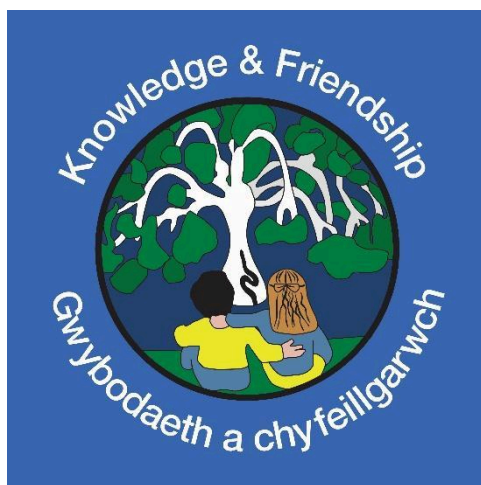


YSGOL GYNRADD PARC PRIMARY SCHOOL



PUPIL DEVELOPMENT GRANT EVALUATION

2023-2024

YSGOL GYNRADD PARC PRIMARY SCHOOL

PUPIL DEVELOPMENT GRANT 2023-2024

Overview

The Pupil Development Grant (PDG) is allocated to schools by Welsh Government with the purpose of reducing the impact of poverty on educational attainment.

This document outlines Parc Primary School's key areas for improvement as well as the PDG spending plan for the academic year 2023-2024.

Page 2: Key Areas for Action & Targets

Page 3: PDG Action & Spending plan 2023-2024

Detail	
School name	Parc Primary
Number of pupils in school	245 (end of July 24)
Proportion (%) of PDG eligible pupils	28%
PDG Lead	Headteacher
Link Governors	Janet Guy, Claire Mackey

Detail	Amount
PDG funding allocation this academic year	£56350
EYPDG funding allocation this academic year	£26450
Total allocated for this academic year	£82800
PDG predicted expenditure as outlined on action plan	£85256

Statement of Intent

Parc Primary will use its PDG in variety of ways to improve outcomes for learners eligible for free school meals (eFSM) and Looked After Children (CLA). Whilst the funding will be to ensure disadvantaged learners overcome the many barriers that would otherwise restrict them from fulfilling their potential, it is hoped that the grant will ultimately improve outcomes for all learners.

Intended Outcomes

The table below outlines outcomes we were aiming for by the end of the plan and how impact will be measured.

Intended Outcomes	Success Criteria
<p><u>Support for pupils</u></p> <ul style="list-style-type: none">• Pupils' individual needs to be identified through assessment and tracking procedures• Pupils to be set realistic, yet challenging, targets• Pupils are provided with interventions to ensure they achieve their targets and make at least expected progress. <p>Intervention programs will include:</p> <ul style="list-style-type: none">✓ Literacy Launchpad✓ Catch up Literacy✓ Catch up Numeracy✓ Wellcomm✓ Language Link✓ Speech Link✓ ELSA✓ Forest School	<ul style="list-style-type: none">• Robust systems of evaluation are in place providing effective tracking and evaluation of pupils' progress and individual needs• Pupils accessing interventions make achieve their targets and make at least expected progress

Activities 2023-2024

This details our planned activities for 23-24.

Support, Intervention & Engagement
<ul style="list-style-type: none">• Employment of staff to provide a wide range of intervention and support to pupils and families. This will include:<ul style="list-style-type: none">✓ literacy interventions;✓ numeracy interventions;✓ speech and language interventions;✓ emotional and mental health interventions;✓ Forest School experiences and activities.• ELSA Service Level Agreement ensuring high quality well-being sessions are provided to pupils.• Annual subscription to Speech Link ensuring literacy interventions are delivered in line with guidance• Subscription to online Seesaw & ensure pupils can access learning from home.• Funds used to reduce the financial burden on families (i.e. provision of food hampers, school uniform).

Learning & Teaching

Estimated Cost: £84000

Activity	Evidence that supports this approach
Employment of staff to deliver intervention literacy, numeracy and well-being programs as outlined above. Cost of annual subscriptions and licences for ELSA, Speech Link & SeeSaw	Research & case-studies Tracking and evaluation of pupils' progress Pupil progress meetings Analysis of pupil and parental/carers questionnaires

Community Focus Schools

Estimated Cost: *Included as part of estimated cost under 'Learning & Teaching'

Activity	Evidence that supports this approach
Employment of Family Engagement Officer to ensure effective working partnerships between pupils, families and the community.	Research & case-studies Tracking and evaluation of pupils' progress Analysis of pupil and parental/carers questionnaires

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

Budgeted cost: £2000

Activity	Evidence that supports this approach
Provision and funding of costs associated with participation in health & well-being initiatives and projects, provision of adult training etc.	Research & case-studies Tracking and evaluation of progress Analysis of pupil and parental/carers questionnaires

Total estimated cost: £86000

Externally provided programs

In 2023-24, Parc Primary purchased/subscribed to the following programs through its use of PDG funding.

