

Cwmbach Community Primary School

Happiness at the Heart of Learning



Pupil Development Grant 2019-20

PDG Focus Area:	Well-being		
PDG Spend:	£986	EY PDG Spend:	
<p>As a school, we recognise that tackling Pupils social and emotional learning is central to what we do within the school, if we want pupils to fully engage in their education. The EEF highlight that tackling self-esteem and Well-being has a big impact on the attainment of pupils and we recognise that pupils eligible for PDG funding, very often bring with them issues around Wellbeing and self-esteem. Our spending in this area is to tackle pupils' wellbeing and self-esteem, ensuring that pupils are happy and engaged in school so that learning can take place and, as a result, an impact had on standards of attainment. This area includes development such as health and fitness, wellbeing and self-esteem and healthy relationships.</p>			

Action	Impact	Outputs		Resource	Time
		Number of FSM supported	Other measurable outputs		
To improve levels of resilience and confidence amongst vulnerable and disadvantaged pupils.	<p>Pupils show higher levels of resilience and confidence and, as a result, are better engaged with learning and make progress.</p> <p>Pupils are able to manage their emotions when presented with challenging situations.</p>	<p>48 through whole class intervention</p> <p>6 FSM children in 1:1 Thrive sessions</p>	Pupils make better than expected progress, when compared to their peers,	<p>School Thrive Licence =£686</p> <p>Thrive Practitioner Training =£300</p> <p>Total = £986</p>	<p>Throughout school year</p> <p>1 x 6 week intervention programme in Autumn Term.</p>

PDG Focus Area:	Literacy		
PDG Spend:	£44,567	EY PDG Spend:	
<p>Language and literacy provides us with the building blocks for accessing the curriculum, building successful lives and entering the world of work. The EEF has identified that a range of approaches works best and that oral interventions, phonics and reading comprehension strategies have an impact that is relatively low cost and on average, pupils who participate in these interventions make approximately five months' additional progress over the course of the year. This focus area will focus on ensuring that FSM children are supported in being able to access language and close the gap with their peers.</p>			

Action	Impact	Outputs		Resource	Time
		Number of FSM supported	Other measurable outputs		
To improve the reading skills that are working below their chronological age	<p>Pupils' decoding and comprehension skills improve.</p> <p>Pupils are able to access more complex books and texts that allow them to fully engage with the curriculum.</p> <p>Pupils are more enthusiastic about reading</p>	<p>9 pupils in the Foundation Phase</p> <p>7 pupils in Key Stage 2</p>	Pupils make better than expected progress in their Salford Score, when compared to their peers.	<ul style="list-style-type: none"> Intervention provided by a HLTA and L3 TA. Additional adults in a FP class, with high proportion of FSM pupils. <p>= £44,567</p>	<p>Throughout school year</p> <p>2 x 1 term of catchup literacy for target Year 2 and Year 6 pupils</p> <p>2 x terms of Premier League Reading Stars for target KS2 pupils</p>

PDG Focus Area:	Personal Care and Social Skills in Early Years		
PDG Spend:		EY PDG Spend:	£4,432
<p>Research by the EEF has identified that gaps between more affluent children and their peers emerge before the age of 5 and so a strong foundation in Early Years is essential. Before formal teaching can begin, the focus of our full time Nursery provision focuses on play-based learning, developing communication skills and supporting parents with encouraging learning at home. With 3 pupils who are not fully toilet trained, it is ever more important to provide a nurturing environment that allows the pupils to flourish. The funding in this area will be used to provide an additional adult in the Nursery provision, so that</p>			

Action	Impact	Outputs		Resource	Time
		Number of FSM supported	Other measurable outputs		
To improve the reading skills that are working below their chronological age	<p>Pupils' decoding and comprehension skills improve.</p> <p>Pupils are able to access more complex books and texts that allow them to fully engage with the curriculum.</p> <p>Pupils are more enthusiastic about reading</p>	4 pupils in Early Years	Pupils make better than expected progress in the Personal and Social Development, Well-being and Cultural Diversity area of the Foundation Phase profile, when compared to their peers.	<p>£4,432 staffing costs:</p> <ul style="list-style-type: none"> Additional adult in Nursery for the Autumn Term. 	Autumn Term