



Abbey Primary School Pupil Development Grant (PDG) 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.

School Overview

Number of pupils in school	435
Proportion (%) of PDG eligible pupils	17%
Date this statement was published	TBC
Date on which it will be reviewed	April 2024
Statement authorised by	Headteacher – Mr. K. M. Hodder / Finance Committee to the Governing Body
PDG Lead	Head Teacher – Mr. K. M. Hodder
Governor Lead	Chair of Governors - Cllr. M. Harvey

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£75,900
Early Years PDG	£20,700
Total budget for this academic year	£96,600

Part A: Strategy Plan

Statement of Intent

At Abbey Primary, we continually strive to remove the barriers to success and fear of failure for all pupils. We strive to have parents, teachers and community members actively involved in our children's lives and learning. We also recognise that after 3 years of huge disruption to our pupils' education, school needs to work much more collaboratively with families to ensure we are maximizing all the education and wellbeing opportunities we can. We see the Pupil Development Grant (PDG) is crucial to delivering the future success of learners living in low-income households, (pupil eligible for free school meals – eFSM) and to tackle the impact poverty has on pupil progression.

We believe that the most effective way to make use of the PDG Grant is to support eFSM pupils and their families, by providing targeted support based around our pupil centred school improvement targets. Here we will target pupils who require particular approaches to support their engagement in learning. They are:

- To improve pupils' attendance levels, especially eFSM pupils.
- To improve curriculum access for all learners.
- To develop pupils higher order thinking skills.
- To support and develop pupils' wellbeing skills.

This strategy statement will outline why we have decided to allocate funding into specific strategies and how these strategies will help to raise aspirations and develop pupils' progression.

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
<p>To improve pupils' attendance levels, especially eFSM pupils</p> <p>Our current school attendance is significantly lower than pre-Covid levels, with 2022-23 attendance 90.87% compared to 94.25% before Covid. The trend since the pandemic has been a huge decline in attendance, with boys slightly lower than girls. Worryingly, eFSM pupils have nearly 7% lower attendance than nFSM. Our worst session throughout the week is a Friday afternoon. The best session is a Tuesday morning. We need to improve pupils' attendance to ensure they reach their full potential.</p>	<ul style="list-style-type: none"> - The school will strengthen the process for tackling attendance. - Overall attendance will improve from 90.87% to 93%. - Attendance of eFSM pupils will increase from 85.57% to 88%. - The percentage of persistent absentees (<80%) will fall from 13% to 10%. - Many vulnerable learners will make improved progress. - Many vulnerable learners will demonstrate more positive attitudes to school and learning.
<p>To improve curriculum access for all learners</p> <p>In line with the school's vision for Curriculum for Wales, we need to ensure that our curriculum is accessible to all, provision is highly inclusive and enables all our learners to progress successfully with their wellbeing and learning, relative to their starting point and stage of learning. We need to fully embed the principles and practices of ALN reform and the new ALN Code of Practice.</p> <p>Reform firmly places ALN responsibility in each classroom with good teaching and learning for all pupils. As such, this target should be viewed in conjunction with the school's other targets focused on evolving teaching and developing inclusive provision in order to realise the four purposes.</p> <p>For many of the ALN learners the pandemic has further negatively impacted their wellbeing, readiness for learning and progress. We</p>	<ul style="list-style-type: none"> - Teachers will provide pupils with an inclusive classroom provision including materials and methods of delivery, which are differentiated. Teachers will create a curriculum accessible to all and set tasks to match the needs of pupils with ALN enabling effective progress - All pupils with ALN will be at the heart of learning through person centred planning as part of their holistic learning journey according to the four purposes of the curriculum - 'what's important to and for them' within their IDPs. - All pupils with ALN will engage in first hand experiences and authentic learning contexts. - Many pupils with ALN will achieve effective progress against their person-centred outcomes and IDP targets. - Many pupils with ALN will achieve effective progress in their development in literacy and numeracy skills relevant to their starting point. - Many pupils with ALN will access appropriate interventions and achieve strong progress in the development of their social and emotional skills relative to their starting point.

