

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 2022 to 2023 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	87
Proportion (%) of PDG eligible pupils	43% (3yr average 2020 -22 -44%)
Date this statement was published	05.10.22
Date on which it will be reviewed	05.23 - 07.23
Statement authorised by	S Howells
PDG Lead	S Howells
Governor Lead	Curriculum Standards Committee

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£34,500
EY PDG	£12,650
Total budget for this academic year	£47,150

Part A: Strategy Plan

Statement of Intent

What are your ultimate objectives for the pupils being supported?

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

School Improvement Priorities 2022 - 2023	
Priority 1	To ensure pupil and staff wellbeing needs are fully supported in school.
Priority 2	To ensure that teaching and learning approaches and curriculum planning Curriculum For Wales (CfW) are effective and support the progress of all learners during CfW implementation Phase.
Priority 3	To ensure adaptations, adjustments and preparations continue for Additional Learning Needs and next stages of the ALNET Education Tribunal Act.

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 2022-2023

- Pupil Number 86 – 80 M/S + 6 in LSC Class (Social Emotional and Behavioural Difficulties).
- Currently EFSM Sep 22 is 43% - the 3 year average for the percentage of pupils eligible for free school meals (e-FSM) is 44%.
- 35/86 (41% whole School) are SEN - they are receiving an intervention + some of these are having support from Services i.e. Learning Support, Neuro, CAMHS, Behaviour Support, Educational Psychology Service.
- Highly likely that 8 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.
- To improve attendance + ensure safeguarding – pupils are in and they are safe.
- To provide nourishment and relaxation from post CoVid difficulties, cost of living crisis, separation, bereavement and trauma.

- 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 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 lockdowns last year, 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.
- Extended role of FEO from 1 day to 3 days per week – support pupils, families.
- Introduce Big Bocs Bwyd, 'Pay as You Feel' Shop, Café, garden for growing etc.
- Introduce 'Curiosity' Approach and adapt 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 pre school / Nursery pupils – target intervention of 'little ducks' – most needy and vulnerable learners within Nursery.
- Enact and deliver any programmes from Speech + Lang, Psychologists, Behaviour Support, Play Therapist, Occupational Therapist and any professionals from Learning Support Service.
- Teaching and Learning focus – quality 'universal provision' and added interventions outside of class + 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 – ELKLAN, ASD, Makaton, Lego Therapy, ELSA, CLA, Boxall, Thrive, TACPAC 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 Group	Nearly all targeted attendance group 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 role of FEO - provide new / resurgence of family engagement activities to support family wellbeing, home learning – parent/carer activities + continued support with hampers, clothing etc	Parent/Carer + pupil voice indicates improved engagement + attendance of events – family learning, drop ins – assist /secure / deliver clothing, food hampers
Extend Community Focus - increase range of healthy activities + extra-curricular opportunities during / after school e.g. Big Bocs Bwyd (BBB), Dance / Choir / Sport / Cambrian Village Trust, Sport Resource Lending Library (Sport RCT)	Activities organised reflect pupil voice influence and contribute to Health and Wellbeing Increased range of 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.
Implement Big Bocs Bwyd (BBB) programm - FEO to support Headteacher with BBB implementation =	BBB open Families using 'Pay As You Feel' Shop Volunteers contribute Growing areas created and used by pupils/families/volunteers and partners
Provide varied Immersion / Enrichment Days – to ignite Inquiry Based Learning + include traditional activities too MINIMUM 1 per Half Term + experiences that help to fulfil #BOD31 Pupil Charter	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.	Reduction in PSPs Increased learner engagement Pupil Progress Meetings Learning Walks PM of staff
Ensure staff have relevant training / support / guidance to ensure the high-level needs within Pre + Nursery + Reception are supported.	Reduction in PSPs Increased learner engagement Pupil Progress Meetings Staff views Mentoring
Embed a quality learning provision for 'Little Ducks' (SEN /ALN in N/R/Y1 - group) with strong partnerships, regularly monitor and review impact.	Increased time for learners in 'Little Ducks' provision 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 – (A+I, ELKLAN, Makaton etc + Hen Felin Partnership).	Pupil Progress Meetings Staff views Mentoring Increased pupil time / engagement PM MER
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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.

