

School Pupil Development Grant Evaluation Statement for 2022/2023

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 resulted in an unprecedented situation where, in order to respond to, and mitigate risk, significant decisions on expenditure have been made within very compressed timescales. Although 2022/2023 has been a full year in school, the continuation of this reactive approach has demonstrated a dedicated effort by the school to provide support for pupils as part of the recovery programme of support.

In 2022 – 2023 Oakfield Primary School was provided with a PDG allocation of £201,250.00 with a further £52,900 PDG allocated to the early years provision.

Oakfield Primary School takes 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 2022/2023 academic year the school has used to the funding available to:-

- Supplement funding of school trips, school visitors, therefore removing barriers to access to enhanced opportunities
- Fund extensive catch up programmes for identified learners across all ages
- Improve staff to pupil ratios and develop expertise of staff to meet needs of disadvantaged learners- catch up provision, other interventions using bespoke support as identified by staff
- Enhance Emotional Literacy Support through ELSA provision (including nurture opportunities) and intervention to support and enhance pupil well-being
- Provide and resource a nurture base facility to support learners specific well-being requirements
- Liaise with third party agencies in facilitating a 'food bank' on a weekly basis
- Offer enhanced opportunities for pupils to become an integral part of decision making across the school thus strengthening the effectiveness of pupil voice and choices that impact on learning and well-being
- Promote class awards for improved attendance and punctuality. Allow non-contact time for members of staff to work alongside families in order to improve engagement and opportunities.
- 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 resource provision in the school in order to support the implementation of the Curriculum for Wales, by providing authentic and rich experiences for vulnerable learners.