

**YSGOL GYNRADD
PARC
PRIMARY SCHOOL**



**PUPIL DEVELOPMENT GRANT
EVALUATION**

2024-2025

YSGOL GYNRADD PARC PRIMARY SCHOOL

PUPIL DEVELOPMENT GRANT 2024-2025

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 2024-2025.

Academic Year 2024-25

Detail	
School name	Parc Primary
Number of pupils in school	230 (start of 24-25)
Proportion (%) of PDG eligible pupils	28%
PDG Lead	Headteacher
Link Governors	Janet Guy, Claire Mackey

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

Parc Primary used its PDG in variety of innovative ways to improve outcomes for learners eligible for free school meals (eFSM) and Looked After Children (CLA). Whilst the funding was used to ensure disadvantaged learners overcame many barriers that would have otherwise restricted them from fulfilling their potential, the grant funding ultimately helped 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 would 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✓ 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 2024-2025

This details our planned activities for 2024-25.

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 Language Link ensuring literacy interventions are delivered in line with guidance• Subscription to Seesaw ensuring pupils can access learning away from school• 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, Language 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 2024-25, 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 2024-25 academic year. There were two distinct categories:

1. Engagement & Support
2. Interventions

1. ENGAGEMENT & SUPPORT

ADMISSIONS & TRANSITION

Context

As part of our transition process, the FEO played a key role in supporting pupils and their families. This included a home visit that allows the FEO to provide essential information about the school and complete the relevant documentation.

The FEO also facilitated school tours for new pupils and their families. This allowed stakeholders to become familiar with the school and meet staff.

Families of pre-nursery pupils were invited to participate in transition workshops, delivered by the FEO in collaboration with staff from the nursery class and also from Little Ferns our on-site Flying Start playgroup.

During the academic year, 40 pupils joined Parc Primary. Of these pupils:

- ✓ 27.5% were in receipt of free school meals and 20% were in-year transfers from another school;
- ✓ 97% pupils/families received a home visit from the FEO;
- ✓ 100% participated in a tour of the school;
- ✓ 97% of families attended the transition workshops.

Some examples of feedback are as follows ...

We welcomed the visit and really appreciated Leanne taking the time to organise it. We were able to discuss our daughter's additional needs, the school, our thoughts and concerns, etc. in a natural, comfortable way. It was extremely reassuring, too. We were provided with a lot of information and we felt sure that we were doing the right thing for our daughter.

I felt this was a great way for a member of school staff to meet my child in his safe space and familiar surroundings as he can often be quite different and nervous in unfamiliar surroundings.

I feel part of the school family already! Leanne and I had a long chat and I learnt about opportunities available to me and my family, ranging from the Parent Council to accredited training.

The family workshops meant that my son was able to see the school, visit the classroom and meet the staff before starting school, this helped reassure him enormously (and us!)



Impact

Analysis of surveys and feedback shows there was good impact of our admission processes. This includes:

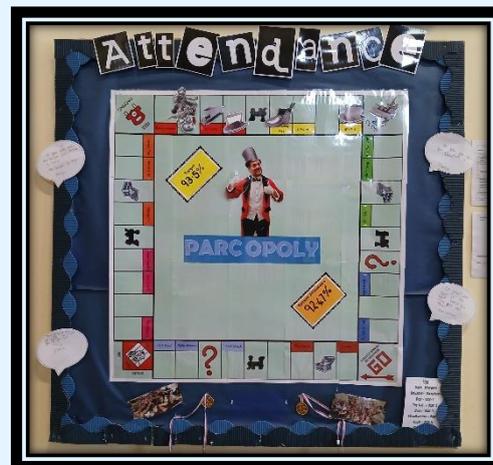
- ✓ 100% of parents/carers stated they found the school processes to be highly effective and informative;
- ✓ Nearly all parents/carers found the home visits to be most beneficial and were grateful that the FEO offered visits after school meaning both parents/carers could be present and involved in the 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

The Headteacher, in collaboration with the FEO, takes responsibility for monitoring attendance. The FEO oversees daily attendance, identifying pupils with persistent attendance issues. Parents/carers were contacted via ParentMail and also phone calls; in some cases, meetings were arranged to discuss strategies for improving their child's attendance.

The school took a proactive approach towards improving attendance and punctuality. Parents/carers were made aware of the expectations and Policy. Through our Pupil Voice groups, an exciting game was devised called 'Parcopoly'. Based on the weekly attendance for the class, pupils competed each week to move their assigned class emoji around the board to win prizes.



During Autumn term of 2024, 20 pupils from Reception to Year 6 were identified as having an attendance of 80% or below. These pupils were closely monitored and appropriate actions put in place to try and improve their attendance. At the end of the autumn term, 15 pupils made improvement. (Of the 15 pupils, 9 achieved above 80%

In the spring term, a further 13 pupils were identified as needing improvement in their attendance. With monitoring and intervention, 8 pupils went on to make improvements.

In the summer term 2025, 15 pupils were targeted for intervention—of these pupils, 9 pupils made improvements.