Nearly 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 = £34,500		
HLTA+TA+FEO – H (G7+G4)	10 hours	£6564 (G7 – PPA+FEO)
	6.5 HOURS	£3298 (Rainbow – Rainbow Target Group GR4)
Cubs – V (TA – G4)	15 hours	£8473 – (Cubs / Little Ducks)
Cubs - L (TA- G4)	15 hours	£7611
Whole School (TA + Interventions G4)	5/12s of 30 hours	£7425
PDG		£33,371
Community Schools- Cookery Club (2 TAs GR4 X 1 hour)		£1129
PDG Total Spend		£34,500
EY PDG - £12,650		
Cubs - L (TA- G4)	15 HOURS	£7611
Cubs - J (TA- G4)	10 Hours	£5940 (Cubs / Little Ducks)
EY PDG Total Spend		£13,551 (£901 from budget)

Learning and Teaching

Budgeted cost: £43,174

Activity	Evidence that supports this approach
Employ 1 full time 2 x part-time LSA's (G4) to work (55 hours – L (30), J(10), V (15) within Cubs +Class 3 – particularly supporting the 'Little Ducks' Group, eFSM + disadvantaged vulnerable pupils within adjusted provisions of continuous and enhanced within indoor and outdoor environments – supported prof learning - ELKLAN, Communication – Makaton, TACPAC, Boxall PDG £8473 EYPDG £5490	Increased time for learners in 'Little Ducks' provision Improved behaviours Improved engagement Pupil Progress Meetings TAC / PCP meetings MER
Employ 1 full time 2 x part-time LSA's (G4) to work (55 hours – L (30), J(10), V (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, TACPAC, Boxall – PDG £7611 EYPDG 7611	Increased time for learners in 'Little Ducks' provision Improved behaviours Improved engagement Pupil Progress Meetings TAC / PCP meetings MER
Whole School LH TA GR4+ to deliver CLIC and Active Literacy Interventions for R – Y6 over period 5/12s of year at 30 hours per week cost - PDG £7425	Improved scores Improved engagement + in class Pupil Progress Meetings
- Leading and supporting learning for individuals and small groups within social emotional behavioural provision – 1 morning a week – provide Thrive Refreshers – PDG 6564 - Extend role of FEO - provide new / resurgence of family engagement + family learning activities to support family wellbeing – 'Engaged at home, engaged at school' – facilitate links with FEO / Big Bocs Bwyd / Heart of The Community / Foodbank / Save the Children Networks	Learning walks L2Ls Families Views Increased numbers Correlation with learner progress Introduce 'Puzzling Parents' through Valleys Kids

Community Schools

Budgeted cost: £ 1129

Activity	Evidence that supports this approach
Community Schools- Cookery Club (2 TAs GR4 X 1 hour) £1129	Photos – Twitter L2L's Register Produced Cook Book
<i>Big Bocs Bwyd Project</i>	Opening Email correspondence Meeting Minutes Community use Transformation of unused area Transactions

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

Budgeted cost: £ 3298

Activity	Evidence that supports this approach
'Rainbow' Sessions – TA H Gr4 (6.5) - continue school based nurture provision +Rainbow Attendance Target Group for all targeted pupils across all age ranges – fluid / flexible and adaptive to pupil need/ situation. Thrive Practitioner + Family Thrive Refreshers – PDG £3298	Improved scores from Thrive Baselines Improved attendance of Rainbow Target Group Pupil Survey

Total budgeted cost: £ 48,051 (PDG + EYPDG – inclusive of overspend of £901 from budget)

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.

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
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ELKLAN	ELKLAN
<i>Pathological Demand Avoidance</i>	RCT
<i>Autism Awareness</i>	RCT
<i>Nuture Group Network Accreditation</i>	NGN
<i>Thrive Refreshers</i>	Thrive
<i>Speech and Language (various)</i>	RCT Learning Support Service

Further information (optional)

Impact since April 22 ...

