

Annex B: Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 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 2022 to 2023 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	508 inc. part time nursery
Proportion (%) of PDG eligible pupils	54%
Date this statement was published	July 2022
Date on which it will be reviewed	September 2023
Statement authorised by	CSC - Pending
PDG Lead	Mr. D Harris
Governor Lead	Cllr. J Williams

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£201,250.00
EY element of PDG	£ 52,900.00
Total budget for this academic year	£254,150.00

Part A: Strategy Plan

Statement of Intent

Ultimate 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.

Current Strategy

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.

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.

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.

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
<ul style="list-style-type: none"> • Offer further opportunities for pupils to engage with school-based staff as part of the continuation of the recovery curriculum and specific support for well-being needs 	<ul style="list-style-type: none"> • To sustain pupil:staff ratios in line with 2021/2022 numbers • To effectively fund extensive catch up programmes for identified learners
<ul style="list-style-type: none"> • Supplement funding of school visitors, therefore removing barriers to access to enhanced opportunities 	<ul style="list-style-type: none"> • To increase the number of trips and visitors in order to assist in enhancing stimulating learning opportunities
<ul style="list-style-type: none"> • Develop expertise of staff to meet needs of disadvantaged learners-catch up provision, other interventions using bespoke support as identified by staff 	<ul style="list-style-type: none"> • To provide suitable CPD to meet the needs of identified learners and provide strategies that are embedded and sustainable over time
<ul style="list-style-type: none"> • Enhance ELSA provision (including nurture opportunities) and intervention to support and enhance pupil well-being 	<ul style="list-style-type: none"> • To increase the numbers of trained staff to meet the needs of identified learners and provide strategies that are embedded and sustainable over time • To create a sustainable group of suitably qualified staff to support the needs of learners through nurture-based activities and strategies
<ul style="list-style-type: none"> • Liaise with third party agencies in facilitating 'FareShare Cymru' support on a weekly basis 	<ul style="list-style-type: none"> • To provide families with support in managing finances • To see an improvement in family liaison • To see improved attendance of identified learners from 91% to target 94.5%
<ul style="list-style-type: none"> • Offer enhanced opportunities for pupils to become an integral part of decision making across the school thus strengthening the effectiveness of pupil voice. 	<ul style="list-style-type: none"> • To create pupil voice groups that assist with making meaningful change • To continue to promote pupil voice in all classes in order to improve provision and opportunity at a class level • To promote and provide a new class award programme for improved attendance / building positive relationships in order to improve attitudes to learning.
<ul style="list-style-type: none"> • Implement and use highly effective data tracking systems to identify learners' needs, target interventions and monitor impact. 	<ul style="list-style-type: none"> • To consider and implement successful ARR into day to day learning in order to effectively measure progress. • To use key data to provide bespoke learning support for identified learners • To 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 all learners
<ul style="list-style-type: none"> Developed a strong leadership capacity to prioritise the impact on the quality of provision and outcomes 	<ul style="list-style-type: none"> To create and resource nurture-based provision To fund and implement Nurture International strategies consistently across the school
<ul style="list-style-type: none"> Provide additional staffing & resources at break/lunchtimes/continuous provision in order to engage pupils in meaningful activities, thus promoting well-being and self-esteem 	<ul style="list-style-type: none"> To sustain pupil:staff ratios in line with 2021/2022 numbers To provide improved resources to support learning through improved continuous and enhanced provision for learners To further develop opportunities for outdoor learning

Activity in this academic year

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

<p>Activity is also noted in above section</p> <p>An enhanced PSD /health and well – being and core curriculum catch up focus</p> <ol style="list-style-type: none"> Staffing - To maintain staffing levels. To deploy staffing teams effectively in order to meet the needs of target groups of pupils. Interventions - To plan interventions which make the most effective use of resources. Effectiveness - To monitor and evaluate the impact of these resources. Regular termly review with Governing Body/SMT to address needs and next steps.

Learning and Teaching

Budgeted cost: £ 52,900 EY full budget (staffing)
£ 185,000 PDG main budget of £201,250

Activity	Evidence that supports this approach
<i>See detail in intended outcomes:</i>	
Effective deployment	Working timetables / staffing deployment Agency cover invoices/Contracted staff
Sustainable CPD / Embedded systems	Learning passports/CPD
Effective actions using tracking tools	Assessment, recording and reporting records
Strategies and interventions inc. ALN	School action profiles (SAP) linked to SIP working / ARR records
Class based activities	Suitable resources requirements

Community Schools

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach
<i>See detail in intended outcomes:</i>	
Community well-being check ins/ financial support	FareShare Cymru invoices and financial planning support

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach
<i>See details in intended outcomes:</i>	
Curriculum enhancement / Rich learning	Guests and visitor records

Launch and landing days	Invoices for trips / lesson evaluations
Creative/Expressive arts	Professional invoices / lesson evaluations

Total budgeted cost:

£185,000 Learning and teaching
£ 15,000 Wider needs
£ 3,500 Community
£203.500 Sub-Total

£ 52,900 EY staffing
£ 52,900 Sub-Total

£256,400 Total

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 2020 to 2021 academic year.

The School has continued to follow guidance, frameworks and advice from Local Authority, Health & Safety teams, Welsh Government and Public Health Wales during, and post, pandemic. All grant funding models have been readjusted to suit the needs of the school during this period – 2021 to 2022 (NB: CSC template states 2020 to 2021)

The school recognises that there has been a need to be proactive in applying different approaches to learning, of both the synchronous and asynchronous type, along with a return to face to face learning and teaching.

Since the return to face to face learning, there has also been the 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 catch-up work that has revolved around the core elements of the curriculum; namely literacy and numeracy.

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 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 returning from a blended approach that supports all pupils in accessing relevant learning opportunities
- Enhanced opportunities that supported a return to face to face learning to support all pupils in accessing their learning
- Improved pupil:staff ratios
- Further opportunities for pupils to engage with school-based staff as part of the recovery curriculum and specific support for well-being needs included target groups
- Supplementing the funding of school visitors, therefore removing barriers to access to enhanced opportunities (previously limited due to Covid)
- Funding of extensive catch up programmes for identified learners
- Developing expertise of staff to meet needs of disadvantaged learners-catch up provision, other interventions using bespoke support as identified by staff
- Enhancing ELSA provision (including initial nurture opportunities) and intervention to support and enhance pupil well-being
- 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
- Implementing and using highly effective data tracking systems to identify learners' needs, target interventions and monitor impact.
- 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.

Programme	Provider
Homepage - CSC (cscjies.org.uk)	CSC
Collective Learning - CPD Training & Support for Primary Schools - Wales	Collective Learning
The Learning Partnership (tlpwales.co.uk)	The Learning Partnership

Further information (optional)

The school works closely with other programmes of support for families with no cost implications, for example, families working together.