

## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2023 to 2024 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.*

### **School Overview**

<b>Detail</b>	<b>Data</b>
School name	Hendre Junior School
Number of pupils in school	173
Proportion (%) of PDG eligible pupils	39%
Date this statement was published	1 <sup>st</sup> September 2023
Date on which it will be reviewed	31 <sup>st</sup> March 2024
Statement authorised by	Margaret Sargent
PDG Lead	John Farmer / Carrie Magwood
Governor Lead	Linda Davies

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£77,050
<b>Total budget for this academic year</b>	£77,050

### **Part A: Strategy Plan**

#### ***Statement of Intent***

- FSM and vulnerable learners access tailored interventions in literacy and numeracy to secure progress towards realising their potential
- FSM and vulnerable learners access bespoke Nurture / ELSA / wellbeing intervention to support social and emotional development enabling increased engagement in learning and improvement in behaviour for learning
- Improved standards of attainment
- Improved levels of attendance and engagement
- High quality curriculum enrichment to broaden the experiences offered to disadvantaged pupils

## 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
Increase in standardised scores in personalised reading assessments, and improved levels of engagement in and enjoyment of reading.	<p>Focused reading sessions provide confidence in word building and sight vocabulary.</p> <p>Learners able to respond to questions about different texts</p> <p>Additional reading sessions support regular reading and enjoyment of books</p>
Close gap in spelling age against chronological age	<p>Focused RWI phonics / spelling sessions provide confidence in word building and spelling.</p> <p>Termly SWST data shows continued progress and closing gap in spelling v chronological age</p> <p>Learners able to apply spelling skills and phonological awareness to improve spelling in written work.</p>
Secure basic skills in numeracy	<p>Tracking data shows increased skills</p> <p>Assessment data shows improved outcomes</p>
Secure basic skills in phonics to improve reading speed , fluency and spelling	<p>Half termly Read, Write, Inc assessments show continued progress towards expected outcomes and improved reading speed</p>
Improve emotional wellbeing of learners, increasing levels of engagement and reducing frequency of incidents of disruptive behaviour.	<p>Learners able to articulate emotions</p> <p>Learners are confident to ask for help when needed.</p> <p>Levels of engagement and concentration increased.</p> <p>Reduction in frequency of incidents of disruptive behaviour.</p>

## Activity in this academic year

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

- Teaching and learning support assistants to lead small group learning sessions to consolidate basic skills in literacy and numeracy.
- Bespoke Nurture / ELSA / wellbeing interventions implemented to support social and emotional needs of identified vulnerable learners.
- Curriculum enrichment activities and resources

## Learning and Teaching

Budgeted cost: £26,000

Activity	Evidence that supports this approach
<i>Small group support for literacy and numeracy</i>	<b>EEF Teaching and Learning Mastery Learning/ Reading Comprehension</b> Additional staff to support high quality teaching and learning through bespoke interventions for identified learners

## Community Schools

Budgeted cost: £3000

Activity	Evidence that supports this approach
<i>Outdoor learning-development of Hendre Haven Parent Curriculum Open Days</i>	EEF Parental Engagement Involving parents in supporting their child's learning by providing clear information, practical advice and opportunities to participate in learning encourages positive engagement and improves quality of experiences at home.

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

Budgeted cost: £48,050

Activity	Evidence that supports this approach
Teaching Assistants lead Nurture / Wellbeing ELSA interventions	EEF- Social and Emotional Learning Nurturing learners' social and emotional skills is central to developing confident, happy, resilient learners who enjoy coming to school and fully engage in the experiences and learning opportunities presented. This correlates to improved attainment.

**Total budgeted cost: £ 77,050**

## 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.

Small group sessions to focus upon reading, spelling and punctuation	Most FSM pupils have made progress in relation to starting points this year. Outcomes in spelling tests show improved outcomes for most pupils Y3-6 in single word spelling test data.
--	---

Nurture group intervention to support with differentiated learning, provision of bespoke learning opportunities and social / emotional support	Nearly all FSM and vulnerable learners made good progress from starting points and improved levels of engagement
Provide Nurture / ELSA/ Thrive support to facilitate regulation of emotions	Bespoke support provided enabled all targeted learners to develop strategies to better cope with difficulties and to be better equipped for learning.

### Further information (optional)

As a school we are working with the St Cenydd Cluster to implement action plans to address the cost of the school day. Initiatives include pre-loved uniform swap shops, reduced number of trips and visits and improved communications regarding access to financial support and budgeting.

We have established partnerships in place for the community to utilise the school site at the end of the school day (Clwb y Ddraig) and during the Summer Holidays (Penyrheol & Trecenydd Community Council). These provide a safe space for children to play with access to toys, games and equipment to promote physical wellbeing and social interactions.

We work in very close partnership with external agencies, promoting out reach support, accessing additional resources and networks to provide much needed advice and practical guidance for identified families. This includes Family Thrive, Mental Health in-Reach Practitioner and School Nursing Teams.