- *Extremely high-level need with Pre + Nursery – adjusted routines, risk assessments, provision + discrete teaching for key elements.*
- *Further adjustments in Cub Hub – ‘Little Ducks’ group – significant delay in speech and language – very structured BUT children choose.*
- *Learning provision for ‘Little Ducks’ concentrated on physical, sensory aspects – as pupils have little or no verbal skills - 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.*
- *Pupil / learner groups benefited from additional interventions resulting in most pupils making progress. Those with less than expected levels of progress referred to LSS.*
- *eFSM pupils have out-performed nFSM pupils within interventions – CLIC – up to End of 2022 Academic Year.*
- *Despite 40% of whole school on ALN Register many learners made progress on their (PA) Numeracy Procedural and Reading Tests (06.22). Adjustments to teaching and learning, provisions, training and pathway to provision map has enabled this.*
- *Learning Walks Summer Term 2022 with Chair / Vice Chair + CSC Improvement Partner (IP), observed that pupils and their learning behaviours were really engaged, without exception.*
- *The pandemic and the disruption caused to educational experiences has caused / exacerbated some children to feel anxious about attending / returning to school – v significant issue here - we have several who have significant anxiety about attending – researching Emotionally Based School Avoidance (EBSA), FEO, HT and classroom staff are supporting these children / families daily.*

- *Rainbow Mornings Group (9 poorest attenders) Mondays Oct 22 – July 22 onwards – all vulnerable learners, nearly all ALN Register – many were FSM and all FSM improved their attendance - 8/9 pupils' attendances improved this year.*
- *Rainbow / Rainbow Mornings – vital asset sitting above our universal provision – this 'extra' allows split siblings to reconnect, other learners to play safely in a cooperative way whilst facilitated by TA (GR4).*
- *Learner engagement / behaviours – improved as staff have adjusted pedagogy, learner environments, timetables (e.g. Class 3 Tea Toast Check ins Mon +Fri – Yoga/Mindfulness Tues+Thurs) – exclusions reduced*
- *Reducing stimulus in classrooms e.g. Class 3 - contributed to calmer children/fewer outbursts – Class 4 - exclusions have reduced significantly this Term.*
- *Class 4 (SEBD) significant improvements over the Summer Term – nearly all pupils have increased their Boxall Scores.*
- *Mainstream integration for nearly all Class 4 (SEBD) pupils has increased this year.*
- *As stated prior 'Little Duck's adaptations successful particularly in keeping flight risks safe and regulated.*
- *Learning Walk Summer Term, Chair of Governing Body was absolutely overwhelmed with what she saw – never saw the school looking so good ... so much has changed (with meeting needs and our adaptations of curriculum / provision) also stating 'you wouldn't think COVID had been'.*
- *Vice Chair observed that no child was alone i.e. children collaborating / helping others / harmony.*
- *Learners are not just getting better at the intervention but that the intervention, staff have stated, has allowed the majority of pupils, to develop within their classrooms.*
- *TA training – ELKLAN, Speech and Language, Autism awareness, Emotionally Based School Avoidance (EBSA).*
- *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+CLA) have settled very quickly due to bespoke adjustments, love and care from staff + Rainbow provision.*
- *Increase in after school clubs – 3 run regularly by end of Summer Term 2022– improve health and wellbeing of pupils – around half of Y2-6 pupils attend/ have attended clubs.*
- *Able to fund staff member to undertake intensive family engagement (FEO) activities, 2 mornings a week, increasingly - positive impact on relationships – trust developing - resulting in hard to reach families / poor attenders improving attendance and promoting learner progress too –hope to increase further in Autumn 2022.*
- *TA s Professional learning – responsive to developing need 'Emotionally Based School Avoidance' (this has increased attendance of long term absentees), ELKLAN training has deepened understanding of S+L sensory needs within Nursery successfully resulting in enabling extended time,*

safer communication and regulation with 'Little Ducks', Pathological Demand Avoidance (using strategies to promote safer behaviours within SEBD Class 4).

- *Since Easter revived collaborations eg RCT Sport –Welsh Cluster Network – pupils attending Parti Ponty celebrations nearly all pupils in the school have experienced enrichment opportunities – Cynefin Day at TCS, Parti Ponty and Cricket Fun Day.*
- *FEO + HT increasing partnership /volunteer / community capacity through Big Bocs Bwyd.*
- *FEO – leading community school accreditation, 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 Empathy Club – e.g. from reading text 'No Money Day' - prompting helping others – adopting 'Rhondda Foodbank' as nominated charity.*