

PDG review statement 2018-19

Summary information					
School	Fenton Community Primary School				
Academic Year	2018-19	Total PDG budget	129,950	Date of most recent PDG Review	Oct 2019
Total number of pupils	368 (not inc Nursery)	Number of pupils eligible for PDG	107	Date for next internal review of this strategy	July 2020

Pupil attainment profile 2018-19		
KS2 SAT results 2019 – Yr 6 (53 children)	<i>Pupils eligible for PDG (22)</i>	<i>Pupils not eligible for PDG (31)</i>
% achieving CSI	50%	84%
% L4 in reading	45%	87%
% L4 in writing	50%	84%
% L4 in English	50%	84%
% L4 in maths	63%	84%

KS2 end of year 2019 – Yr 5 (52 children)	<i>Pupils eligible for PDG (20)</i>	<i>Pupils not eligible for PDG (32)</i>
% achieving in reading, writing and maths combined	50%	81%
% expected level in reading	65%	81%
% expected level in writing	50%	81%
% expected level in English	65%	81%
% expected level in maths	75%	81%

KS2 end of year 2019 – Yr 4 (55 children)	<i>Pupils eligible for PDG (16)</i>	<i>Pupils not eligible for PDG (39)</i>
% achieving in reading, writing and maths combined	81%	66%
% expected level in reading	81%	72%
% expected level in writing	81%	82%

% expected level in English	81%	82%
% expected level in maths	81%	79%

End of year attainment 2019		
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KS2 end of year 2019 – Yr 3 (53 children)	<i>Pupils eligible for PDG (14)</i>	<i>Pupils not eligible for PDG (39%)</i>
% achieving in reading, writing and maths combined	85%	69%
% expected level in reading	85%	77%
% expected level in writing	85%	74%
% expected level in English	85%	79%
% expected level in maths	85%	72%

FP end of year 2019 – Yr 2 (51 children)	<i>Pupils eligible for PDG (11)</i>	<i>Pupils not eligible for PDG (40)</i>
% achieving FPI	36%	73%
% O5 in LLC	45%	78%
% O5 in MD	45%	75%

FP end of year 2019 – Yr 1 (46 children)	<i>Pupils eligible for PDG (12)</i>	<i>Pupils not eligible for PDG (34)</i>
% O4 in LLC	0	74%
% O4 in MD	25%	82%

FP Spring term – Yr R (58 children)	<i>Pupils eligible for PDG (11)</i>	<i>Pupils not eligible for PDG (47)</i>
% O2 in LLC	27%	81%
% O2 in MD	72%	83%

Barriers to future attainment (for pupils eligible for PDG, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Emotional and social needs	
B.	ALN	
C.	Progress from Foundation Phase to KS2 particularly for higher attainers	
D.	EAL	
E.	Low oracy skills and general attainment on entry	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Mobility – not ‘home grown’	
G.	Family/emotional needs – e.g. social care	
H.	Attendance and punctuality	
Future desired outcomes/next steps		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	Improved emotional resilience and effective barriers to learning removed	Pastoral care through ELSA support provided in blocks for children with emotional and social needs
2.	Improved attainment for PDG children	Increase in % of PDG pupils reaching Outcome 5 and Level 4
3.	Ensure aspirations and progress expectations are high for PDG children	Increase in the % of PDG children attaining higher attainment levels – Outcome 6 and Level 5

PDG Planned Expenditure 2019-2020

Planned expenditure					
Academic year	2019-2020				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To narrow the gaps in attainment and progress between pupils who receive the Pupil Development Grant and others ,including at higher attainment levels	<p>Small group support for children within the classroom removing barriers to learning</p> <p>Employment of a part-time additional teacher to remove specific barriers to learning in maths</p> <p>Active interventions e.g Nesy which allow children access at home and school and lift barriers to learning</p> <p>Training on quality first teaching approaches for staff e.g. Singapore maths, phonics approaches, Talk for writing, Voice21 etc</p> <p>Use of Springboard leads to develop parents and children working together</p>	<p>The ' Supporting the Attainment of Disadvantaged Pupils' report (DfE Nov 2015) shows that paired or small group additional teaching was the most effective strategy used for raising disadvantaged pupils' attainment</p> <p>By employing an additional part-time teacher and by utilising our teaching assistants better, we are able to provide pupils with the opportunity to work in small groups and to repeat learning in a different way during active interventions when necessary</p> <p>The ' Supporting the Attainment of Disadvantaged Pupils' report (DfE Nov 2015) shows that paired or small group additional teaching was the most effective strategy used for raising disadvantaged pupils' attainment</p> <p>Springboard have been used successfully in the past to improve parental engagement in their children's learning</p>	<p>Gaps between PDG and Non PDG pupils are monitored by leaders and teachers each half term</p> <p>Regular informal monitoring identifies areas of improvement and good practice in between times</p>	JA, MLI and all teachers	Every 6 weeks pupil progress meetings
Total budgeted cost					£96,906

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To reduce barriers to learning caused by emotional issues	ELSA trained LSAs to support identified children with emotional well-being needs	A number of our pupils are not ready to learn because of emotional distress due to home situations	ELSA sessions during several afternoons per week. Each child offered a 6-week block	VE	Every 6 weeks following pupil progress meetings.
	To use the school minibus to offer transport for those pupils who miss learning due to poor attendance	Attendance data for PDG pupils versus non-PDG pupils and the impact of using the minibus to get the children to school on time	Monitor how many children are picked up on the bus and their overall attendance	HM	Termly supervision with HM/JA
	To use our social inclusion officer to support families in times of need and crisis – to help families apply for free school meals, attend social care meetings, Social care meetings, monitor attendance, apply for PDG uniform grants etc.	Increase in the % of families claiming free school meals and PDG uniform grant	Social inclusion officer to monitor % of free school meals applications and ensure any new parents are spoken to about eligibility. To support parents with applications for PDG uniform	HM/JA	Monthly review meetings HM & JA
	To introduce Pausepoints to support pupils with reduction in stress and anxiety through yoga and meditation sessions	Estyn thematic reports on the importance of pupil emotional well-being New curriculum for Wales	Grant to ensure that PDG children are warm and well-clothed ready to learn.	JA	Learning walk
Total budgeted cost					£28251.62
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A broad, balanced and challenging curriculum encourages children to enjoy learning	Supporting parents who need it with payment for Educational visits and visitors	Supporting the payment of trips and visitors to ensure equal opportunities for all children to engage	JA will ensure that PDG parents are offered financial support when planning trips if they are unable to afford it.	JA	On-going when necessary
Total budgeted cost					£1000