Program	Provider
ELSA Supervision	RCT Educational Psychology Service
Speech & Language Link	Speech Link Multimedia UK
SeeSaw	SeeSaw, USA

PDG Activities & Outcomes

The following outlines activities and impact in the 2023-2024 academic year. There were two distinct categories:

1. Engagement & Support
2. Interventions

1. ENGAGEMENT & SUPPORT

ADMISSIONS & TRANSITION

Context

As part of transition, the Family Engagement Officer (FEO) had responsibility for managing and supporting pupils and their families when they enrolled in Parc Primary. This enabled the FEO to share important information about the school and assist the parents/carers in completing the relevant documentation. The FEO provided a tour of the school for the pupil(s) and their family and a home visit was also undertaken.



Families of pre-nursery pupils were also invited to take part in transition workshops. The workshops were run by the FEO in conjunction with staff from the on-site Flying Start playgroup, *Little Ferns*. 88% of eligible families attended the workshops. 31% of these families were e-FSM. All nursery pupils were given an activity pack with resources prior to starting. A transition meeting was also held at the end of the first month of the pupils starting school enabling the FEO to meet with parents/carers to answer any questions and also to evaluate transition arrangements.

In addition to the pre-nursery transition workshop, the school was asked to trial a Welsh Government early language skills project called *Talk with Me*. The language project, aimed at pre-school pupils, was trialled with the summer term intake of pre-nursery pupils. 86% of the eligible families took part in the project and attended school once a week to engage in language games and activities.

- ✓ During the academic year, 53 pupils joined Parc Primary. Of these pupils, 23% were e-FSM pupils and 57% were in-year transfers.
- ✓ Of the 53 pupils who started in 23-24, 100% parents/carers accepted a home visit and also a tour of the school.

Impact

Analysis shows there was good impact of the admission processes. This includes:

- ✓ 100% of parents/carers stated they found the school processes to be highly effective and informative;
- ✓ Nearly all parents/carers found the home visits to be most beneficial and were grateful that the FEO offered visits after school meaning both parents/carers could be present and involved in the process;
- ✓ 100% of parents/carers stated their child was both more confident of starting their new school through taking part in the home visits;

- ✓ Nearly all parents/carers feel that transition procedures help them feel a key stakeholder of the school even at such an early stage;
- ✓ 100% of parents/carers were confident knowing the key school policies and procedures before their child(ren) started school.
- ✓ Through the home visit and school tour, staff gained a good understanding of the individual needs.

ATTENDANCE

Context

In conjunction with the Headteacher, the FEO assumed responsibility for attendance. As part of this role, the FEO monitored attendance daily ensuring contact was made with parents/carers if pupils were absent and no reason had been provided. The FEO also identified pupils in need of support and implemented a range of strategies to raise their levels of attendance.

Impact

- ✓ Whole school attendance has again increased from the previous academic year (+2.1%).
- ✓ Attendance was line with the LA agreed target of 93%.
- ✓ Parc Primary is within the top 30% of RCT schools for attendance and within the 1st quartile of e-FSM Group 5 schools in RCT.
- ✓ The difference in attendance between e-FSM and n-FSM pupils was -2% which is significantly ahead of Local Authority comparative data. The attendance of e-FSM pupils was within the top 10% of RCT schools.
- ✓ Most pupils make good progress and improve their attendance through bespoke intervention; of these pupils, many make considerable progress.

LIFELONG LEARNING

Context

Through questionnaires and coffee mornings, parents/carers' needs were audited. The FEO then sourced support from outside agencies as well as expertise from school staff in delivering training for parents/carers and grandparents.

In 2023-24, this included training and workshops for stakeholders in:

- ✓ Accredited Paediatric First Aid;
- ✓ Lego Therapy;
- ✓ Cooking on a budget;
- ✓ Craft;
- ✓ Financial management;
- ✓ Autism Spectrum Disorder.

A total of 62 adults attended the different training and workshops. 80% of these attendees were parents/carers or grandparents of pupils in school and the remaining 20% members of the community with no children on roll.



Impact

The analysis of feedback shows excellent impact of the training and workshops.

- ✓ 100% of attendees stated their well-being had been improved.
- ✓ 100% of participants stated their ability to cook healthy meals on a budget had been improved through the weekly slow cooker classes.
- ✓ Nearly all stated their financial management skills had been significantly improved.

ADVICE & MULTI-AGENCY WORKING

Context

During 2023-24, an increasing number of families, as well as members of the community, sought support and advice from the FEO. Supporting families through the cost-of-living crisis was a core element of the FEO's role.

