



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 | Rhos y Fedwen Primary School |
| Number of learners in school | 122 |
| Proportion (%) of PDG eligible learners | 44% |
| Date this statement was published | June 2024 |
| Date on which it will be reviewed | June 2025 |
| Statement authorised by | SiP |
| PDG Lead | Sarah Helm |
| Governor Lead | Steve Winter |

Funding Overview

| Detail | Amount |
|--|----------------|
| PDG funding allocation this academic year | £67,855 |
| Total budget for this academic year | £67,855 |

Strategy Plan

Statement of intent

- All learners are socially and emotionally thriving demonstrating readiness to learn.
- High quality teaching & learning meets the individual needs of all learners, accessing high expectations and support to achieve.
- All learners receive support and interventions closely matched to individual need. Barriers are removed and success in learning achieved.
- All learners make rapid progress and attainment is increased.

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 |
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| Learner's emotional health & wellbeing needs are met. | Wellbeing of all is a school priority. Identified learners are demonstrating an increased confidence and a readiness to engage and learn across the curriculum. 'The RyF Way' is developed to promote learner agency in line with UNCRC rights of the child. |
| Learner's individual learning needs are met through high quality teaching and raised expectations. High quality support and intervention are in place closely matched to individual need so that barriers are removed. | Learners are curious and capable. Increased rates of progress are evident for all children across the curriculum. Barriers to learning are removed or reduced for all learners. |
| Reading underpins learner's experiences across all areas of the curriculum at RyF including developing empathy for life. | All children can read. Reading fluency is greater. Reading is valued and enjoyed for pleasure. Reading provokes inquiry and prompts social action. |

Activity in this academic year

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

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| <p>Continuing to develop and establish 'The RyF Way' by:</p> <ul style="list-style-type: none"> • Developing knowledge and skills of staff team in playwork. • Resourcing and enabling freely chosen, self-directed play through rich play opportunities. • Creating enabling environments across the school. • Tracking progress and attainment of identified learners/groups. • Identifying social & emotional support needs using PASS and other evidence. Needs to be met using existing resources. • Successfully including learners with complex needs. • Prioritising reading. |
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Learning and teaching

Budgeted cost: £39,500

| Activity | Evidence that supports this approach |
|---|--|
| High quality texts purchased and used- Faster Reading Project, No Outsiders, Empathy focused, representational. | "The Centre for Literacy in Primary Education is an independent UK charity with a global reputation for the quality of our work. We exist to promote high standards in the teaching of literacy through our high quality, trusted teacher professional development and our renowned classroom-based research. We particularly emphasise the importance of |

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| <p>Providing a range of reading material matched to inquiry learning including high quality non-fiction texts.</p> <p>Increasing the availability of poetry and playscripts.</p> | <p>books and literature in enabling children to become confident, happy and enthusiastic readers and writers, with all the benefits this brings.”</p> <p>Our ‘Rationale’ statement further supports our approach citing school data and the impact of recently implemented strategies including The Faster Reading Project from Sussex University.</p> <p>Further, specific, impactful interventions to be identified and implemented. Resources to be purchased if required.</p> |
| <p>Experiential, purposeful & authentic learning activities drive curriculum offer.</p> <p>Including theatre visits, local library visits, visits to local places of worship (church, Buddhist Centre).</p> | <p>Prioritising opportunities for enrichment of the curriculum through visits and visitors to broaden life experience.</p> <p><i>The Sutton Trust reports that:</i></p> <p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</i></p> <p><i>Chartered College of Teaching (CCT) and the Helen Hamlyn Centre for Pedagogy (0-11 Years) at IOE, UCL’s Faculty of Education and Society REA findings:</i></p> <p><i>This rapid evidence assessment addressed the effects of experiential learning approaches on children’s motivation, engagement, agency, wellbeing, and academic achievement, as well as children’s own experiences and views of experiential learning. The evidence points to experiential learning having a strong positive effect on all these outcomes, as well as on other outcomes not initially identified for analysis, including children’s connections with nature, environmental and ecological awareness, and the development of practical skills.</i></p> <p><i>Dewey in his book Experience and Education (1938).</i></p> |
| <p>Professional learning into practice-metacognition (Learning Power Approach)</p> <p><i>Creating Curious, Capable Learners.</i></p> | <p>Introducing teaching of metacognitive habits and dispositions.</p> <p><i>EEF Metacognition and Self-regulation- Very High Impact</i></p> |
| <p>Meeting the learning needs of children (including EAL, SaLT) through small group interventions and 1:1 support.</p> | <p>Additional staff to undertake intervention programmes, scaffold learning activities and provide individual support.</p> <p><i>EEF Communication and Language Approaches- Very High Impact</i></p> <p><i>EEF Teaching Assistant Interventions-Moderate Impact</i></p> |

