

## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2024 to 2025 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	Garnteg Primary
Number of pupils in school	363
Proportion (%) of PDG eligible pupils	Over 30%
Date this statement was published	27.9.2024
Date on which it will be reviewed	September 2025
Statement authorised by	Headteacher
PDG Lead	Headteacher
Governor Lead	Chair of Governors

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£123,050
EYPDG	£33,350
<b>Total budget for this academic year</b>	<b>£156, 400</b>

### **Part A: Strategy Plan for academic year 2023-2024**

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

Using our allocated PDG funding for this academic year our objectives involve raising attainment, more specifically attainment of literacy and numeracy skills, of specific groups of learners, including those entitled to free school meals, those who are CLA and vulnerable learners. Improved attendance will be promoted to reduce unauthorised absences with the support of our School Support Officers. Improved health and wellbeing will be supported through targeted intervention from specifically trained staff.

## **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.

<b>Intended outcome</b>	<b>Success criteria</b>
Interventions for Reading and Maths in all classes, ages 4-11 to support FSM, EFSM and vulnerable learners	Improve the amount of pupils achieving 115+ by at least 8%
Challenge all groups of learners with a particular focus on maths and science	Reduce the difference between boys and girls achieving 85+ by at least 10% for learners age 7-10
Improve attendance of FSM pupils so that it is in-line with non-FSM pupils	Increase FSM pupil attendance of 90%+ by at least 10% Increase whole school attendance by 1.5%
Provide opportunities for pupils to develop and practise emotional literacy skills	Improve resilience, independence and wellbeing of groups of learners

## **Learning and Teaching**

Budgeted cost: £113, 050

<b>Activity</b>	<b>Evidence that supports this approach</b>
Interventions for Reading and Maths in all classes, ages 4-11 to support FSM, EFSM and vulnerable learners	Improve the amount of pupils achieving 115+ by at least 8%
Challenge all groups of learners with a particular focus on maths and science	Reduce the difference between boys and girls achieving 85+ by at least 10% for learners age 7-10

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

Budgeted cost: £34, 350

<b>Activity</b>	<b>Evidence that supports this approach</b>
Improve attendance of FSM pupils so that it is in-line with non-FSM pupils	Increase FSM pupil attendance of 90%+ by at least 10% Increase whole school attendance by 1.5%

Provide opportunities for pupils to develop and practise emotional literacy skills	Improve resilience, independence and wellbeing of groups of learners
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**Total budgeted cost: £156, 400**

**Part B: Review of outcomes in the previous academic year (2023-2024)**

***PDG outcomes***

In summer term 24 85.1% of Y2-Y6 learners have a reading age within 12 months or above their chronological age. This has increase by 5.1% - target was 8%.

Summer Term Personalised Assessment Results

Pupils achieving 85+ in reading is significantly lower in Y2 (68.1%) & 3 (67.2%) compared to Y4(84.6%), 5 (87.7%) & 6 (90.7%).

In Y2-Y5, 20.4% of pupils achieved SS 115+ in maths procedural and 11.2% in maths reasoning.

Pupils achieving 85+ in maths reasoning compared to their results in 2022-23 increased by at least 18 percentage points in Y4, Y5 and Y6. Y3 results stayed the same (83%).

The challenge of learners has been at the forefront for 2023-24. In Personalised Assessments, the percentage of Y3-Y6 pupils achieving 120+ (average is 100) in reading Personalised Assessments Reading increased by 6% and the target was 8%. 17/23 intervention pupils increased standardised score from June 23. In Summer 24, 90% of Year 3-6 pupils achieved 85+ in Reasoning compared to 74% in previous test, increase of 16 percentage points.

Summer term intervention results for Reading and Numeracy demonstrate that in 5 out of 6 year groups, Free School Meal (FSM) and Children Looked After (CLA) pupils made similar progress or better to Non-FSM pupils in reading and numeracy interventions.

In 2023-24 29/38 (76%) pupils with below 85% attendance in 2022-23 increased attendance from last year - 20/26 (77%) FSM pupils 9/12 (75%) Non FSM 15/38 (39%) pupils attendance 85%+ 8/38 (21%) pupils 90%+ 2 (5%) pupils 95%+

**High quality teaching and learning for all learners Impact**

Spring & summer term 24 results of session observation monitoring resulted in 100% Good secure teaching with 26% Excellent improvement on enhanced teaching. Headteacher and SLT completed 15 further classroom observations.

51 lessons observed and 8 whole school learning walks including AOLE and pedagogy report areas

Book Scrutiny observations show that standard, skill coverage, remains very strong and challenge and range of Areas of learning are embedded in every class. All feedback given has been understood and improved where necessary. A good standard of skills is being met across year groups and opportunities are available for the learners.