

Oakfield Primary School

School Pupil Development Grant (PDG) 2021/2022

The Pupil Deprivation Grant (PDG) is allocated to schools with pupils who come from low – income families and are currently eligible for free school meals (eFSM) and pupils who have been looked after continuously for more than six months (CLA).

Schools are expected to make the best use of this funding to implement sustainable strategies that will quickly bring about the changes for learners eligible for free school meals or who are looked after. Funding therefore helps support the school in tackling the effects of poverty on attainment, reducing inequality and removing barriers to learning.

As a school, and in line with previous years, Oakfield has agreed the following three steps:

1. To identify the target group of pupils, its characteristics and needs.
2. To plan interventions which make the most effective use of resources.
3. To monitor and evaluate the impact of resources.

Early Years PDG

Details	Actual (£)	Breakdown (£)	Totals (£)	Comments
EY PDG Staffing	62100			Increased from £59800 - 2020/21
Total Spend			62100	Expenditure on staffing

PDG

Details	Actual (£)	Breakdown (£)	Totals (£)	Comments
PDG Staffing	158700			Increased from £131100 – 2020/21
			126680	Staffing Totals
PDG Resources		5000 1500 3100 2500 19200		EVC – Trip support Fair Share Cymru – Food Bank (variable) Upbeat– Totalling 6200 with music dev. fund Visitors to school Additional staffing (Autumn term 21/Spring 22)
			32020	
Total Spend			158700	

Professional Learning Grant PLG		Funding £9456
Scope	Details	Costs
<p>Linked to School Improvement Priorities (below)</p> <p>Creating a high-quality education profession</p>	<p>Leaders at all levels to access leadership programme to support senior leadership development in order to impact on the implementation of the new curriculum, ensuring that change is based on development of the four purposes</p> <p>Maintaining the role of professional learning and leading from within the school</p> <ul style="list-style-type: none"> • Leadership development • Building sustainable programmes of support • Liaison with cluster schools/ other networks along with internal work • Lesson observations and in school mentoring support • Personal development planning <p>Reading Forest Schools L1 and L3 Numicon Assessment New Curriculum for Wales Big Maths Real PE Additional Learning Needs (ALN) specific training Safeguarding Health and Safety</p>	<p>£12965.00</p> <p>£3509 Overspend from base budget</p>

The overarching aim is to support all of our children in their return to school through well-considered systems that support emotional and physical well-being. They will be offered many opportunities and supported in many different ways. The school has also identified 4 other priorities that will be a key focus for this year.

PRIORITY 1 – Reinforcing the Core Curriculum

To continue to improve standards in language, literacy, mathematics and digital competence. Offering suitable support for all children.

PRIORITY 2 – Knowing the Individual

To maintain present progress in offering relevant & appropriate challenge for all learners in accordance with new Additional Learning Needs (ALN) legislation.

PRIORITY 3 – Health & Well-being

Enhancing community engagement to support the children in taking on different roles to become enterprising, creative contributors, ready to play a full part in in life and work. Pupil voice will play a key role in this priority.

PRIORITY 4 – Innovation – The New Curriculum

To continue to fully prepare for, and implement, the New Curriculum for Wales.

School Pupil Development Grant Evaluation Statement for 2020/2021

The Pupil Deprivation Grant (PDG) is allocated to schools with pupils who come from low – income families and are currently eligible for free school meals (eFSM) and pupils who have been looked after continuously for more than six months (CLA).

Schools are expected to make the best use of this funding to implement sustainable strategies that will quickly bring about the changes for learners eligible for free school meals or who are LAC.

As a school, and in line with previous years, we have agreed the following three steps:

1. To identify the target group of pupils, its characteristics and needs.
2. To plan interventions which make the most effective use of resources.
3. To monitor and evaluate the impact of resources.

Notwithstanding the above, the Coronavirus (COVID-19) pandemic has continued to result in an unprecedented situation where, in order to respond to, and mitigate risk, significant decisions on expenditure have been made within very compressed timescales. This reactive approach has demonstrated a continued effort by the school to provide support for pupils following lockdown measures spanning the last 2 academic years.

In 2020 - 2021 Oakfield Primary School was provided with a PDG allocation of £131,100 (not including the early years PDG). Oakfield Primary School take good steps to plan, agree and monitor the effective use of the grant. There is a regular review by the management team, finance officer and governing body of the school, by Cardiff and CSC, to promote progress and remove barriers to learning for pupils eligible for this funding.

During the 2020/21 academic year we have used to the funding available to:-

- Fund extensive catch up programmes for identified learners
- Employing additional support staff to deliver intervention to vulnerable and move able and talented pupils
- Develop expertise of staff to meet needs of disadvantaged learners- catch up provision, other interventions using bespoke support as identified by staff
- Enhance ELSA provision (including nurture opportunities) and intervention to support and enhance pupil well-being
- Liaise with third party agencies in facilitating a food bank support
- Offer enhanced opportunities for pupils to become an integral part of decision making across the school thus strengthening the effectiveness of pupil voice. Inclusive of non-contact time for staff to undertake their duties and responsibilities in facilitating these meetings
- Promote and support the implementation of Rights Respecting Schools
- Promote class awards for improved attendance (during face to face learning)
- Provide improved resources to support continuous and enhanced provision for learners
- Provide intervention and support programmes that are proven to have the greatest impact and to be sustainable, e.g. linking training to the development of expertise of staff to meet needs of disadvantaged learners
- Implement and use highly effective data tracking systems to identify learners' needs, target interventions and monitor impact.
- Developed a strong leadership capacity to prioritise the impact on the quality of provision and outcomes
- Further develop IT, literacy and numeracy provision in the school
- Further develop opportunities for outdoor learning

- Provide additional staffing & resources at break/lunchtimes in order to engage pupils in meaningful activities, thus promoting well-being and self-esteem#
Accelerated Learning Programme (ALP)

RECRUIT, RECOVER, RAISE STANDARDS (RRRS): THE ACCELERATED LEARNING PROGRAMME (ALP)

<https://gov.wales/recruit-recover-raise-standards-accelerating-learning-programme>

The Accelerating Learning Programme Grant was announced by the Minister in July.

The distribution of the funds, £29m across Wales, has been based (decided by Welsh Government) on a combination of;

- Pupil numbers
- Numbers of pupils eligible for FSM
- Number of black and minority ethnic (BAME) or Gypsy, Roma, Traveller (GRT) pupils
- Numbers of pupils taught Welsh as a first language who do not speak Welsh at home

The allocation of funding for Oakfield is £48626 and this is until the end of the financial year.

Each class has undertaken extensive baseline assessments in order to assess specific needs of the cohort, groups and individuals. The school investment has been utilised to recruit and deploy two additional staff to support learners in addressing their needs on their return to school.

All teaching staff have completed a robust analysis of pupil data and the appropriate staff have been deployed to support 'catch up' learning. Outcomes of learners are being continually assessed and tracked, and staff planning clearly directs how best to support pupil needs. Some of the catch up activities include:

- Accelerated catch up and literacy interventions
- Accelerated catch up and numeracy interventions
- Phonic awareness
- Well-being support
- Language and speech programmes