



Cwmaman Primary School

Pupil Development Grant Strategy Statement 2023-2024

School Overview

Detail	Data
School name	Cwmaman Primary
Number of pupils in school	205
Proportion (%) of PDG eligible pupils	33%
Date this statement was published	Autumn 2023
Date on which it will be reviewed	April 2024
PDG Lead	P Morgan
Governor Lead	

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£56350
EYPDG	£26450
Total budget for this academic year	£82800



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Part A: Strategy Plan

Statement of Intent

At Cwmaman Primary we strive to ensure that all pupils are supported to achieve their potential and are able to engage in a wide range of experiences. Pupils' achievements are celebrated and barriers to learning are eliminated by ensuring all pupils have the same opportunity and support to develop their skills, especially in literacy and numeracy.

Intended Outcomes

Intended outcome	Success criteria
Support for vulnerable pupils <ul style="list-style-type: none">• Progress of all pupils tracked in literacy & numeracy.• Pupils set realistic yet challenging targets.• Intervention programs and strategies with pupils grouped effectively to ensure that all are making progress.	<ul style="list-style-type: none">• Analysis of data to track pupils' progress and identify next steps.• Termly Pupil Progress meetings monitor progress.• The provision map identifies exit and entry criteria for supporting for pupils
Pupils individual learning needs are met through: <ul style="list-style-type: none">• Letters & Sounds• PECS• Bucket Time• Numeracy manipulatives• Precision teaching: Popat• Maths intervention based on WNT & MALT tests• ELSA• Thrive• Reducing Pupil:Adult ratio	<ul style="list-style-type: none">• Termly Pupil Progress meetings monitor progress.• Monitoring of impact of interventions (as part of the ongoing MER cycle)• Formal & Informal Assessments



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Activity in this academic year

- Part funding of Level 3 Teaching Assistant who leads ELSA and is a Thrive Practitioner.
- Part funding of Teaching Assistants who provide interventions and support FSM pupils in Literacy and Numeracy through interventions.
- Funds reserved to support families with cost of residential and extracurricular trips/visits
- Part funding of staff for EY to support pupils with social development and attainment.
- Part funding of Peripatetic Music Teacher to provide quality introduction to musical instruments and small group guitar tuition.
- Part funding of Sports Teacher to provide quality sport activities
- Part funding of an Outdoor Teacher to provide quality Forest School activities, Summer Term only.

Learning and Teaching

Budgeted cost: £80,000

Activity	Evidence that supports this approach
<ul style="list-style-type: none">• Bucket Time• Precision Literacy teaching• ELSA• Thrive• Speech & Language Link• Music Tuition• Sports Provision• Outdoor Activity in Forest School	<p>Planning & Intervention Files which include:</p> <p>Timetables</p> <p>Summative tracking system of progress</p> <p>Pupil outcomes and monitoring of progress</p> <p>Performance Management</p> <p>Lesson Observations</p>



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Community Schools

Budgeted cost: £ 800

Activity	Evidence that supports this approach
<ul style="list-style-type: none">• Warm Space Coffee Morning• Support of Big Bocs Bwyd	<ul style="list-style-type: none">• Attendance of Families and members of the Community• Attendance of use of BBB to support families

Budgeted cost: £ 2000

Activity	Evidence that supports this approach
Reducing the cost of the school day by funding learning experiences for eFSM pupils	eFSM Pupils accessing residential trips and experiences

Total budgeted cost: £ Part B: Review of outcomes in the previous academic year

PDG outcomes

Outcomes for 2022-2023
<ul style="list-style-type: none">• Progress of all pupils is tracked with the performance of eFSM pupils being tracked. We ensure that that this group of pupils are set realistic yet challenging targets.• PDG plan details the information regarding PDG spend and is available on our school website. Finance committee review the school's use of PDG.• Pupils individual learning needs were met through small group literacy & numeracy support, Speech link and language link, ELSA and Thrive strategies.• PDG spend is outlined in the SIP and evaluated.• Relentless focus on raising standards of attainment. Analysis and use of data relating to individuals.• Tracking updated at key points to monitor pupil progress in literacy and numeracy• Frequent monitoring of pupil progress through pupil progress meetings. The detailed tracking of eFSM pupils indicates progress made and identifies areas for further development. Following this a plan is put in place to challenge or support pupils where needed.• Where slow progress is identified, intervention is put in place.



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- There is a robust intervention program in place through careful timetabling. Pupils are grouped effectively to ensure that all are making progress and that the interventions in place are sustainable.
- In addition the impact of interventions is monitored as part of the on-going MER cycle and through performance management meetings and detailed pupil performance reviews.
- Every effort is made to engage parents and carers in the education and progress of their child
- Attendance is monitored by HT/Clerk and addressed as a priority
- Staff are trained in using strategies and principles that overcome barriers.

Externally provided programmes

Programme	Provider
My Concern (support by LA)	Support by LA
Speech and Language Link	RCT
Numicon Numeracy	Numicon
Thrive	Thrive
Welcomm	RCT