#

# Darran Park Primary School

# Pupil Development Grant School Statement

This statement details our school’s use of the Pupil Development Grant for the 2023 to 2024 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 |  Darran Park Primary School |
| Number of learners in school  |  329 |
| Proportion (%) of PDG eligible learners |  30% (99 pupils) – Whole School |
| Date this statement was published |  October 2023 |
| Date on which it will be reviewed |  July 2024 |
| Statement authorised by |  C Coole |
| PDG Lead |  C Jones |
| Governor Lead |  C Silver/D Jones |

## Funding Overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| PDG funding allocation this academic year | £66,700 |
| EYPDG funding allocation this academic year | £27,600 |
| **Total budget for this academic year**  | £94,300 |

## Strategy Plan

### Statement of intent

*We want all pupils to make progress irrespective of their situation or financial need. We want to ensure funding can be allocated appropriately to ensure all pupils have equal opportunity when accessing learning, experiences and wider opportunities. We want to improve learning outcomes for all pupils.*

*We want all pupils to have equal opportunities and equity of provision, so they are not discriminated against.*

*We want to ensure we are inclusive of the needs of all pupils and their wider families.*

### 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** |
| * To improve the literacy skills of disadvantaged learners
 | * Improved standards of reading
* Pupils make gains in their reading scores
* Pupils develop more fluent reading capabilities
* Pupils develop a greater range of comprehension strategies
* Improved standard of spelling.
* Pupils use a range of strategies to improve the accuracy of their spelling
 |
| * To improve the social and emotional skills of disadvantaged pupils through providing enriched outdoor learning experiences
 | * Pupil wellbeing has improved
* Pupils are more engaged in their learning.
* Pupils have improved a range of skills through outdoor learning experiences
 |
| * To continue to strengthen positive relationships and engagement with Families
 | * Families are made to feel welcome, listened to and valued
* Parents/Carers needs, and those of their children, are understood and catered for
* Parents/Carers play an active role in their child’s learning
* Parents/Carers improve the quality of the learning support that they provide themselves.
* Improved pupil behaviour
* Improved pupil attendance
* Improved pupil achievement
 |

 **Activity in this academic year**

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

In order to improve literacy outcomes for pupils, we have a Level 4 (Grade 7) additional practitioner in post to focus on early intervention for pupils who need additional support with reading and spelling. Alongside small group focused interventions for phonics and the use of Literacy Launchpad activities for all pupils, we have additional practitioner support for vulnerable groups in all classes to ensure they are well supported and are able to use and apply the skills learnt in small group focused time. Additional practitioners have access to high quality training to enable them to support pupils effectively.

Outdoor learning is a priority and is used as a tool to improve pupil wellbeing. A Level 3 (Grade 6) practitioner is employed to work with all pupils to explore and access outdoor learning which includes wellbeing activities. Outdoor learning allows children to develop self-confidence, independence and self-esteem, also encouraging awareness of limits, boundaries and challenge. Groups of vulnerable pupils are identified, and PERMA is used to assess levels of wellbeing.

The same practitioner is working with vulnerable learners and the wider community supporting learners to become involved in community projects such as working with our local home for the elderly and forging intergenerational relationships, working alongside a local gardening group to improve our community and also supporting wider families to access support, help and training.

A Family Engagement Officer is in post to support families with attendance, wider family support and social care needs. Individual and group emotional literacy support is offered on a daily basis to pupils in need. This supports the wellbeing strategy as well as engaging vulnerable families and those at risk of becoming disaffected or disengaged.

### Learning and teaching

Budgeted cost: £ 45,064

|  |  |
| --- | --- |
| **Activity** | **Evidence that supports this approach** |
| Providing high quality interventions to develop pupils literacy skills | EEF Teaching and Learning toolkit * Early Years intervention: High impact for very high costs, based on extensive evidence Overall, the evidence suggests that early years and pre-school intervention is beneficial with above average levels of impact (a typical impact of six additional months' progress)
* One to one tuition: Moderate impact for high cost, based on extensive evidence. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.
* Oral language interventions: Moderate impact for low cost, based on extensive evidence. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.
* Phonics: Moderate impact for very low cost, based on extensive evidence. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.
* Reading comprehension strategies: Moderate impact for low cost, based on extensive evidence. On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.
* School data from internal assessments also justifies the benefits of high quality interventions
 |

