

## Pupil Development Grant Strategy Statement

From 2023-2024 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2023-2024 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

### PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2024 to 2025 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

Detail	Data
School name	Oakfield Primary School
Number of pupils in school	504 inc. part time nursery
Proportion (%) of PDG eligible pupils	54%
Date this statement was published	Autumn Term 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Central South Consortium
PDG Lead	Mr. D Harris
Governor Lead	Cllr. J Williams

#### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£218,500
EY PDG	£ 74,750
<b>Total budget for this academic year</b>	<b>£293,250.00</b>

## **Part A: Strategy Plan**

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

#### **Overall Objectives**

To make the best use of this funding in order to implement sustainable strategies that will quickly bring about the changes for eligible learners whilst also impacting positively on all learners.

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 these resources on standards.

The school is proactive in ensuring that support and resources are deployed with high efficiency, but also be in a position to react should a need arise during the academic year. These steps are reviewed periodically throughout the academic year.

#### **Key Principles**

The School takes very good steps to plan, agree and monitor the effective use of all grants, with regular monitoring by the governing body and key staff.

Decisions are often based on staff/pupil feedback and evaluations of pupil progress. These regular reviews by the management team, finance officer and governing body of the school, by Cardiff and CSC, promote progress and remove barriers to learning for pupils eligible for this funding.

#### **In all cases the School strategy will aim to:**

- Develop all teachers' understanding of equity and enable staff to develop a consistency of teaching & opportunity across the school.
- Ensure that all pupils and families are supported in order to poverty proof the school.
- Continue to apply a rigorous MER cycle to understand the progress all vulnerable groups are making across the school.

## ***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>
Ensure all FSM pupils make the expected levels of progress.	<p>To develop expertise of staff to meet needs of disadvantaged learners - catch up provision, other interventions using bespoke support as identified by staff</p> <p>To provide suitable CPD to meet the needs of identified learners and provide strategies that are embedded and sustainable over time</p>
FSM pupils attendance improves in line with targets	<p>To see improved attendance of identified learners from 89% to target 92%+</p> <p>To see improved levels of punctuality through family support via school systems and SAO intervention.</p>
FSM exclusions reduce	<p>To sustain and resource nurture-based provision</p> <p>To fund and implement Nurture International strategies consistently across the school</p> <p>To reduce FTE and PTEs through continued early intervention strategies</p> <p>To sustain the numbers of trained staff to meet the needs of identified learners and provide strategies that are embedded and sustainable over time</p> <p>To maintain a sustainable group of suitably qualified staff to support the needs of learners through nurture-based activities and strategies</p>
Relationships with families improve	<p>To see a further improvement in family liaison</p> <p>To continue to develop 'outreach' programmes that promote trust and positive relationships across the community</p>

	Liaise with third party agencies in facilitating 'FareShare Cymru' support on a weekly basis
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**Activity in this academic year**

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

<p><b>Teaching and learning research across the school</b></p> <p>Staffing - To maintain staffing levels. To deploy staffing teams effectively in order to meet the needs of target groups of pupils.</p> <p>Identify and introduce action research models bespoke to year groups and needs</p> <p><b>Targetted intervention</b></p> <p>Interventions - To plan interventions which make the most effective use of resources.</p> <p>Use data from various assessment types diagnostically to identify needs and support</p> <p><b>Community projects</b></p> <p>Introduce and sustain community outreach programme to support wider family needs</p> <p>Continue to support families in their finance management with bespoke arrangements</p> <p>Liaise with outside agencies to provide relevant family engagement programmes</p> <p>Provide and support wrap around nursery provision for parents/carers</p>
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## Learning and Teaching

Budgeted cost:     £ 208,602 PDG  
                          £ 80,461 EYPDG

Activity	Evidence that supports this approach
<i>As above</i>	Staffing contracts Staffing agency invoicing PDG/EY PDG planning

## Community Schools & wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost:     £ 30,098

Activity	Evidence that supports this approach
<i>As above</i>	Invoicing – PDG planning
<i>As above</i>	Resource purchases CPD invoicing (SIP) Guests/trips (EVC)

**NB:** PDG and EY PDG fully spent

## **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.

The School has continued to follow guidance, frameworks and advice from Local Authority, Health & Safety teams, CSC and Welsh Government. All grant funding models have been readjusted to suit the needs of the school during this continued period of recovery.

