

Pupil Development Grant School

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	Cefn Fforest Primary School
Number of learners in school	287
Proportion (%) of PDG eligible learners	33%
Date this statement was published	1/5/23
Date on which it will be reviewed	1/5/24
Statement authorised by	HT
PDG Lead	HT
Governor Lead	CHAIR

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£85,100
EYPDG	£17,250
Total budget for this academic year	£102350

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: £ 62,014

Activity	Evidence that supports this approach																																																																																																																																																						
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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: £ 27,830

Activity	Evidence that supports this approach																																																																																																																																																						
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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.																																																																																																																																																							

Run THRIVE and MOTIONAL therapeutic interventions across the school	
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ 12,937

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	EEF Sutton Tool Kit - Teaching and Learning <table><tr><th>Strand</th><th>Accessible summary of international evidence on teaching 5 to 16 year olds</th><th>Cost Benefit</th><th>Evidence Strength</th><th>Impact (+months)</th><th>Total Planned Expenditure £</th></tr><tr><td>Metacognition and self-regulation</td><td>Very high impact for very low cost based on extensive evidence</td><td>£</td><td>****</td><td>7</td><td>0</td></tr><tr><td>Reading comprehension strategies</td><td>Very high impact for very low cost based on extensive evidence</td><td>£</td><td>****</td><td>6</td><td>0</td></tr><tr><td>Oral language interventions</td><td>Very high impact for very low cost based on extensive evidence</td><td>£</td><td>****</td><td>6</td><td>0</td></tr><tr><td>Feedback</td><td>Very high impact for very low cost based on extensive evidence</td><td>£</td><td>****</td><td>6</td><td>0</td></tr><tr><td>Mastery learning</td><td>High impact for very low cost based on limited evidence</td><td>£</td><td>**</td><td>5</td><td>0</td></tr><tr><td>Collaborative learning approaches</td><td>High impact for very low cost based on limited evidence</td><td>£</td><td>**</td><td>5</td><td>0</td></tr><tr><td>Phonics</td><td>High impact for very low cost based on very extensive evidence</td><td>£</td><td>*****</td><td>5</td><td>0</td></tr><tr><td>Peer tutoring</td><td>High impact for very low cost based on extensive evidence</td><td>£</td><td>****</td><td>5</td><td>0</td></tr><tr><td>One to one tuition</td><td>High impact for moderate cost based on moderate evidence</td><td>£££</td><td>***</td><td>5</td><td>37,673</td></tr><tr><td>Homework</td><td>High impact for very low cost based on very limited evidence</td><td>£</td><td>*</td><td>5</td><td>0</td></tr><tr><td>Teaching Assistant Interventions</td><td>Moderate impact for moderate 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Total budgeted cost: £ 102,781

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	Funding	Review
Pupil and family Engagement Officer Attendance and Wellbeing	PDG	Number of families supported: 60 Number of Efsm: 75% Number of Lac:* 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

		3 pupils will continue to need support next year with 2 pupils being discussed with the advisory teachers during the planning meeting 23-24
Maths intervention	PDG	Number of pupils: 10 pupils year 3 Efsm: 5 Impact: This intervention was impacted by staff illness, change of TA's and significant pupils that needed 1:1 support for behaviour and safety.
Class Charts and Safeguarding Modules	PDG	All staff have had training on the safeguarding and Class charts. Safeguarding module is embedded in the school and is used on a daily basis. Class charts – some staff are confident at using it – more training to embed throughout the school.
Leadership	PL	PL lead SJW – engaged in all cluster and regional activity to drive professional development through the school including walkthroughs ALNCO – KM – Has supported cluster as lead – supported class teachers in implementing new requirements SLT – worked collaboratively across the school to support AOLE leads
Subject Leader AOLE groups cluster	PL	Subject Leader Development – New Curriculum Number of Staff : 4 leads Proposed school impact: Staff have been released to work individually, in pairs and small teams to develop their approaches to the new curriculum. They have mapped subject specific approaches and are beginning to develop their ideas for themes and topics moving forward. They have been able to collaborate with colleagues in cluster schools. Next Steps: Work with EAS and cluster to develop a cluster approach to the new curriculum going forward.
Purchase of resources	PDG	GL assessment suite GL suite allows ALNCO and class teachers to effectively monitor pupils progress in Lit Num and Science as well as allowing ALNCO to screen for specific learning difficulties. Interactive touch screens in class allow for creative approaches to lesson delivery

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

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.