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £10,000

| Activity | Evidence that supports this approach |
|------------------------------|---|
| Pupil Voice & School Council | <p>Pupil Voice groups bi-weekly will work on school and community projects including information sharing to the wider community, ecological concerns, partnering with local developments (Thornton’s Quarry), Celebrating Welsh language & culture across the school community.</p> <p><i>Various studies have confirmed the benefits of pupil voice: increased pupil engagement, improved relationship between pupils and teachers, better communication between pupils and the school, and providing the right conditions for the school community to become a learning community (Mitra, 2001; Rudduck et al., 2003)</i></p> |
| Community wellbeing | <p>School Anti-poverty strategy as a strategy from EHWB toolkit & WG guidance. We continue working to actively reduce costs to parents, providing washed & ironed preloved uniform, regular coffee mornings as well as access to a foodbank. Our collaborative Intergenerational projects between RyF and Llys Nant y Myndd will be renewed where possible to build social skills & empathy across the wider community. This is transport dependent and additional grants will be sought to fund the continued use of the school minibus.</p> <p>Minibus training for a staff member will be completed enabling continued use of school transport to access a wide range of local events for groups of learners.</p> <p>Parent voice coffee mornings will be undertaken as part of the EMHWP toolkit to signpost services and support and for the opportunity to influence the work of the school including curriculum, social action and healthy schools initiatives. Consultations on school improvement actions will also use these meetings to gather further information.</p> <p>Flying Start will use a room within our school to support new mothers and to run projects aimed at engaging fathers.</p> <p>We will continue to provide adult learning classes to support our parents to help with maths at home and to support building cooking skills through our collaboration with Aneurin Leisure.</p> <p><i>The 4 Pillars of Parental Engagement-Robbins & Dempster, 2021. Engage Every Family-Constantino, 2021</i></p> <p>EEF Parental Engagement- Moderate Impact</p> |

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

Budgeted cost: £18,355

| Activity | Evidence that supports this approach |
|------------------------------------|--|
| Full time nursery places offered | Our children have access to high quality language development and play opportunities and make excellent progress in meeting childhood development goals as a result of the additional time in nursery. The majority of children who access our provision full time are increasingly ready for next steps and accessing school. This continues to be a long-term commitment impacting positively on both our learners and their families. |
| OPAL -Outdoor Play and Learning | Pupil voice has indicated that this improved approach would be welcomed by the children. This is a two-year proven approach in improving children 's play which we are now moving into our second year. <i>Gray et al 2023 The Journal of paediatrics, vol 260n113352 pp1-8</i> <i>Play Wales (2020) Cardiff: Play Wales "Play Deprivation: the causes and consequences for child development, and the potential of playwork.</i> <i>Creating Excellence in Primary Schools Follet, Michael</i> |
| Wellbeing Dog | 'There is clear evidence that having a dog in school brings positive benefits to many pupils, particularly in terms of their wellbeing and engagement in learning.' Associate Professor Helen Lewis, Swansea University. Frankie supports some learners with self-regulation coming into school in the morning, and with caring for an animal, with safe behaviour around pets and with reducing fear of dogs. |

Total budgeted cost:

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.

| Activity | Impact |
|---------------------------------------|--|
| Interventions including Oral Language | Data showed that progress was made as a result of all interventions provided. This included social and emotional wellbeing as well as academic progress. |

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| Interventions and ELSA support. | |
| Reducing Class sizes to ensure wellbeing and safety. | Class behaviour improved across KS2. Learners and staff remained safe. Learning was accessed by the majority of children and progress was made. Feedback from staff and learners was that this was a successful arrangement to support all. Data reflects the increase in attainment and progress in comparison to the previous period. |
| Resourcing across the curriculum. | All classes had appropriate, high quality resources to reflect the curriculum taught and represent all pupils. This enabled increased access to learning for all and improved the delivery of learning. Feedback from staff and children was positive in terms of the impact on improving pedagogical approaches and children's engagement in learning. |
| ELSA support. | Supporting learner's social, emotional and mental health wellbeing. Identified children were supported both short or longer-term, including children identified as LAC, Young Carers or forces children as well as those working with children and young people's services. Transition to secondary was well supported and a positive experience. Vulnerable children had access to a trusted adult utilised as need identified by child or adult. Impacting on emotional wellbeing and/or readiness to learn. ELSA provided an response to operation encompass reports. |

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 |
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Further information (optional)

At RyF our FSM, ACEs and additional varying vulnerabilities in our community mean that we aim for all our strategies to impact holistically on all our children. We know our families well and recognise that the range of different challenges facing our community may not be highlighted by PDG identification. As a result, our primary aim is to prioritise the wellbeing of our community and to introduce ways of working that will positively impact our learners both in school and in the

wider social context of the community. Our approach to teaching & learning is continuing to evolve so that our children build the skills, habits and dispositions of good learners and our inquiry curriculum is growing organically as a flexible and responsive learning offer. Our aim is to equip our learners to be confident in taking action to effect change.