



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 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.

*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:	Grangetown Primary School
Number of pupils in school:	387
Proportion (%) of PDG eligible pupils:	42.12% (17.4.23)
Date this statement was published:	16.6.23
Date on which it will be reviewed -	March 2024
Statement authorised by	Sian Chase - HT
PDG Lead: -	Nicki Herbert - DHT
Governor Lead -	Ashley Lister

Funding Overview

Detail	Amount
Early PDG funding allocation this academic year`	£16,100
PDG funding allocation this academic year`	£162,150
Total budget for this academic year	£178, 250

Part A: Strategy Plan

Statement of Intent

You may want to include information on:

- What are your ultimate objectives for the pupils being supported?
- How does your current strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

To ensure that learners from deprived backgrounds access the highest quality learning and teaching and at least many eFSM pupils make at least expected progress in literacy and maths.

To provide access to wellbeing facilities to support eFSM children's mental health.

The PDG plan is closely aligned with the Learning and Teaching priority action plan (SIP Action Plan) to ensure that high quality learning and teaching is accessible for all learners including our vulnerable learners.

The CSC Equity and Excellence document (updated July 2022) supports the development of the plan along with other WG guidance and CSC Regional Guidance for Inclusion, additional learning needs and additional learning provision.

The key principles are:

Reflections for Enabling Equity and Excellence Doc

- Do we know every learner well?
- What do we know about them?
- What experiences, knowledge and skills do they bring?

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 PDG/ Early Years PDG	Success criteria
<i>Add or delete rows as needed</i>	
To audit the reflection element of the Equality and Excellence Document (RAYG Rate)	Nearly all aspects of the Equality and Excellence Document have been considered and Red and Amber areas have been identified and steps put in place to improve
PDG: Attendance -(Inclusive environment) Equity for all To improve attendance of Reception eFSM pupils To improve attendance of all eFSM pupils	<ul style="list-style-type: none">• Attendance of Reception eFSM pupils to be 91%• Attendance of eFSM pupils to be 93%
Wellbeing - EYPDG	Wellbeing <ul style="list-style-type: none">• Whole school implementation of Zones of Regulation.

<p>To improve the wellbeing of all eFSM Reception pupils</p> <p>To improve the wellbeing of all eFSM children</p>	<ul style="list-style-type: none"> Whole school implementation of whole school PASS strategies as identified in GL Data Analysis session Analysis of PASS data (Y1-Y6) is completed and acted on meaning most Red/Amber children move to Yellow/Green - March 2024
<p>Equity and Excellence - High Quality Learning and Teaching for all (Links to L and T Action Plan) Learning and Teaching/Curriculum</p> <p>Academic Outcomes - Excellence</p> <p>To improve standards in reading and numeracy for Reception eFSM pupils</p> <p>To improve standards in reading and numeracy for eFSM pupils</p> <p>To engage eFSM parents with the progress and attainment of their children</p> <p>Family Engagement</p> <p>To improve outcomes of eFSM pupils through engagement of parents and carers</p>	<p>HQL and T Learning and Teaching/Curriculum</p> <ul style="list-style-type: none"> Many eFSM Reception children will be in Phase 3 L and S by the end of Rec Many eFSM children make expected progress in termly CLIC progress Use GL Assessment Progress Measure (at least expected) and stanine scores for FSM performance and comparison to non FSM children and MAT FSM children Many of FSM children make expected progress in termly Big CLIC and fortnightly CLIC progress Many FSM children will be on the expected PM Benchmarking Level 9 by Y1 and 19 by Y2. Many FSM children will be in Phase 4 by the end of Y1 and Phase 5 for Y2. Many of eFSM parents attend parents evening (Autumn 2023 and Spring 2024) <p>Family Engagement</p> <ul style="list-style-type: none"> To increase the number of eFSM parents at all sessions To increase the number of eFSM from Eastern Europe parents at all sessions

