

# Lamphey Primary School

## Pupil Development Grant 2023/24

This statement details our school's use of the PDG 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.

If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.

### School Overview

Detail	Data
School name	Lamphey Primary School
Number of learners in school	198.5
Proportion (%) of PDG eligible learners	6.5%
Date this statement was published	September 1 <sup>st</sup> , 2023
Date on which it will be reviewed	July 2024
Statement authorised by	S. Thomas
PDG Lead	Mr R. Price
Governor Lead	Mr M. Ridout

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£24,000
<b>Total budget for this academic year</b>	£24,000

## Part A: Strategy Plan

### Statement of intent

You may want to include information on:

- What are your ultimate objectives for the children being supported?
- How does your current strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

### 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
<p><b><i>Intervention programme to tackle and improve identified speech, language and communication difficulties as on entry to school</i></b></p> <ul style="list-style-type: none"> <li>• LSAs to provide early intervention, targeted speech and language support to pupils on entry through to Y3</li> <li>• Appropriate training for lead LSAs to fulfil their roles</li> <li>• Pupils are tested on entry and progress tracked.</li> <li>• Advice and training provided to other staff in school, especially other LSAs working with pupils with Speech, Language and communication difficulties.</li> <li>• Staff to link with LA Speech and Language specialists.</li> </ul> <p>Support given to parents in using strategies at home to help boost progress.</p>	<ul style="list-style-type: none"> <li>✓ Pupils show progress against Speech link targets and show improved progress. End of year results shows improvement in line with support</li> <li>✓ Clear exit criteria see pupils coming off support programmes and maintaining progress mainstream</li> <li>✓ Parents report improved understanding of how the school teaches basic literacy and numeracy. Pupil tracking shows improved progress.</li> <li>✓ In-school support group helps to enhance knowledge and skills to pupils with speech, language and communication difficulties</li> </ul>
<p><b>Attendance, Punctuality, Safeguarding –</b></p> <p>Admin officer to collate and track attendance data, provide first day calling, distribute letters.</p> <p>Administration provision for tracking and targeting improved attendance of pupils from deprived backgrounds tracking of eFSM pupils in particular</p> <p>Admin Officer to attend entry points to record and challenge late entry to the school</p>	<ul style="list-style-type: none"> <li>✓ Overall attendance is 94%+</li> <li>✓ Pupils make in year attendance gains to 95+ within each term</li> <li>✓ Robust procedures are in place, expectations and follow-up actions are clearly understood</li> </ul>

<p><b>Developing capacity for Wellbeing</b> – <i>Development of an ‘in-house’ “Team around the family” style support for families in difficulty especially those with eFSM.</i></p> <ul style="list-style-type: none"> <li>• Identify team to identify and provide support</li> <li>• Secure training from qualified and experienced providers.</li> <li>• Monthly meetings to be arranged to identify and support families</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff have necessary skills, knowledge and expertise to respond positively to family issues and crisis that impact on learners.</li> <li>✓ Staff can provide support or signpost help as appropriate</li> </ul>
<p><b>Intervention programme to tackle and improve numeracy and literacy skills.</b></p> <ul style="list-style-type: none"> <li>• Pupils are assessed on entry and progress tracked.</li> <li>• LSAs and class teachers to provide intervention to eFSM pupils, targeting numeracy and literacy skills to pupils</li> <li>• Appropriate training for lead LSAs to fulfil their roles</li> <li>• Advice and training provided to other staff in school,</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupils show progress against numeracy and literacy targets and show improved progress. End of year results shows improvement in line with support</li> <li>✓ Clear exit criteria see pupils coming off support programmes and maintaining progress mainstream</li> <li>✓ Parents report improved understanding of how the school teaches basic literacy and numeracy. Pupil tracking shows improved progress.</li> <li>✓ In-school support group helps to enhance knowledge and skills to pupils in numeracy and literacy.</li> <li>✓</li> </ul>

### 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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### Learning and teaching

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach
To fund one LSA to co-ordinate and support the ALNCo in the learning and teaching of identified pupils.	LSA employed to track progress of pupils and adjust support dynamically as necessary.

<i>Purchase of support programmes such as Lexia5, RM Maths and GL Rapid/GL Dyslexia and Dyscalculia screening.</i>	Programmes purchased and used. Progress monitored.
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**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: £ 4000

<b>Activity</b>	<b>Evidence that supports this approach</b>
Admin officer to collate and track attendance data, provide first day calling, distribute letters.  Administration provision for tracking and targeting improved attendance of pupils from deprived backgrounds tracking of eFSM pupils in particular	<ul style="list-style-type: none"> <li>✓ Overall attendance is 94%+</li> <li>✓ Pupils make in year attendance gains</li> <li>✓ Robust procedures are in place, expectations and follow-up actions are clearly understood.</li> <li>✓ PCC Pupil Welfare Officer to support both school and identified families.</li> </ul>
<i>Development of an 'in-house' "Team around the family" style support for families in difficulty especially those with eFSM.</i>	<ul style="list-style-type: none"> <li>✓ Staff have necessary skills, knowledge and expertise to respond positively to family issues and crisis that impact on learners.</li> <li>✓ Staff can provide support or signpost help as appropriate</li> <li>✓ Families receive appropriate support</li> </ul>

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

Budgeted cost: N/A

<b>Activity</b>	<b>Evidence that supports this approach</b>
Add or delete rows as needed	

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Total budgeted cost: £24,000

**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 2022 to 2023 academic year.

Activity	Impact
<p><b>Raise standards and improve provision for Basic Skills pupils in Numeracy and literacy. To include early years intervention.</b></p>	<p><b>Pupils identified and programmes delivered.</b></p> <p><b>Standards of achievement in numeracy and literacy has been made by most identified pupils.</b></p>
<p><b>To monitor attendance and liaise closely with families and outside agencies.</b></p>	<p>Attendance has been monitored and tracked.</p> <p>Parents contacted directly if children were not in school and no communication had been made from home.</p> <p>Concerns have been raised with parents/carers and home visits carried out where necessary.</p> <p>Outside agencies contacted where appropriate.</p> <p>Attendance has improved since 2021 but is still an area for improvement.</p>

**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
Lexia5, Hands On Literacy, Read Write Inc, Numicon Maths	ELSA

### **Further information (optional)**

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.