parents and Friends Group – maintain momentum for participation + fundraising to offset costs for trips / residential / resources	Provide enrichment / fun / sense of belonging / strengthen community with events / fundraise to off set costs of trips + clubs
Early Years Language Project	Provide professional learning through ELKLAN accreditation / WELCOMM to impact on learner progress for all

Total budgeted cost: £38,467 (inclusive of overspend £517 from budget) - PDG/EYPDG COMBINED now called 'Equity Grant')

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 2023 to 2024 academic year.

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
ELKLAN	ELKLAN
<i>Play Move Thrive</i>	RCT
<i>'CAT4 Training Testing'</i>	<i>Testwise / GL Assessment</i>
<i>'Cooking on a Budget'</i>	Valley Kids
<i>After School Club - Fun Club – Y1+2</i>	Pobl y Gwaith
<i>Thrive Refreshers</i>	Thrive
<i>Speech and Language (various)</i>	RCT Learning Support Service
<i>FEO</i>	School / RCT 'Community Focused Schools
<i>Makaton</i>	Ysgol Hen Felin
<i>Attendance Workshop RCT AWS</i>	RCT Attendance and Wellbeing Service

<i>SHINE Project (mental health)– families – attended drop ins + Y5/6 group work (anxiety/worries focus – pupil voice) ahead of future change / transitions.</i>	<i>Cwm Taff Morganwg</i>
<i>‘Understanding By Design’ - Develop mid-term planning - adapting the principles of; ‘Understanding By Design’(Jay Mctighe)</i>	<i>Jay Mctighe’</i>
<i>‘Understanding By Design’ - Develop mid-term planning - adapting the principles of; ‘Understanding By Design’(Jay Mctighe)</i>	<i>Jay Mctighe’</i>
<i>Early Years Practice + Child Development</i>	<i>Ruth Best Central South Consortia + FP Leads Network</i>
<i>FP Leader Network Meetings</i>	<i>Facilitated by CSC</i>
<i>Voice 21 + Writing Journey</i>	<i>Lucy Kirtley + Andy Lilliford – Literacy Central South Consortia</i>
<i>Professional Learning - CSC – Cluster Based completion/refinement of AoLE Progression maps</i>	<i>Entire AoLE Team + Cohesion Team - Central South Consortia</i>
<i>‘Mitigating the Impact of Poverty’</i>	<i>John Welch - Central South Consortia</i>
<i>Sequencing Maths in Curriculum</i>	<i>Louise Davies - Central South Consortia</i>
<i>Writing Revolution + Improving Writing</i>	<i>Andy Lilliford – Literacy Team Central South Consortia</i>
<i>Early Years Language Project</i>	<i>RCTCBC</i>
<i>Curriculum Planning</i>	<i>Clarissa Brind Central South Consortia</i>
<i>CSC Mid Term Planning template adopted through Expressive Arts</i>	<i>Kate Stretch + Amanda Jones CSC Cohesion Team - Central South Consortia</i>
<i>CSC Mid Term Planning adjustments / refinement</i>	<i>Kate Stretch - CSC Cohesion Team - Central South Consortia</i>
<i>Y6 Residential to Manor Adventure</i>	<i>Manor Adventure</i>
<i>Y4/5 Residential Margam Field Studies Centre</i>	<i>Margam Field Studies Centre</i>
<i>Music Mondays – SH +Huw Evans whole school singing, classes + music therapy group</i>	<i>Huw Evans Music</i>

Further information (optional)

Impact since Sep 23 ...

- *Extremely high-level need with Pre + Nursery + Reception pupils – adjusted routines, risk assessments, provision + discrete teaching for key elements.*