The FEO worked in collaboration with many external organisations as part of providing valuable support for families. Multi-agency working included:

- ✓ Resilient Families;
- ✓ Rhondda Foodbank;
- ✓ Fuel Bank UK;
- ✓ Valleys Kids;
- ✓ Local Authority Housing;
- ✓ Challenging Behaviour Group;
- ✓ Adult Mental Health Service;
- ✓ Carers Support Network;
- ✓ Cwmparc Community Association;
- ✓ LA Attendance and Welfare Service;
- ✓ Eye to Eye
- ✓ Save the Children;
- ✓ Communities for Work.

During 23-24, the FEO continued issuing Food and Fuel Bank Vouchers to those in need. In addition to the Trussel Trust food bank vouchers, the school also purchased its own stock of emergency food hampers and provided these to families and members of the community. At Christmas, the FEO sought support from private businesses and charitable groups to support vulnerable families at Christmas.

Impact

- Food and Fuel Bank vouchers were issued to parents/carers;
- Over 50 emergency food hampers were provided for families;
- Christmas presents donated by a local business were provided to families of 18 pupils;
- Large Christmas food hampers were provided to 11 families.

FARE SHARE CYMRU PROJECT

Context

Year 6 pupils took part in the Fare Share Cymru food hamper scheme based at the local community centre. Each week, pupils worked collaboratively in sorting produce, calculating how many hampers they can make and then making the hampers for residents in the local community. 50% of those pupils who took part in this project were in receipt of free school meals.

Impact

- ✓ 100% of pupils who took part in the project stated their well-being had been improved.
- ✓ All pupils felt they were making a good and helpful contribution to their community.
- ✓ Pupils understanding and empathy for those in need was enhanced.

DEMENTIA FRIENDS

Context

The partnership with a community Dementia Support group continued. As part of this, Year 6 pupils received training and became an official 'Dementia Friend'.

Following this, a group of Year 6 pupils visited the dementia support group based at St. Matthews Church in Treorchy on a fortnightly basis. During these sessions, pupils socialised with members of the community suffering with this disease providing them with valuable and happy experiences.



Impact

- ✓ 100% of pupils stated their participation in the project had made them more confident.
- ✓ All pupils stated they had a better understanding and awareness of mental illness.
- ✓ Most pupils stated they felt they were making a real difference to the lives of those in need which made them feel valuable members of the community
- ✓ Improved happiness and well-being of the community members attending the dementia group.
- ✓ Further strengthening of links with community organisations.

FOREST SCHOOL

Context

All pupils from all classes accessed Forest School every fortnight and workshops with parents/carers were also delivered. Staff well-being sessions were also held in Forest School. A partnership with Ysgol Hen Felin saw pupils with additional learning needs visiting our Forest School and work with pupils of Parc Primary.

Impact

- ✓ In April 2024, Welsh Government used the Forest School initiative as a case study for highlighting the impact of Pupil Development Funding on raising standards of health and well-being.
- ✓ The well-being of nearly all learners improved through accessing Forest School.
- ✓ All feedback from parents/carers regarding Forest School has been positive.
- ✓ Pupils' knowledge and understanding of the environment and nature has significantly increased.
- ✓ There has been a significant improvement in the levels of pupils' resilience, problem-solving and independence.
- ✓ The partnership with Ysgol Hen Felin has been a tremendous success with the well-being of pupils in both schools being significantly improved.
- ✓ Staff well-being was improved through bespoke sessions in Forest School.
- ✓ Quotations from pupils highlighting the success and impact of Forest School include:

"Coming to Forest School is like instant stress relief, I feel so calm"

"I feel proud of everything I learn here"

"I never want to leave"

"We are learning but in a different way"

"It feels like home"

- ✓ Quotations from parents/carers highlighting the success and impact of Forest School include:

Parc is an amazing school but Forest School is the icing on the cake"

"Forest school has had a positive impact on my child"

"Such a great opportunity to learn and explore the outdoors"



BABY & TODDLER GROUP

Context

A baby and toddler group was established by the FEO to encourage and foster strong working relationships with future families. Sessions were offered to children from birth to pre-school age. Activities were set up in the hall to promote early learning and for adults in the community to meet one other. A tour of the Early Years provision at the school was also delivered.

Many of the families that attended were from the Flying Start areas of the village although the group was open to all in the local and wider community.

In 23-24, 17 children attended the different sessions.



Impact

- ✓ Stronger links with members of the community.
- ✓ Building of good working relationships between parents/cares, grandparents and school.
- ✓ Increased knowledge of the future families.
- ✓ Increased parental knowledge of the school.

