

Part A: Strategy Plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for the children being supported?
- How does your current strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

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 |
|--|---|
| All FSM children make age-appropriate progress in speech and language | Nearly all FSM pupils have made 3 levels progress in Wellcomm from September 2023. |
| To provide intervention, training and support for staff in developing pupils literacy skills within the classroom, in order to close the gap in attainment, including speech and language development. | Staff are confident in applying strategies within their teaching which promotes pupils' literacy skills, therefore promoting improved standards of attainment, particularly amongst FSM pupils. |
| All FSM pupils identified for Rapid Reading make 2 years progress through targeted support | Most FSM learners make 2 years progress. |
| All pupils feel safe and secure in school and their emotional wellbeing is improved through targeted support | Nealy all learners identified for ELSA support feel supported in school and in control of their emotions. Pupil attendance is improved from previous year. Thrive data shows an improvement in pupil development. |

Activity in this academic year

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

The following interventions will be run during the academic year 2023-24:

Wellcomm – Foundation Phase
Speech Links – Foundation Phase
Dancing Bears – Whole school
Rapid Reading – Key Stage 2
Nessy – Key Stage 2
Primary Wellcomm – Key Stage 2
ELSA – Key Stage 2
Thrive – Whole school
In class support – Whole school

Learning and teaching

Budgeted cost: £60,000

| Activity | Evidence that supports this approach |
|---|---|
| Rapid Reading Intervention at Key Stage 2 | Data from reading tests and personalised assessments shows that there are children reading below their chronological reading age. Data is collated and evaluated. Identified learners receive additional reading support from LSO's to close the gap between their chronological age and their reading age. |
| Wellcomm | Nursery pupils are screened on entry to measure their speech and language development. On entry there are a considerable number of pupils with Red aspects to their speech and language. Following assessment, individual programmes are delivered by staff |
| Nessy | Through staff observations and reading test data, identified pupils across the school through Nessy during Group Guided Reading Sessions to address gaps in their language development. |

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: £1,000

| Activity | Evidence that supports this approach |
|-----------------------------|--|
| School uniform swap shop | Cost of living crisis has affected family's financial capacity. Appeals have been made for old school uniform to be sent into school. The uniform is washed and displayed in a room. Parents can access the room at the start and end of the school day. |
| Parent Learning Partnership | Parents meet with Deputy Headteacher termly to discuss learning and curriculum organisation. |

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

Budgeted cost: £33,143

| Activity | Evidence that supports this approach |
|------------------|---|
| ELSA | Through staff observation, pupil wellbeing surveys and parental concerns identified pupils receive 6 week block sessions of ELSA support from LSOs and FEO. |
| Thrive | Following the schools graduated response pyramid, pupils who do not progress on ELSA are Thrived assessed. A further programme of intervention is delivered to targeted pupils. |
| Residential Trip | To provide access to residential visit for Year 5 & 6 including transport, reducing financial barriers. |

Total budgeted cost: £99,761

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 – 2023 academic year.

| Activity | Impact |
|---------------|---|
| Rapid Reading | All pupils receiving Rapid Reading made progress. Nearly all learners made at least 1 year progress in their reading. The majority of learners made at least 18 months progress in the reading. |
| Thrive | Most learners in receipt of Thrive made progress to reach their age-appropriate level. |
| ELSA | Most pupils benefit from the opportunity to talk about their emotions and engage with the work by willingly coming out of class to receive support. Pupils have coping strategies and apply them when experiencing heightened emotions. |

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 |
|---------------|-------------------|
| Nessy | Nessy Learning |
| Rapid Reading | Pearson Education |
| Thrive | Thrive |
| ELSA | ELSA (CSC) |