- Learning provision for several vulnerable learners (all FSM) concentrated on physical, sensory aspects – as pupils have little or no verbal skills – safe areas, enticements / curiosity planned for pupils. Most pupils progressing – time extended. Referrals made to Local Authority Learning Support Service /NDT for those whose time not increased.
- Throughout school, planning of provisions amended to ensure pupils progress with strong focus on communication and sensory needs.
- Adapted Phonics provision - **had to stop reading interventions from April 23 due to enforced redundancies due to insufficient funding**
- Adjustments to provision to serve high end needs - Circletime/Mindfulness +Restorative approaches response to Dosbarth Gwdihw (Y5/6) - impact is they attempt to resolve themselves and will then go to – incredible 5 point scale: Class collabs’ with mainstream and special class (Dosbarth Llwynog LA SEBD Class). In Dosbarth Llwynog, ‘Lego Therapy’ aid pupils becoming reflective, lunchtimes being integrated, collaborative learning groups – pupils in Cubs adjusted snack provisions (aiding sensory seekers) and communal and safety benefits of eating together,
- ALNCo facilitating Universal Provision adjustments - impact improved quality of universal provision is evident in all learning environments supporting high quality learning experiences that are accessible for all - many of the learners progressed in Procedural Maths, Reasoning Tests with majority of learners progressing in Reading Tests (NOTE - Y6 Reading SALFORD Jun 23) – 92% improved scores + improved RA / Reduced differential / Y6 Comprehension – 82% improved scores + improved RA / Reduced differential - Y5 Reading 5/9 tested so far (4/5 are SEN) – 100% improved scores + improved RA / Reduced differential - Y5 Comprehension – 100% improved scores + improved RA / Reduced differential – **despite - from April 23 due to enforced redundancies due to insufficient funding**
 - The pandemic was a huge challenge, however the cost of living crisis, debt, housing, social contract to engage with school, decreasing funding, decreasing services, generally harder contexts (since April 23) for us to serve our community (financial+depletion of services the last 5 years), this year, especially since April 23 has been our biggest challenge as a school community – very challenging socio+economic factors remain and affect a large percentage of our community, the many families and children we serve - engagement and attendance remain issues – however, we are making some slow but sure progress but it remains very tough – v significant issue here - we have had several families / pupils who have had very poor attendance this last year.
- Attendance was 88.4% 2023 -24 compared to 88.1% 2022-2023
- Rainbow Mornings Groups (9 growing to 12 poorest attenders) Mondays Sep 23 – July 24 onwards – all vulnerable learners, – many were FSM and 7/12 (58%) pupils’ attendances this year.
- Rainbow / Rainbow Mornings – vital asset sitting above our universal provision – this ‘extra’ allows split pupils to reconnect, other learners to learn self/co regulation and play in a co-operative+happy way whilst facilitated by TA (GR4).
- Writing skills – improved as staff have adjusted pedagogy, provision – improved teaching and learning through CSC Literacy Team support.
- Reducing stimulus in classrooms + adjusting areas e.g. Dosbarth Cubs - contributed to calmer children/smooth transitions – vulnerable children behaving in safer ways.
- Mainstream integration, has increased for some Dosbarth Llwynog (SEBD) pupils this year.
- Dosbarth Cubs adaptations successful particularly in keeping flight risks safe and regulated – had to stop from ‘Little Ducks’ from April 23 due to enforced redundancies due to insufficient funding.
- TA training – Makaton and Thrive making a difference in communication + pupil regulation.

- *Quality and variety of adaptations and 'Universal Provision' in Mainstream (MS) classes identified and celebrated by RCT Learning Support Service (LSS) staff when observing.*
- *Several new pupils (CP) have settled very quickly due to bespoke adjustments, love and care from staff + Rainbow provision.*
- *We have had 3 extra – curricular clubs this year – 2 free of charge and 1 (Cambrian) asks for £1 donation – school fund (fund raising – offsets this) – due to funding challenges we are unable to pay entirely for after school clubs – seeking partnership from 'Generation Rhondda' for 2024-2025.*
- *TA s Professional learning – responsive to developing need ASD, S+L, Play based Learning etc understanding of S+L needs within Dosbarth Cubs successfully resulting in enabling extended time, safer communication and regulation with 'Makaton' in Cubs and 'PATHS' family work (using strategies to promote safer regulation within SEBD Dosbarth Llwynog).*
- *Strong collaborations continue, eg RCT Sport, Sporting Marvels, Huw Evans Music, Welsh Cluster Network – pupils attending RAFT, Parti Ponty celebrations nearly all pupils in the school have experienced enrichment opportunities – school choir performances in local areas, Cluster Sports, Transition events, Pantos, Theatre, Welcome to Our Woods, Residentials, Local Walks, School trips, Easter Bonnet, School Sports, School Fetes, Cynefin Day at TCS, Parti Ponty and Cricket Fun Day etc.*
- *FEO + HT increasing partnership /volunteer / community capacity through Big Bocs Bwyd+Family Engagement activities e.g. 'Reading Rhondda' / 'Cooking on a Budget'*
- *FEO – leading community support for low income /FSM families - strong links with FEO network, Save the Children, Rhondda Foodbank, Canolfan Centre – leading to food parcels, clothing and vouchers donated to needy families here.*
- *Learners connecting and developing sense of agency through curriculum and cynefin – e.g. from reading text 'No money Day - prompting helping others through their donations of cuddlies+toys+plant potting – selling items at 'Cynefin Day' TCS (£61 raised) – donating to 'Rhondda Foodbank' as their nominated charity.*