PARENT-TEACHER ASSOCIATION

Context

During 2023, the FEO worked with parents/carers to establish a much-needed Parent Teacher Association (PTA). A committee was formed with parents appointed as Chairperson and Vice Chairperson. Meetings were held and several fundraising events organised.

Impact

- ✓ PTA established.
- ✓ Events planned and organised by the PTA.
- ✓ Greater funds for the school.
- ✓ Further developing parental/carer voice.



2. INTERVENTIONS

ATTENDANCE

Context

As part of her attendance lead role, the FEO identified pupils with concerning attendance and punctuality. The FEO worked with these pupils and their parents as well as outside agencies such as Resilient Families and the Local Authority's Attendance and Welfare Service.

Autumn Term – 22 pupils (36% e-FSM)

Spring Term – 17 pupils (47% e-FSM)

Summer Term – 13 pupils (54% e-FSM)

Impact

- ✓ At the end of the autumn term, most pupils (86%) had improved attendance. The average increase was 6.7% and the range was -13.25% to 16.14%.
- ✓ At the end of the spring term, many pupils (76%) improved their attendance. The average increase was 3.8% and the range was -5.75% to 10.1%.
- ✓ For the summer term, just over half improved their attendance following intervention. The average increase was 1.83% and the range -4.31 to 7.42%.

WELL-BEING INTERVENTIONS

Context

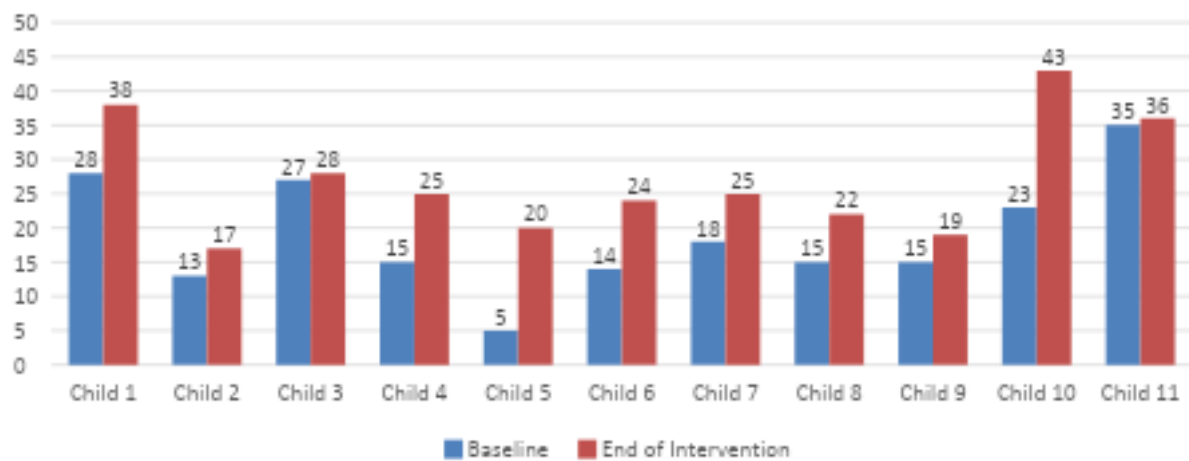
ELSA was provided to pupils identified in need of well-being support. Two members of staff and a volunteer delivered the ELSA sessions as well as running an after-school ELSA nurture group.

For 23-24, 24 pupils received ELSA intervention (33% of these were e-FSM pupils). Parents/carers are offered the opportunity to attend a meeting at the end of their child's ELSA sessions to receive feedback on progress. Of the pupils that received ELSA, 96% of parents/carers took the opportunity to meet with staff.