### Community Focused Schools

Budgeted cost: £28,180

|  |  |
| --- | --- |
| **Activity** | **Evidence that supports this approach** |
| Family Engagement Officer works in partnership with parents and carers to meet the needs of our disadvantaged learners | EEF, Estyn and WG Guidance – Parental Engagement* Reaching out to families and working with them has shown to have a positive impact on overcoming the impact of socio-economic disadvantage on educational attainment ([Jeynes, 2015](https://static1.squarespace.com/static/52cf1070e4b048ae22d972b2/t/58b5a8c9b8a79bc5c5515a6d/1488300235810/A%2BMeta-Analysis%2Bon%2Bthe%2BFactors%2Bthat%2BBest%2BReduce%2Bthe%2BAchievement%2BGap%2B%282015%29.pdf); [See and Gorard, (2015)](https://dro.dur.ac.uk/15024/1/15024.pdf?DDD29+ded4ss+dul4eg)) and should be at the forefront of schools’ work.
* EEF - Parental involvement: Moderate impact for moderate cost, based on moderate evidence. Involving parents in supporting their child’ s learning by providing clear information, practical advice and opportunities to participate in learning encourages positive engagement and improves quality of experiences at home
* This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive support for families in crisis.
* The after-school reading club for parents and their children had many positive outcomes and this is something we will look to continue
 |

### Wider strategies

Budgeted cost: £ 21,056

|  |  |
| --- | --- |
| **Activity** | **Evidence that supports this approach** |
| Improving the social and emotional skills of disadvantaged pupils through outdoor learning and community partnerships | **EEF; Whole School Approach to Emotional and Mental Wellbeing (Public Health Wales); WG Guidance ‘Developing community partnerships and multi-agency working’*** “The lessons from research about extended schools are very clear – they strengthen the ability of families and communities to attend to young people’s physical, emotional, cognitive and psychological needs.” Coleman (2006) Lessons from Extended School
* EEF (Social and Emotional Learning) – ‘Nurturing learners social and emotional skills is central to developing confident, happy, resilient learners who enjoy coming to school and fully engage in the experiences and learning opportunities presented. This correlates to improved attainment’.
* Outdoor learning: Moderate impact for moderate cost, based on limited evidence. Overall, studies of outdoor learning consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.
* Also, from staff feedback and listening to learners evidence this approach increases engagement in learning and improves pupil wellbeing
 |

Total budgeted cost: £94,300

## Review of outcomes in the previous academic year

### PDG outcomes

This details the impact that our PDG activity had on pupils in the 2022 to 2023 academic year.

|  |  |
| --- | --- |
| **Activity** | **Impact** |
|  Literacy Interventions | Initial data indicated that most pupils entered literacy interventions with reading and spelling ages below average. Using carefully planned intervention strategies pupils make good progress. This is seen from reading and spelling assessment data, in pupil books and through discussions with pupils. In personalised assessments many children made progress in line with their ability, some making accelerated progress. |
| Family Engagement officer support for pupils and their wider families.Attendance Support | Using ‘PERMA’ data, teacher or parent referrals we identify pupils who may have a negative view of school or themselves, relationship difficulties or are at risk of disengaging or those at risk of becoming disaffected. Support is offered by group sessions or using a more a specialised individual provision where needed such as group nurture support to 1:1 ELSA support. All staff within school provide additional support through our universal provision. Where support is needed beyond that available within school, this has been through services such as music therapy and Place2Be mental health sessions. The impact of this support is evidenced by discussions with pupils, parents and staff and through improved PERMA data. Daily morning check in sessions for identified vulnerable pupils provides pupils with a positive start to the school day.Wider families are supported in meeting the basic needs of their families by accessing food, uniforms, clothing. This ensures that pupils are having their basic needs met and are supported with food and clothing. Families are also supported in accessing a more sustained support from outside agencies. Attendance has improved for targeted vulnerable pupils, with attendance levels of 86% or lower, as a direct result of engaging with FEO and school life. |
| Outdoor learning to support pupil wellbeingParental/Community Partnerships | Effectively planned and delivered outdoor learning activities in the school grounds and the surrounding area has improved the wellbeing of many pupils. Outdoor learning has been developed as part of our developing curriculum design with a particular emphasis on using the outdoor environment to improve the wellbeing of pupils. All pupils have learnt new skills and fostered a love of working outdoors thus improving pupils' wellbeing.An environment has been created that promotes positive relationships between home and school and has increased parental involvement - parent reading workshop, parent wellbeing sessions, yoga for parents, coffee mornings. This has positively Impacted on supporting parents with building positive relationships with school which in turn has had positive impact on pupil outcomes.A range of partnerships have been developed with outside agencies which has strengthened school links and allowed pupils to work with community partners, developing social skills and interaction with others - Ferndale Womens guild crafting sessions, Ferndale and Blaenllechau gardening sessions, litter picking with Fern Partnership.The development of our community classroom has been effectively managed to create a safe space for parents and pupils to work together. |

### 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** |  |
|  Music Therapy |  Nordoff and Robbins |  |
|  Pupil mental Health support |  Place2Be |  |

## Further information

All staff are aware of vulnerable groups, and these are carefully tracked and discussed at pupil progress meetings where provision for these pupils is reviewed. Support is also offered to the wider family where needed.

We provide a breakfast club daily for all pupils.

Support is offered to subsidise school extra-curricular experiences and events. A number of school visits were subsidised enabling all children to experience a range of activities without the risk of financial worries for families.