<p>need to ensure we continue to strengthen the progress pupils with ALN achieve and to support their development of the four purposes.</p>	
<p>To develop pupils' higher order thinking</p> <p>In line with the school's vision for the new curriculum, we need to continue to strengthen pupils' higher order thinking skills in order to support their development of the four purposes. In particular, pupils' ability to apply, analyse, evaluate and create (higher order thinking).</p>	<ul style="list-style-type: none"> - Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to practice these skills and apply them independently. - All staff will explicitly use the language of thinking skills with pupils. - Most teachers will provide regular and effective opportunities for pupils to solve problems; overcome challenges; investigate and develop their higher order thinking skills. - Many teachers will provide engaging teaching strategies to support pupils to gain new knowledge and understanding. - Many pupils will develop effective higher order thinking skills - analyse, evaluate and create. - Many pupils will explicitly use the language of thinking skills within their learning.
<p>To support and develop pupils' wellbeing skills</p> <p>As a school, due to the current climate in education and society, we feel the need to develop pupils' and staff wellbeing to support good emotional and mental health, promoting an inclusive cultural environment, where children and young people form positive relationships with staff and other learners, and where bonds and connections are strengthened.</p> <p>The appointment of a new Family Engagement Officer (FEO) to support pupils with their wellbeing will target individuals/families who clearly demonstrate a need, along with those who may have slipped through the net.</p>	<p>Many pupils will be able to:</p> <ul style="list-style-type: none"> - Most staff members to use Zones of Regulation to support pupil wellbeing and mental health. - Nearly all pupils to access fortnightly Forest School sessions to support their emotional and social development. - Most pupils to become more emotionally resilient. - Most pupils to be equipped to engage with life and learning, becoming healthy, confident individuals. - Pupils who require additional wellbeing support receive it via emotionally available adults, skilled to support pupils and their needs.

Activity in this academic year

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

Learning and Teaching – *Activities include professional learning, research networks and enquiry, progression/assessment/evaluation, curriculum development and adaptation and academic interventions.*

Budgeted cost: £37,052.00

Activity	Evidence that supports this approach
To meet the needs of eFSM pupils who require support through the Inclusive Learning Provision available at Abbey, through effective delivery and monitoring of specific literacy-based interventions	School self-evaluation processes and monitoring procedures supports the need for pupils to receive excellent inclusive learning provision and interventions. A provision map is planned and delivered by our appropriately trained and experienced teaching assistants. This is monitored by the ALNCo, class teachers and Senior Leadership Team.
Cost of staff to deliver interventions to support oracy skill development.	Use of Inclusive Learning Provision such as WellComm, Language Link, POPAT and ELKLAN which has been proven to improve pupil's oracy skills.

Community Schools – *Activities include parental engagement, community engagement, working with vulnerable families, attendance, extra-curricular activities.*

Budgeted cost: £20,878.00

Activity	Evidence that supports this approach
Family Engagement Officer employed to support families and pupils in many ways including wellbeing, attendance and punctuality as well as emotional literacy support.	As a result of parental/carer questionnaires and feedback from staff and pupils, the school needs to develop closer links with its families. As a result, we have funded a FEO to support families and to signpost various different support networks.

Introduction of weekly, termly and yearly rewards for pupils with excellent attendance.	In order to raise the profile of attendance and to motivate pupils to attend school every day, weekly, termly and yearly rewards, experiences and visitors will be used to promote positive school attendance and punctuality.
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Wider strategies - Health and Well-being – Wellbeing interventions, whole school approach. Curriculum/qualifications – outdoor learning, residential. Leadership – professional learning on leading challenge.

Budgeted cost: £34,548.00 + £4,122.00 = £38,670.00

Activity	Evidence that supports this approach
Fortnightly Forest School sessions with trained Forest School Leader.	It is an ethos that promotes self-esteem, creativity, confidence and independence. It is a series of long-term sessions that build on the needs and development of the child. It is not one-off days in the woods. It enables supported risk-taking, child-centred learning, exploration and play.
Financial support for e-FSM pupils to widen their learning experiences by accessing trips and residential courses.	School self-evaluation and listening to learners highlights the importance of out of school learning as being important to developing relationships and widening experiences for all learners.

Total budgeted cost: £96,600.00