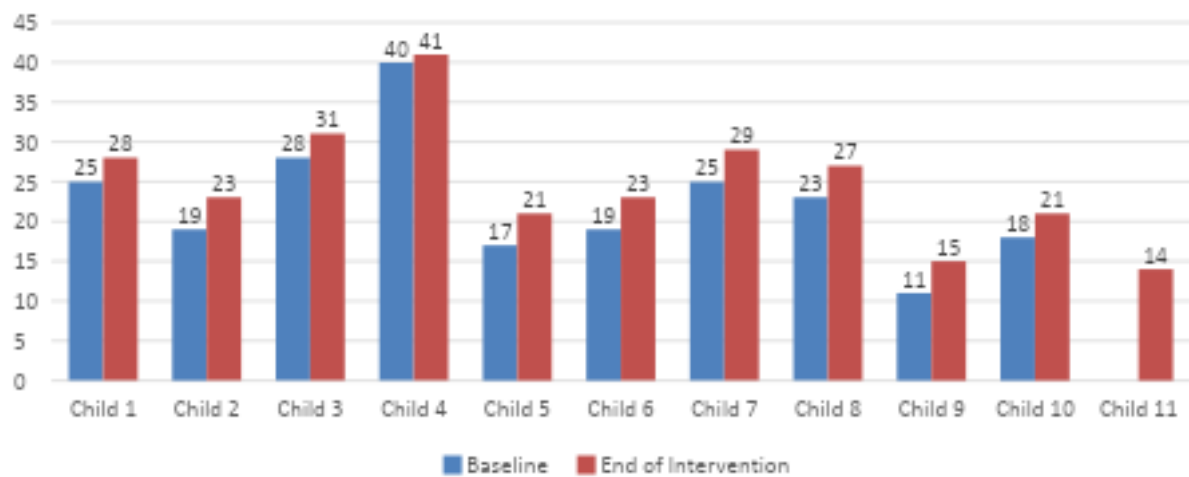
Impact

- ✓ ELSA interventions made a significant impact on improving standards of pupils' well-being.
- ✓ 31 pupils received ELSA during the academic year; 39% were e-FSM pupils.
- ✓ Following intervention, 97% of pupils made progress in their targeted area of ELSA.
- ✓ 65% of pupils also made progress in **ALL** other 7 areas of ELSA.

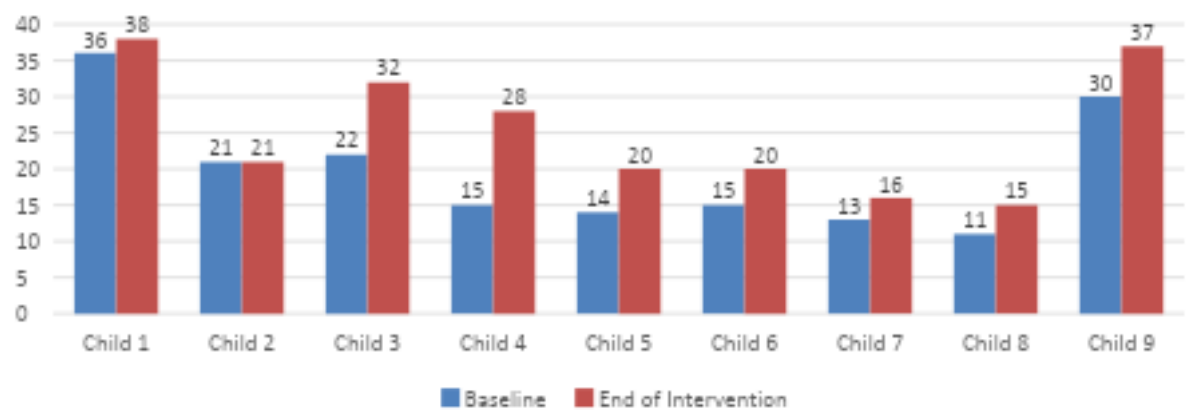
Autumn Term - Baseline > End of Intervention



