

Annex 1. Pupil Development Grant School Statement template

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	Cefn Fforest Primary
Number of learners in school	284
Proportion (%) of PDG eligible learners	33%
Date this statement was published	1/5/24
Date on which it will be reviewed	1/5/25
Statement authorised by	HT
PDG Lead	HT
Governor Lead	CH

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£93150
Total budget for this academic year	£93150

Part A: Strategy Plan

Statement of intent

- The school aims to use grant funding to support the academic and emotional well-being of pupils and their families, provide bespoke interventions to support pupils to achieve to the best of their ability.

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
Pupil and family support officer will lead on supporting families and run THRIVE and MOTIONAL therapeutic interventions across the school	Pupils emotional well-being is supported effectively and families benefit from bespoke support allowing vulnerable pupils to achieve their targets
The school will promote speech and language early development with children with social communication needs	Identified pupils have high quality language intervention and make progress against their targets in early years
Support staff will provide Literacy and Numeracy interventions to support pupils who are falling behind their peers	Pupils to make progress against individual targets set by class teachers
Pupil and family support officer will provide attendance and well- being checks and support pupils and families to ensure good attendance	Pupils at risk of poor attendance or well -being access early intervention, are sign posted to support agencies and attended more regularly

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

The school undertakes the following activities to support pupils facing the challenges of poverty and deprivation: Early language Intervention Nursery and Reception Small group support Literacy and Numeracy in KS1 and KS2 THRIVE/MOTIONAL emotional literacy groups. Nurture Provision Pupil and Family support worker LAC support through bespoke emotional interventions

Learning and teaching

Budgeted cost: £ 61043

Activity	Evidence that supports this approach					
Support staff will provide Literacy and Numeracy interventions to support pupils who are falling behind their peers	One to one tuition	High impact for moderate cost based on moderate evidence	£££	***	5	39,037
	Homework	High impact for very low cost based on very limited evidence	£	*	5	0
	Teaching Assistant Interventions	Moderate impact for moderate cost based on moderate evidence	£££	***	4	0
	Parental engagement	Moderate impact for very low cost based on extensive evidence	£	****	4	44,931
	Social and emotional learning	Moderate impact for very low cost based on very limited evidence	£	*	4	0
Identified early years pupils have high quality language intervention and make progress against their targets	Communication and language approaches	Very high impact for very low cost, based on moderate evidence.	£	***	7	22,006
	Early numeracy approaches	Very high impact for very low cost, based on limited evidence.	£	**	7	0
	Physical development approaches	High impact for very low cost, based on very limited evidence.	£	*	5	0
	Parental engagement (EY)	High impact for very low cost, based on extensive evidence.	££	****	5	0
	Early literacy approaches	Moderate impact for very low cost, based on extensive evidence.	£	****	4	0
	Extra hours	Moderate impact for very high cost, based on very limited evidence.	£££££	*	4	0
	Play-based learning	High impact for very low cost, based on very limited evidence.	£	*	4	0
	Self-regulation strategies	High impact for very low cost, based on very limited evidence.	£	*	3	0
	Earlier starting age	Moderate impact for very high cost based on very limited evidence.	£££££	*	3	0
	Social and emotional learning strategies	Moderate impact for very low cost, based on very limited evidence.	£	*	3	0
					Total	22,006

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: £ 30637

Activity	Evidence that supports this approach					
Pupil and family support officer will lead on: Attendance of vulnerable learners Supporting families with costs of living crisis:’ Big Bocs Bwyd’ school shop, Uniform shop, Food bank, Mental health first aid, Washing and drying facilities at school. Sign posting families to other agencies. 4 Run THRIVE and MOTIONAL therapeutic interventions across the school	One to one tuition	High impact for moderate cost based on moderate evidence	£££	***	5	39,037
	Homework	High impact for very low cost based on very limited evidence	£	*	5	0
	Teaching Assistant Interventions	Moderate impact for moderate cost based on moderate evidence	£££	***	4	0
	Parental engagement	Moderate impact for very low cost based on extensive evidence	£	****	4	44,931
	Social and emotional learning	Moderate impact for very low cost based on very limited evidence	£	*	4	0

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

Budgeted cost: £ 14294

Activity	Evidence that supports this approach					
Pupil and family support officer will run THRIVE and MOTIONAL therapeutic interventions across the school to ensure pupils social and emotional well being is supported	One to one tuition	High impact for moderate cost based on moderate evidence	£££	***	5	39,037
	Homework	High impact for very low cost based on very limited evidence	£	*	5	0
	Teaching Assistant Interventions	Moderate impact for moderate cost based on moderate evidence	£££	***	4	0
	Parental engagement	Moderate impact for very low cost based on extensive evidence	£	****	4	44,931
	Social and emotional learning	Moderate impact for very low cost based on very limited evidence	£	*	4	0

Total budgeted cost: £ 105974

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.

Activity	Impact
Pupil and family Engagement Officer Attendance and Wellbeing	Number of families supported: 85 Number of Efsm: 75% Number of Lac:4 List of activities and attendance: Individual family meetings signposting to support services Uniform swap shop Family thrive sessions Food parcels/Big Bocs Bwyd/ hygiene bank/Washing facilities/Cooking facilities Outcomes: Individual family thrive sessions completed 2 families that were homeless supported with cooking and washing facilities. 3 families stopped receiving SS support and maintaining improvements Referrals made and accepted by outside agencies. Daily attendance checks completed Parent voice: Parents enjoy attending the family support sessions with their child and are gaining confidence. The parents feel supported and empowered to seek advice and support when needed. Families basic needs being met.

Group 2	Impact: 100% of pupils made improvements in their phonics and reading assessments 67% made significant improvements
Group 3	Number of Pupils supported: 2 pupils Number of Efsm: 0 Impact: Improved confidence in speaking and reading all pupils improved their phonic knowledge 100% made more than expected progress
Group 4	Number of Pupils supported: 12 Number of Efsm: 4 Impact: There was an impact on this group as TA was used to cover staff illness. So the time was shorter. All pupils made expected progress. 50% made more than expected
Group 5	Number of Pupils supported: 8 Number of Efsm: 3 Impact: 100% of the pupils made more than expected progress and came of the intervention at an earlier point than was expected due to the progress made.
	Number of Pupils supported: 10 pupils Number of Efsm: 5 Impact: This group was effected by a change in TA and the training of the new TA. 10 pupils made expected progress. 8 pupils made significantly more progress than expected. 3 pupils will continue to need support next year with 2 pupils being discussed with the advisory teachers during the planning meeting 23-24

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
Class charts	Edukey

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.