

WCIWPS Pupil Development Grant School Statement

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.

School Overview

Detail	Data
School Name	Welshpool Church in Wales Primary School
Number of learners in school	288
Proportion (%) of PDG eligible learners	27%
Date this statement was published	29.09.23
Date on which it will be reviewed	19.07.24
Statement authorised by	Gwyn Williams
PDG Lead	Lorna Tuffin
Governor Lead	Francesca Jump

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£101,200
Total budget for this academic year	£101,200

Part A: Strategy Plan

Statement of Intent

Our ultimate objectives are to:

- counteract the influences of poverty on the lives of our learners by delivering targeted interventions in learning and wellbeing.
- support the aspirations of our learners who may be living in poverty so that they are able to realise their potential in all areas, including creativity.
- improve family and community engagement in the education of their children through adult learning and parent/child 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
Counteract the influences of poverty on the lives of our learners by delivering targeted interventions in learning and wellbeing	To ensure that progress in learning (measured through bi-annual testing) amongst FSM learners achieves an effect size of >0.4 across all subjects and there is no gap between FSM learners and their peers.
Support the aspirations of our learners who may be living in poverty so that they are able to realise their potential in all areas, including creativity	To ensure that the profile data for FSM learners in receipt of wellbeing interventions shows a post intervention uplift. (This will be measured through Boxall Profiles, Strengths and Difficulties Questionnaires and PASS.)
Improve family and community engagement in the education of their children through additional wellbeing and learning opportunities	Monitoring of take-up of free music tuition and Breakfast Club attendance. Through qualitative data, assess whether confidence and aspirations have been enhanced through questionnaires and PASS data.

Activity in this Academic Year

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

Learning and Teaching

Budgeted Cost: £84,617

Activity	Evidence that supports this approach
<p>To reduce the gap in attainment between FSM learners and their peers by providing a TA for each class (2 x FT TA at £21,031 each and one Sept to March costing £12,269) to provide interventions and support.</p>	<p>Increasing staffing support in large classes where there are high levels of FSM learners allows for there to be more individualised instruction and closer interaction between teacher and learner. Both these approaches are highlighted in research as having moderate to high impact on the learning gain of FSM learners. Making-effective-use-of-PDG.pdf (gwegogledd.cymru)</p>
<p>2 x days Teacher at £15,716 to reduce class sizes and allow more intense support for all learners, including FSM.</p>	
<p>Release time for trained TAs to deliver Catch-up Numeracy and Literacy® to FSM learners in short, regular sessions (about 30 minutes, three to five times a week). 4 x days TA at £14,570</p>	<p>Individualised tuition in programmes such as catch-up literacy and numeracy® provides additional support that is targeted at a learner's needs. The impact of this has been extensively researched and shown to have +6 months impact.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>This is particularly effective based on the timescales provided in this plan and relies on accurately identifying the learners that require additional support.</p>

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: None

Activity	Evidence that supports this approach
<p>Delivery of adult education classes that support parents with their child's learning.</p> <p>Delivery of classes that allow learners and their parents to learn alongside each other.</p> <p>(Teachers and/or TAs to work with the FSCo to plan and provide as/when needed.)</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress through approaches and programmes which aim to develop parental skills such as literacy or IT skills, general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>"Research shows that at age seven, the degree to which families engage with their child's learning has six times more influence over the child's educational attainment than the quality of the school. The younger the learner, the bigger the relative effect of parents/carers on achievement –while many learners living in relative poverty do worse than their richer peers at school (the 'poverty attainment gap') those with strong parental support can buck the trend." Desforges and Abouchaar (2003) The impact of parental involvement, parental support and family education on pupil achievement and adjustment.</p>