Spring Term - Baseline > End of Intervention



Summer Term - Baseline > End of Intervention



LITERACY & NUMERACY

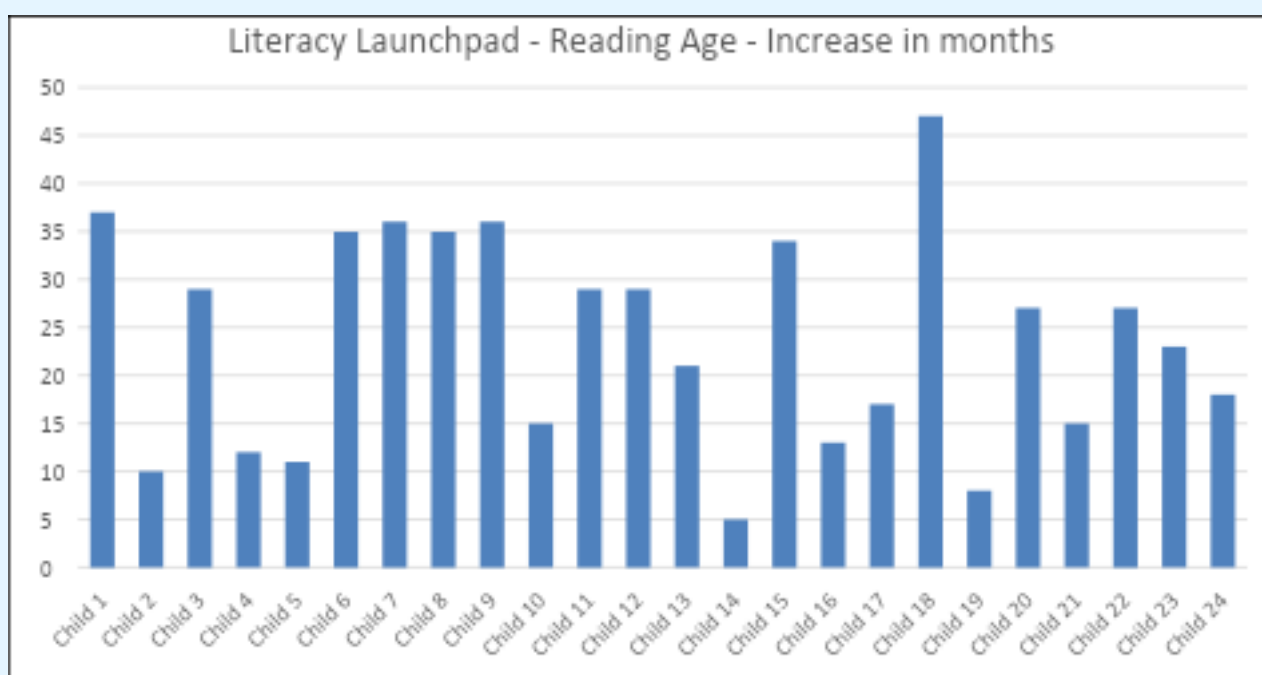
Context

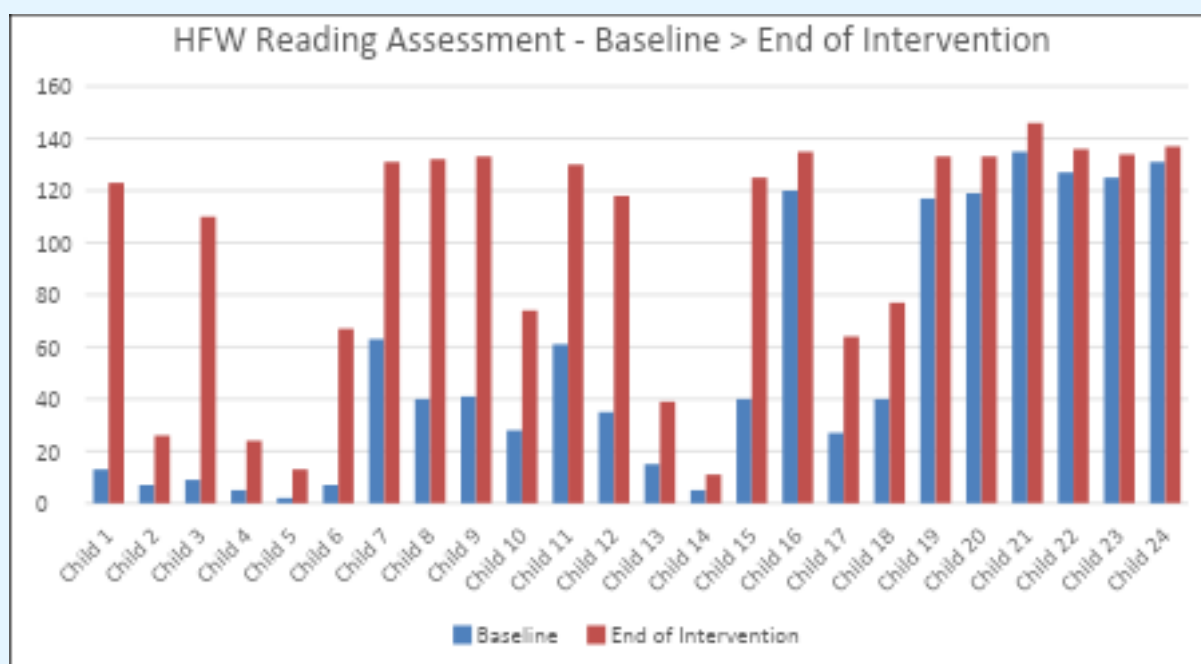
During 2023-24, 99 pupils received a range of numeracy and literacy interventions from staff whose salary was funded through the PDG. Some of these interventions included Literacy Launchpad, Catch-Up Literacy and Catch-Up Numeracy.

