



## School Improvement Plan

2023-2024	Main Focus Priorities
Priority 1	Provide stimulating and safe learning environments that encompasses the Four Purposes, promotes independence and encourages the application of skills across the curriculum, for all learners
Priority 2	Ensure accelerated learning through the use of Assessment for learning Strategies.
Priority 3	Develop and distribute leadership across the school, ensuring leaders have well defined roles and responsibilities and exhibit high professional standards to impact on learner progress.
Priority 4	Continue to implement the National Programme of Additional Learning Needs Reform.

### Pupil Development Grant Strategy Statement

2023-2024

This statement details our school's use of the PDG for the 2023 to 2024 year. It outlines our strategy and how we intend to spend the funding in this academic year.

#### School Overview

Detail	Data
School name	St.Illtyd's Primary School
Number of learners in school	184
Proportion (%) of PDG eligible learners	28%
Date this statement was published	01.03.2024
Date on which it will be reviewed	September 2024
Statement authorised by	Adele Matthews (Acting Head Teacher)
PDG Lead	Head Teacher
Governor Lead	Mr J Rawcliffe

#### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£67,850

EYPDG	£5,750
<b>Total budget for this academic year</b>	<b>£73,600</b>
<b>Total planned spend for this academic year</b>	<b>£73,600</b>

## Part A: Strategy Plan Statement of intent

- FSM and other vulnerable learners feel safe, happy and secure with high levels of wellbeing. They receive appropriate academic and/ or wellbeing intervention and support in order to achieve their full potential.
- Improved outcomes and increased attainment for targeted learners
- Teaching and learning is suitably adapted and appropriately differentiated to meet the needs of learners.

## 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.

Total budgeted cost **£67,850**

### PDG

Planned Activity	Success Criteria	Funding Source	Planned spend
TA to support wellbeing and deliver interventions with a focus on LLC.	Improved wellbeing via teaching of self-regulation. Improved Language, Literacy and Oracy skills through targeted intervention	PDG Grant funded post	£31,845
TA post to support wellbeing and deliver social and emotional interventions	Learners will emotionally develop. The well-being of learners will be improved and learners' ability to self-regulate will be improved	PDG Grant funded post	£22,487
To improve reading fluency and comprehension skills via Reading Eggs online platform	High quality learning and teaching showing improvement in reading fluency and comprehension skills	PDG	£1,162
Staff to attend Pie Corbett training to improve LLC standards in Lower School	Improved language and literacy planning and teaching in Lower School. Improved learner standards, evident in books	PDG	£464
To use Jigsaw platform to plan for wellbeing and self-regulation	A whole school approach for embedding good wellbeing through teaching and all aspects of school life. Improvement in self-regulation	PDG	£1,506
Staff to uphold their Thrive accreditations to improve emotional development	Universal provision for wellbeing will be evidenced and supported by the adoption of the Thrive approach. Learners will thrive, learn and emotionally develop	PDG	£1,810
To use Play Sports to develop learners' emotional and collaboration skills	Learners will thrive, learn and emotionally develop. Learners will begin to self-regulate and work cooperatively and contribute individually. Learners will be supported and encouraged to develop personally	PDG	£3,599
To raise standards in Reading through the RWI programme	High quality teaching and learning through a structured reading programme. Reading progress monitored half termly and reading interventions deployed. Family engagement through regular 'read at home' activities	PDG	£1,620

To encourage parental engagement through the SeeSaw online platform	Families engaged in children's learning and involved in school life. Portfolios of learners work which encompasses the four purposes shared with families	PDG	£1,012
To improve reasoning and problem solving through White Rose Mathematics subscription	High quality teaching and learning of Mathematics. Learners are able to reason and problem solve with lessening support. Classroom assistants deployed effectively	PDG	£345
To provide engagement and enrichment opportunities for learners, by supporting payment of bus transport	Learners will receive engagement and enrichment opportunities to enhance the curriculum offer	PDG	£2000

### EYPDG

**Total budgeted cost £5,750**

**Total budgeted spend £5,848**

Planned Activity	Success Criteria	Funding Source	Planned spend
Reception class supported to deliver high quality teaching and learning	Improvement in Early Years oracy skills development. Capacity in core literacy and numeracy skills achieved through high quality teaching and learning	EY PDG Grant funded post	£5,010
To provide Early Years POPAT training to improve Oracy skills	Improvement in Early Years oracy skills development	EYPDG	£135
Provide balance bikes to improve physical development in the Early Years	High quality teaching and learning in physical development	EYPDG	£541
To deliver authentic mathematics teaching and raise standards in early years through Hamilton Trust subscription	Learning and teaching are of a high standard, to include integral and cross curricular skills. Learners able to engage in 'real-life' maths and transfer skills to the home environment	EYPDG	£162 (Exceeds budget by £98)

### Activity in this academic year

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

As a school we have agreed to:

- Identify groups of learners and track their progress in reading, writing and numeracy.
- Use the school's assessment system to identify barriers to learning, plan for next steps and monitor the impact of intervention.
- Plan and deliver effective interventions to meet the needs of vulnerable learners and their families across all phases.
- Ensure that learners and families are supported to ensure they have the information and resources to succeed.

### Further Information

At St. Illtyd's Primary, we strive to build relationships and break down barriers in order to support and collaborate with family networks. We are keen to work with Mental Health In-Reach Practitioners and external agencies. Senior leaders focus on inclusion, equity and wellbeing. They keep abreast of developments in these areas and how to tackle aspects of poverty by:

- Develop partnerships with advice agencies such as Citizens Advice Cymru who can provide free, confidential advice to help families claim their entitlements and help them resolve legal and financial problems
  - Provide information for children and families about school uniform grants.
  - Supporting families with pre-loved uniforms available to all and reducing the stigma around second hand clothing.
- Avoiding changes to the uniform, reducing the need for unnecessary items such as blazers, caps etc and not expecting learners to wear items with a school badge.
- Providing all learners with a book bag and any resources needed to support their learning
- Working in partnership with the Institute next door known as 'Clwb LLan' to the children to offer workshops for families, food packages and advice.
- Reviewing the school year with affordability in mind.
- Spacing out events and activities and monitoring the number of charity days / PTA events held.
- Reviewing what resources are needed from home to complete homework/ projects and take part in events and activities.
  - Recycling lost property/ items of uniform that are no longer needed.
  - Not discussing any costs or debts with learners or sending debt letters home with learners.
  - Free school lunches for all learners (Infants 2022-23 & all learners 2023- 24).
  - Promoting the PDG access grant and eligibility for free school meals regularly in school communications.