Activity in this academic year

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

See below

Learning and Teaching - Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach
See L and T Action Plan for actions linking to high quality learning and teaching	
To audit the reflection element of the Equality and Excellence Document (RAYG Rate)	RAYg Rated Document and steps implemented
To source Professional Learning opportunities which enhance staff understanding of high quality learning and teaching	Enabling Equity and Excellence update sharing information session for Teaching Assistants - CSC Thursday, 6th July 2023 15:45 - 16:45
All teachers and LSAs to identify all eFSM pupils in their	APP Class Action Records

class and support groups to ensure high quality learning and teaching and establish high quality universal provision in order for children to make progress - links to L and T action plan	
All teachers to develop metacognitive strategies within lessons - links to L and T action plan	<i>Metacognition and self-regulation - Teaching children strategies to motivate themselves and plan, monitor and evaluate their own learning, is a well-proven, high impact approach. The Learning Wales website has resources for schools on using metacognition 14 3. WG Guidance for using PDG L2L and Learning Walks</i>
Assessment and Progress	
Y1 and Y2 - focus on eFSM reading in Summer term using FLO in Y1 and Y2 teachers.	Progress in PM Benchmarking Data - Summer 2
Re-sharing parents' evening attendance info with the teachers and ask teachers to catch up with parents who did not attend	Parents' Evening Attendance sheet -
Liaise with FLO over other ways of getting FSM parents to attend parents' evenings <i>eg. invite to Family Fridays, hold regular coffee mornings and drop in sessions for eFSM parents eg,</i>	FLO RAYG rated actions
FLO to continue to target FSM parents to join parental classes with a focus on classes to support basic skills	Monitor % of parental engagement
FLO to continue to target FSM parents from Eastern Europe to join parental classes with a focus on classes to support basic skills	Maths and LLC data progress for target children
Using data, and actions from APP meetings to target Families Learning Together for key children and year groups	Maths and LLC data progress for target children
Maths and Lit workshops - key year groups - data to support decision	Maths and LLC data progress
Establish maths and reading parental sessions to encourage early reading behaviours and basic maths skills at home - liaise Literacy and Numeracy TLRs	Monitor % of parental engagement
Utilise FLO during Reception admissions process to familiarise herself and role with Reception parents and encourage more Reception parents to attend parent classes.	Monitor % of parental engagement

Community Schools

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach
Add or delete rows as needed.	

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach
Attendance - Links to Attendance Action Plan	
FLO to track target 15 eFSM children's attendance weekly - contact parents and meet regularly/ support teachers to meet to share work and progress	FLO list of targeted children and to monitor attendance.
DHT to meet weekly/fortnightly with SAO to discuss and track eFSM attendance below 75%.	Attendance spreadsheet to track attendance of target children SAO referrals
DHT to regularly monitor attendance of eFSM pupils and organise meetings, send letters etc of children below 90%	Attendance spreadsheet to track attendance of target children
PASS - Pupil Wellbeing	
Using GL Assessment Data Analysis session, identify and devise whole school, group and individual strategies to support key areas which need focus. This includes possible referrals to P2B.	GL Assessment Data Analysis - PASS P2B Data Analysis
Meet regularly with P2B to over the FSM children who are accessing P2 Talk and individual P2B sessions	P2B Data Analysis
To utilise the Zones of Regulation to support eFSM emotional wellbeing	APP Class Action Records
Develop Near Peer project children will target to enhance the well being of eFSM	Neer Peer Records
Family Liaison	
FLO to target more eFSM parents to attend family classes	Monitor % of parental engagement
FLO to support eFSM ASY families eg. food parcels, visits and uniform	FLO Parental Engagement Data Analysis

FLO to support cost of living crisis eFSM families eg. food parcels, uniform swap shop	FLO Parental Engagement Data Analysis
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

PDG outcomes

See 2022/23 PDG Review

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
<ul style="list-style-type: none"> eFSM to attend P2B Place to Talk Assessment package to analyse the progress of eFSM pupils eFSM participate in enriching experiences 	Place to Be GL Assessment Music Development Service

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.

- DHT and HT to look at balance of new classes to equal balance of eFSM children in classes (Sept 2023)
- Look at the balance of FSM pupils on admission to Reception (Sept 2023) as currently, there is an imbalance between classes - 11 FSM to 3 FSM pupils.
- DHT, FLO and EMTAS lead to liaise over how to support our eFSM ASY families in attending parents evening and accessing local services *eg. arrange a translator. - Links to Equality Plan*
- FLO to follow up new admissions with support to apply for eFSM
- FLO to seek and support eFSM families to access WG uniform grants and other grants/support available for FSM families *eg. bus passes, food vouchers etc*
- FLO to support eFSM families to access Y6/7 high school application process