Impact

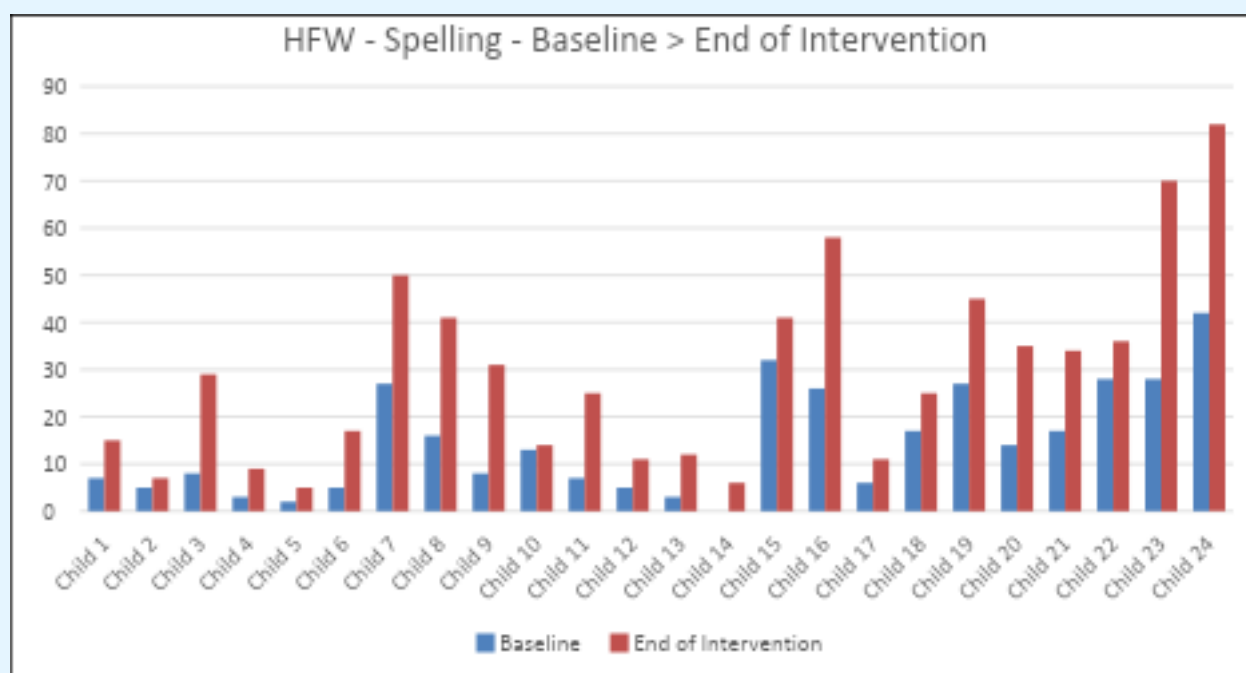
Literacy Launchpad

- ✓ Most pupils (90%) made greater than expected progress in improving their reading fluency age.
- ✓ Average increase for pupils accessing this intervention was 19.1 months which is ahead of the whole-school average of 24.3 months.





- ✓ 100% of pupils improved their ability to read high frequency reading words.
- ✓ The average increase was 43.2 with pupils in year 3-5 making significant progress.

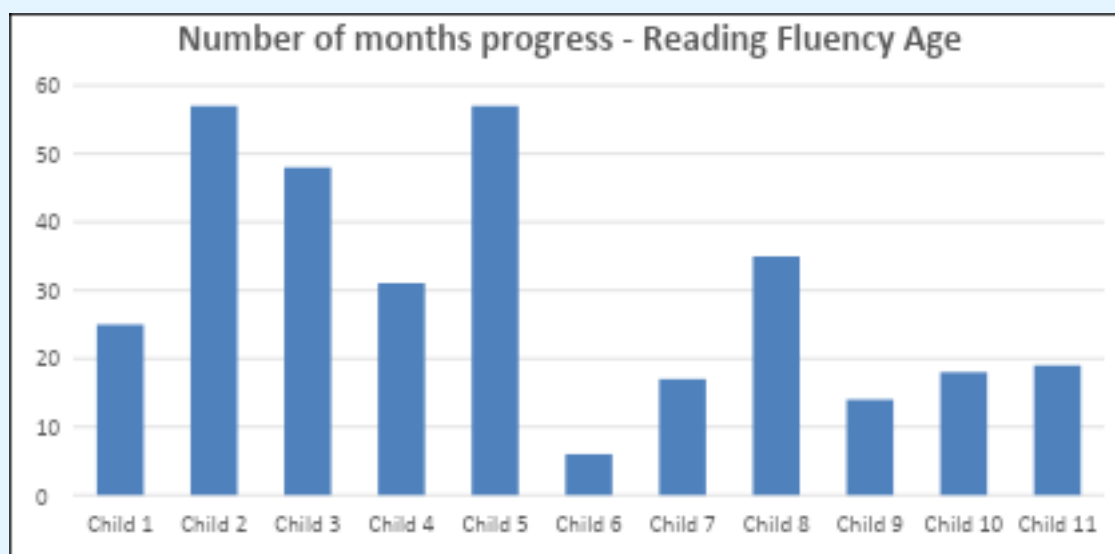


- ✓ 100% of pupils improved their ability to spell high frequency reading words; however, progress was not as great as the pupils' ability to read the high frequency words.
- ✓ The average increase was 15.1.