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

Budgeted cost: £25,500

Activity	Evidence that supports this approach
<p>To provide nurturing support and play therapy for FSM learners through an in-house Play Therapist.</p> <p>FT Play Therapist also delivering Thrive across the school for 6.5 hours a day at £19,500.</p>	<p>The importance of developing the wellbeing of all learners, particularly those who are experiencing poverty and its effects, is widely recognised to be of fundamental importance if children are to be in a position to enjoy their learning and make progress towards their potential. This is often portrayed as developing the self-confidence, self-esteem, self-efficacy, resilience, nurturing emotional intelligence and personal and social skills of learners.</p> <p>Making-effective-use-of-PDG.pdf (gwegogledd.cymru)</p>

<p>To allow equal opportunities for all learners to access music provision by providing free music tuition for FSM learners.</p> <p>£3,000</p>	<p>Families play a crucial role in supporting young musicians. The challenges facing families of low-socio-economic status in providing support are considerable. Positive action needs to be taken to ensure that barriers to participation for those in areas of high deprivation can be overcome. Short term music projects have shown that music can provide opportunities for vulnerable young people, who frequently live in areas of high deprivation, to acquire a range of transferable skills and enhance their confidence and aspirations. (Hallam and Burns 2017)</p>
<p>To provide breakfast for all learners, including FSM.</p> <p>£3,000 to cover staffing.</p>	<p>According to Government Guidance, evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).</p>

Total Budgeted Cost: £110,117 (Surplus of £8,917 to be covered by School Budget)

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>To reduce the gap in attainment between FSM learners and their peers by providing class TA support for FSM learners</p> <p>3 x days Teacher for class with high FSM</p>	<p>Analysis of the results of groups of learners in June 2023 shows that the average standardised scores in all areas for FSM learners and non-FSM learners were similar – there is no gap between these groups apart from reading in Year 5 and Year 4, which will be targeted in the SDP 2023 2024. Analysis of the effect size data shows that FSM have a positive effect size in most areas with a minority of areas showing an effect size >0.4 (Year 4 Reasoning 0.51, Year 3 Spelling 0.57, Year 3 Reasoning 0.96, Year 3 Procedural 0.42, Year 2 Reasoning 0.41, Year 2 Procedural 0.4 and Year 1 Spelling 0.53).</p>
<p>Release time for trained TA to deliver Catch-up</p>	<p>Analysis of effect size data shows that Foundation Phase Catch Up Literacy had an overall effect size of</p>

numeracy and literacy® to FSM learners in short, regular sessions (about 30 minutes, three to five times a week).	0.73, Foundation Phase Catch Up Numeracy had an overall effect size of 0.65 and KS2 Catch Up Numeracy had an overall effect size of 1.57. FSM learners had a positive effect size in all these interventions, but in KS2 Catch Up Numeracy in particular, FSM learners had an effect size >0.4, which was 2.07.
To provide nurturing support and Play Therapy for FSM learners through an in-house Play Therapist.	PASS data harvested in October 2022 and June 2023 showed a positive impact of nurture provision on FSM learners in the FP with FSM learners showing an effect size of 0.61. KS2 FSM learners showed a positive effect size of 0.12 but this wasn't >0.4. This may be due to a lack of consistency in the provision of the KS2 nurturing programme. For those learners who received Play Therapy, the comparison of SDQ scores before and after the programme showed an improvement in most areas for all learners.
To allow equal opportunities for all learners to access music provision by providing free music tuition for FSM learners.	17 out of the 22 learners receiving music tuition are FSM so many of the learners receiving music tuition are FSM. These learners are acquiring a transferable skill and has enhanced their confidence to compete in the School Eisteddfod. All FSM learners have also had access to a term of first experiences of learning a musical instrument with ukuleles in Year 5/6, electric keyboards in Year 3/4 and percussion in the Lower School. As a result, nearly all FSM learners in the Lower School show high satisfaction in their school experience and in the Upper School, FSM show high satisfaction in their school experience in half of the areas otherwise they show moderate satisfaction in their school experience.

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
Catch-up® Literacy and Numeracy	Catch-up®
Play Therapy	Play Therapy UK
Learning Village	Learning Village
Giglets	Giglets