The school recognises that there has been a need to be proactive in applying different approaches to learning to accommodate the diverse needs of its community.

There has been a continued need to enhance other aspects that promote well-being, for example, physical activity, music or collaborative working, and that individual subjects or policy content may have variations to teaching approaches.

This approach has been underpinned the continued programme of catch-up work that has revolved around the core elements of the curriculum; namely literacy and numeracy. Interventions along with well-being activities have been at the heart of this process.

The School takes very good steps to plan, agree and monitor the effective use of all grants. There is a regular review by the management team, finance officer and governing body (committees and full) of the school, by Cardiff and CSC, to promote progress and remove barriers to learning for pupils eligible for this funding.

As such the impact of the effective use of this funding has been:-

- Enhanced opportunities to support all pupils in accessing relevant learning opportunities
- Introduction of an outreach programme to support a Hwb style environment for community use
- Sustained pupil:staff ratios from the previous year.
- As part of ARR revision, the implementation and use of highly effective data tracking systems to identify learners' needs, target interventions and monitoring of impact. Providing parents/carers with relevant and useful information to show pupil progress and next step requirements
- Short term increase in staffing to support catch up programmes.
- Funding of extensive catch up programmes for identified learners
- Further opportunities for pupils to engage with school-based staff & specific support for well-being needs included target groups
- Supplementing the funding of school visitors, therefore removing barriers to access to enhanced and authentic opportunities
- Developing expertise of staff to meet needs of disadvantaged learners-catch up provision, other interventions using bespoke support as identified by staff

- Continued enhancement of ELSA provision (including nurture opportunities) and intervention to support and enhance pupil well-being
- Introduction of a whole school approach to Nurture International strategies
- Liaising with third party agencies in facilitating 'FareShare Cymru' support on a weekly basis, thus improving financial management
- Offering enhanced opportunities for pupils to become an integral part of decision making across the school thus strengthening the effectiveness of pupil voice.
- Promoting class awards for improved attendance alongside health and well-being
- Providing improved resources to support continuous and enhanced provision for learners
- Providing 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
- Developing a strong leadership capacity to prioritise the impact on the quality of provision and outcomes
- Further developing opportunities for outdoor learning
- Providing additional staffing & resources at break/lunchtimes in order to engage pupils in meaningful activities, thus promoting well-being and self-esteem

### **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.*

<b>Programme</b>	<b>Provider</b>
<a href="http://cscjes.org.uk">Homepage - CSC (cscjes.org.uk)</a>	CSC
<a href="#">Collective Learning - CPD Training &amp; Support for Primary Schools - Wales</a>	Collective Learning
<a href="http://tlpwales.co.uk">The Learning Partnership (tlpwales.co.uk)</a>	The Learning Partnership
<a href="#">Cardiff Family Advice and Support - Cardiff Family Advice and Support : Cardiff Family Advice and Support (cardiffamilies.co.uk)</a>	Families First
Mathematics and Numeracy <a href="http://whiteroseeducation.com">Accessing our primary maths schemes of learning (whiteroseeducation.com)</a> <a href="http://bigmaths.com">The Best Primary Maths Programme! (bigmaths.com)</a>	White Rose Maths & Big Maths
Various assessment tools	Linked to core learning

### **Further information (optional)**

The school continues to work closely with other programmes of support for families with no cost implications, for example, families working together and community outreach programmes. The school also facilitates wrap around nursery care.