

Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2024 to 2025 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	Ninian Park Primary School
Number of learners in school	593
Proportion (%) of PDG eligible learners	28.5%
Date this statement was published	1 st April 2024
Date on which it will be reviewed	30 th March 2025
Statement authorised by	Full Governing Body
PDG Lead	Jenny Scott & Cate Morris
Governor Lead	Laura Morris

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 303,050
EY PDG funding allocation	£ 38,610
Total budget for this academic year	£ 341,660

Part A: Strategy Plan

Statement of intent

At Ninian Park Primary School we aim to use the grant to ensure all pupils reach their potential.

- Robust identification of need with regard to disadvantaged pupils, their circumstances, current achievement and progress.
- Making provision of high-quality interventions for pupils experiencing material disadvantage who have additional learning needs, or who are looked after children or have emotional, social and behaviour needs.
- Access to enrichment activities, the removal of any financial barriers to participation and the provision of extracurricular activities such as music, sport, educational visits
- The development of personal support and mentoring to meet pupils' physical, emotional and social needs; to improve wellbeing and readiness to learn through intervention programmes including Thrive, Trauma Informed Schools and Project Hero.
- To enable all vulnerable pupils in the early years setting opportunities to develop personally and socially in line with their peers by ensuring that all vulnerable pupils are targeted to make at least expected progress
- Development of strategies that involve the family and community including those that signpost additional support and learning opportunities

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 develop high quality learning and teaching for all pupils resulting in the closing of the disadvantage gap.	<p>Pupils who are not achieving their potential are identified and supported.</p> <p>Additional adult support is targeted and impactful resulting in improved learner outcomes improving.</p> <p>All pupils have access to good quality resources both in school and at home to support their learning, e.g. online platforms, hardware, etc</p> <p>Pupils and families understand the importance of regular school attendance in improving learner outcomes.</p>
To develop high aspirations supported by strong relationships.	<p>All pupils have opportunities to access a wide range of learning experiences and develop skills and talents (including social skills, music and sport).</p> <p>Staff are seen as positive role models by pupils, who feel they have someone that they can turn to for support and encouragement.</p>

	<p>Staff to work alongside parents and the local community to develop stronger links, and the promotion of lifelong learning for all.</p> <p>Parents feel that school is welcoming place for themselves as well as their children; where they are listened to and can be supported in developing their own skills and knowledge.</p>
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Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

<ul style="list-style-type: none"> • Employment of additional staff to work in class with pupils • Employment of additional staff to develop wellbeing, playground and after school provision • Employment of an additional member of staff to develop community links, support family learning and increase attendance. • Resource provision to ensure all pupils can access good quality resources to develop their learning. • Enrichment activities to support all pupils despite their financial situation
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Learning and teaching

Budgeted cost: £ 181,038

Activity	Evidence that supports this approach
Language development	<p>LLC team to analyse results to track progress and attainment.</p> <p>Baseline and termly data prove that targeted support have a positive impact on progress and attainment.</p> <p>Two members of staff to support New to English pupils with their language acquisition so that they can express their needs and access learning.</p>
Ordinarily available ALNet implementation	<p>Non-contact time to discuss provision and develop consistency within year groups and across the school to ensure that each child has what they need to be able to learn.</p> <p>ALNCo time to support teachers to develop provision to meet the needs of pupils so they can make progress.</p>

Subscriptions to support pupils accessing high quality resources in and out of school.	Pupils have access to online resources to support reading, maths and current affairs; as well as access to an online digital portfolio.
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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: £ 76.917

Activity	Evidence that supports this approach
Employment of a FEO to support with community links and increasing attendance	<p>Build confidence with the parent community to be able to ask for help and support when needed.</p> <p>Work alongside parents in school to improve their confidence in supporting their children at home with different activities.</p> <p>School to have a positive relationship with families where support and advice can be offered and accepted, including signposting to external services.</p> <p>Develop links with the local community to enable pupils to access resources, services and experiences to enhance their time at school and home.</p> <p>Attendance is monitored on a daily basis for first day absences. Patterns of absence are identified, with phone calls, face-to-face parental meetings and discussions with the SAO used to support and challenge low attendance.</p>
Additional adults	Support pupils with interventions linked with external agencies, to develop their skills, well-being and aspirations.

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

Budgeted cost: £ 84.985

Activity	Evidence that supports this approach
Health and Wellbeing	<p>Additional adults to provide intervention support for identified pupils, enabling them to achieve learning targets.</p> <p>Support for pupil’s wellbeing will impact on their attainment and progress.</p> <p>Access to Forest School experiences to develop pupil wellbeing, where outdoor learning is practical, nurturing and developing pupils’ understanding of the world around them.</p> <p>Employment of a Health Mentor to develop social and team skills at lunchtime, coach pupils, provide wellbeing check-ins and deliver after school provision.</p>
Extra curricular activities and enrichment	<p>Support for pupils to access extra curricular and enrichment activities impacting on pupil wellbeing (including educational visits, music and sports activities).</p> <p>18 pupils in Year 4 and 5 were able to access training to learn to ride a bike (using the school’s bike fleet).</p> <p>All pupils had a subsidised school trip to enhance their learning and knowledge, resulting in some children visiting the beach for the first time.</p> <p>Music and art activities to develop skills and talents, as well as celebrate and explore the cultural heritage of the school.</p>

Total budgeted cost: £ 342,940

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
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Employment of 2 Immersion teachers	Immersion classes have supported over 30 pupils across the year. Pupils have made accelerated progress in oracy, with 72% making accelerated progress during their time with the Immersion team. Teachers value this intervention highly and credit it with enabling pupils to make friends, settle into school routines and feel confident about expressing their needs.
Employment of a Health Mentor	A Health Mentor works 5 days a week in school. She has supported 41 pupils across PS2 and 3 with coaching and focused support during lesson time. She also runs structured sport activities across our 2 hour lunchtime each day. The Wellbeing Compass scores continue to improve with emotional well-being scores rising from 4.03 to 4.17; personal development up from 4.26 to 4.32 and self-efficacy up from 3.46 to 3.76.
Employment of a Family Engagement Officer	The school has developed stronger links with local community groups, including the Community Gateway The school's PTA has been supported to help raise funds. A school book sale and Friday snack shack have raised over £2,000 for the school this year with the FEO's leadership. Attendance is monitored on a daily basis for first day absences. Patterns of absence are identified, with phone calls, face-to-face parental meetings and discussions with the SAO used to support and challenge low attendance.
Subscriptions	All pupils had access to online resources to support reading, maths and current affairs both in and outside of school; as well as access to an online digital portfolio. This gave pupils resources to enable them to complete homework, review skills covered in class and read for pleasure.
Enrichment	All pupils accessed UpBeat Music, receiving professional tuition in percussion. All pupils received at least one subsidised trip/experience to support access to wider experiences, including a school-based festival, theatre group and/or sport activities. Pupils in Year 4, 5 and 6 were supported in developing their cycling skills, through Learn To Ride and/or Cycling Proficiency sessions. 92% of pupils in Year 6 passed their cycling proficiency course, resulting them being safe to ride on the road.

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
Project Hero – Health Mentor	Evolve

Percussion sessions	UpBeat Music
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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.