Catch Up Literacy

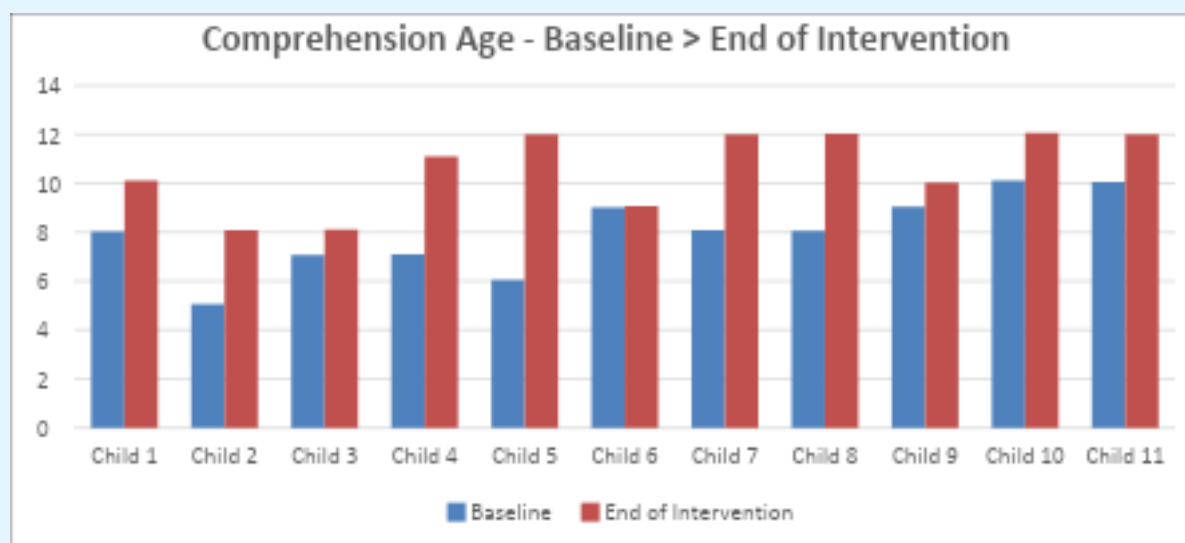
Reading Fluency skills

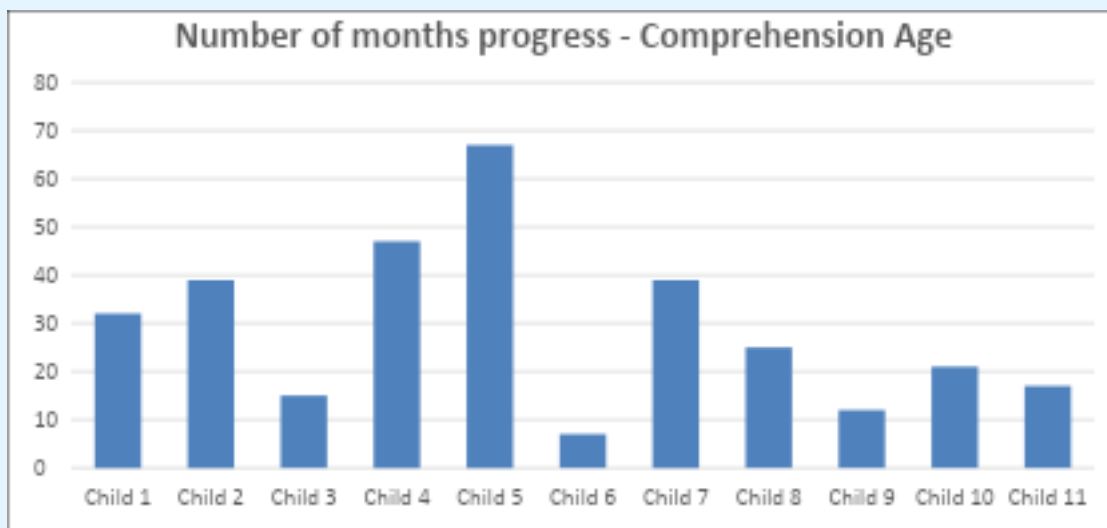
- ✓ 100% of pupils made greater than expected progress
- ✓ Average number of months progress was 29.7
- ✓ Analysis of Baseline Assessments shows 100% of pupils had a reading age below their chronological age. Analysis of end of intervention assessments shows that 73% of pupils now have a reading age above their chronological age.



Comprehension skills

- ✓ Nearly all pupils made greater than expected progress
- ✓ Average number of months progress was 29.1
- ✓ Analysis of Baseline Assessments shows 63% of pupils had a comprehension age below their chronological age. Analysis of end of intervention assessments shows that 90.9% of pupils now have a comprehension age above their chronological age.





Catch-Up Numeracy

- ✓ All pupils made greater than expected progress
- ✓ Average number of months progress was 32.8

