

WHITESTONE PRIMARY SCHOOL

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT 2022-23



This statement details our school's use of the PDG for the 2022 to 2023 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	Whitestone Primary School
Number of pupils in school	140
Proportion (%) of PDG eligible pupils	24.1%
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Bethan Peterson
PDG Lead	Bethan Peterson
Governor Lead	Gareth Ford

Funding Overview

Detail	Amount
PDG funding allocation this academic year (eFSM)	£31,050
Early Years	£11,500
Total budget for this academic year	£42,550

Part A: Strategy Plan

Statement of Intent

The Pupil Deprivation Grant (PDG) is allocated to schools with pupils who come from low-income families and are currently known to be eligible for free school meals (e-FSM) and pupils who have been looked after continuously for more than six months (LAC).

At Whitestone Primary School we aim to ensure that all pupils achieve their best in an inclusive and nurturing environment which provides appropriate challenge to all regardless of social and economic disadvantage.

Our intended outcomes are as follows:

- To improve outcomes, particularly in literacy and numeracy, for pupils who are eligible for free schools through flexible and targeted interventions

- To monitor and improve, where necessary, the attendance and punctuality of disadvantaged learners
- To reduce the impact of disadvantage on pupil outcomes and to engage with the families of our most vulnerable 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.

Intended outcome	Success criteria
To improve outcomes, particularly in literacy and numeracy, for pupils who are eligible for free schools through flexible and targeted interventions	<ul style="list-style-type: none"> • Target pupils identified • Pupils supported and challenged through effective differentiation and adult support • Ensure appropriate resources are available to identified pupils • Pupil progress is tracked and monitored to ensure progress is maximised
To monitor and improve, where necessary, the attendance and punctuality of disadvantaged learners	<ul style="list-style-type: none"> • Pupil incentives • Weekly whole school attendance assembly • Lower percentage of absences • First and third day calling • Improved punctuality
To reduce the impact of disadvantage on pupil outcomes and to engage with the families of our most vulnerable learners	<ul style="list-style-type: none"> • Use RADY principles to ensure that pupils from disadvantaged background have equitable access to all school activities and resources • RADY lead will ensure the school considers ways to effectively 'Poverty Proof' the school day for all pupils • Increased engagement of families in school and community events

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 monitor and track their progress in spelling, reading, numeracy and well-being termly
- ✓ Plan effective and targeted interventions to meet the needs of these learners and their families
- ✓ Use a range of assessment techniques and methods to identify monitor and track pupil progress and outcomes
- ✓ Appoint a member of staff to lead on Raising Achievement for Disadvantaged Youngsters (RADY)
- ✓ Appoint a member of staff to liaise with families in a sensitive and approachable manner
- ✓ Keep school activities under review to ensure that all pupils have equity of access to all aspects of school life
- ✓ Ensure that pupils and families are well supported on entry to school to ensure they have the right information and resources to succeed
- ✓ Provide targeted and high quality training for school staff, regarding the progression of literacy, numeracy through all areas of learning and experience
- ✓ Use a range of assessment approaches to identify barriers to learning and monitor the impact of intervention.
- ✓ Identify eFSM learners and identify support needed to ensure they reach their potential
- ✓ Deliver intervention programs appropriate to the identified needs of learners across all phases
- ✓ Supplement educational trips and school uniform for eFSM families or those in need of additional financial support

Learning and Teaching

Budgeted cost: £ 42,550

Activity	Evidence that supports this approach
The entire PDG budget is spent on human resources to ensure high adult:pupil ratios	Budget monitoring reports

Community Schools

Budgeted cost: £ 2500

Activity	Evidence that supports this approach
To appoint a family engagement worker to act as a	<ul style="list-style-type: none"> • Bring and Buy Uniform Shop

point of contact for parents	<ul style="list-style-type: none"> School Budget monitoring reports
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ *As above*

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

Total budgeted cost: £42,550

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 2020 to 2021 academic year.

<p>The school supported with advising and signposting families on issues such as benefits, childcare and food banks.</p> <p>A senior member of staff (ALNCo) co-ordinated our work with partners for obtaining appropriate support for pupils and their families from external partners and monitored progress carefully. This member of staff co-ordinated on-site multi agency services to improve specific behaviour, health and well-being needs.</p> <p>The school used the ‘signs of safety’ approach to supporting 9 families and engaged successfully with Early Help Hub and ‘Children in Need’ to make a positive difference to the lives of the children. These partners used the pool of skills within the team to address identified health, domestic and social welfare concerns of learners and their families that the school could not meet on their its own. The school supported vulnerable families that the school could not meet independently. The school supported vulnerable families in a host of ways eg signpost for benefits eligibility, housing, school equipment, household items, childcare vouchers, clothing, food parcels, books and sanitary items. Pupils accessed out of hours learning activities that matched the needs of learners’ confidence, motivation and self-esteem.</p> <p>In addition the school:</p> <ul style="list-style-type: none"> Ensured identified learners received appropriate literacy and numeracy interventions in class to raise achievement

- Tailored our teaching and learning, the curriculum and out of school activities, making great efforts to provide enriching experiences that more advantaged learner takes for granted eg. Residential visits
- Provided sufficient support for learners' social and emotional needs, ensuring that pupil check-ins were recorded and monitored for unexpected patterns
- Managed and co-ordinated multi-agency working to the benefit of our disadvantaged learners and their families
- Engaged parents and carers of disadvantaged learners
- Provided targeted support for disadvantaged learners moving from primary school to secondary school.

- ***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
Partneriaeth partnership working-Raising the Achievement of Disadvantaged Youngsters RADY-	Partneriaeth in partnership with Challenging Education
Spelling Shed	EdShed