Impact

- ✓ Most targeted pupils made good progress and improved their attendance through bespoke intervention; of these pupils, many made considerable progress.

PARENT AND TODDLER LINK-UP GROUP

Context

At Parc Primary, we prioritise building strong relationships from day one. The Family Engagement Officer (FEO) offered a range of pre-school opportunities for families to participate in, including Baby Club and Baby Massage, *Talk with Me* pre-school SALT programme and also a parent and toddler group.

These sessions were highly popular, attracting families from across different communities. Recently, the FEO completed additional training and now plans to introduce *Active Baby* and *Active Toddler* sessions at school.



Impact

- ✓ Strong relationships between home and school have been established
- ✓ Any concerns were identified at an early stage and referrals made to outside agencies
- ✓ Families had greater knowledge of ways they can effectively interact with their child(ren) to promote strong development and good opportunities for learning.

'My first child went to another primary school but I want my youngest to go to Parc! The group is great for me, allowing me to meet some of the staff and other mothers. My child gets a chance to meet some of the kids that will be in his school year. He loves it!' (Parent of pupil attending toddler group)

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 2024-25, this included training for parents/carers in:

- ✓ accredited paediatric first aid;
- ✓ Lego therapy;
- ✓ cooking on a budget;
- ✓ craft;
- ✓ financial management;
- ✓ Autism Spectrum Disorder;
- ✓ food safety.



A total of 66 adults attended the different training modules and workshops. 82% of these attendees were parents/carers or grandparents of pupils in school and the remaining 18% members of the community with no children on roll.

'I liked learning at my children's school. I made friends!'

'It's great the school offers these courses. It's on my doorstep. I loved the needle felting course'



Impact

Analysis of feedback shows excellent impact of the training.

- ✓ 100% of attendees stated their well-being had been significantly improved.
- ✓ 100% of participants stated their ability to cook healthy meals, and 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

An increasing number of families have sought support from the FEO that has meant signposting them to outside organisations. During 2024-25, the FEO contacted a number of organisations on behalf of families or supported them herself. Organisations who provided support included:

- ✓ Resilient Families;
- ✓ Rhondda Foodbank;
- ✓ Valleys Kids;
- ✓ Trivallis Local Authority Housing;
- ✓ CBS group;
- ✓ Adult Mental Health Service;
- ✓ Cwm Taf Health Board;
- ✓ Fuelbank Foundation UK;
- ✓ Cwmparc Community Association;
- ✓ Attendance Welfare Service.



Impact

- ✓ Food and Fuel Bank vouchers were issued to parents/carers and members of the community ensuring pupils and adults had sufficient food and energy
- ✓ During 2024-25, 45 emergency food hampers were issued to families in need
- ✓ Christmas presents, donated by a local business, were provided to 13 families ensuring pupils received gifts
- ✓ Large Christmas food hampers were provided to 10 families in need

READING RHONDDA PROJECT

Context

Reading Rhondda is a book club run by Generation Rhondda for pupils and their parents, carers and family members. The club takes place in the community room at the school every Tuesday morning. Each week a different story book is chosen and read, followed by exciting creative activities to match the theme of the book.

- ✓ During the 2024-25 12 families joined the club in the autumn term and 13 in the spring term.



Impact

- ✓ Staff identified a greater uptake of parents/carers reading at home with their child.
- ✓ Those attending the club stated they had increased confidence in supporting their child's literacy development.

DEMENTIA FRIENDS

Context

Each year, pupils in Year 6 undertake training with the Alzheimer's Society become an official 'Dementia Friend'.

In 2024-25, four pupils from the Year 6 cohort were chosen to visit the dementia support group based at St. Matthews Church in Treorchy. The pupils visited twice a month and interacted with the members of the group. The school has been taking pupils to the group for the last six years and the school has become a key member of the community group.

Pupils completely embraced the project and were keen to raise dementia awareness throughout our school community. Strong bonds between the pupils and group members and the feedback has been overwhelmingly positive.



The pupils took part in lots of activities at the group. This included quizzes, watching old films, looking at local history, talking to group members about their lives and even taking part in chair aerobics. Staff at Parc Primary have also completed the relevant dementia training to give us a better understanding of dementia and we have also become Dementia Friends.

'I love going to dementia group. We get to play games and help with the quiz' - Year 6 pupil

'I love talking to David in dementia club. He gave me a book about the war' - Year 6 pupil

'I used to be teacher so I do love talking to the children and listening to them talk about what they do in school' - (Group Member)

'I lost my husband last year so I'm a widow now. I couldn't have children - it wasn't meant to be. So, when the children come to group, they make it feel like a bit of a family. I love seeing them!' (Group Member)

'Ethan is great! He doesn't stop talking though and I've got to watch him because he sometimes cheats at snakes and ladders' - (Group Member)

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.

NEIGHBOURHOOD AND NATIONAL NETWORKING

Context

The Family Engagement Officer (FEO) participates in monthly meetings with various local organisations and agencies to explore ways to further support our families and the wider community. These meetings include representatives from Adult Learning, Men's Shed, Rhondda Radio, RCT Arts, The Salvation Army, local community centres and OAP groups, among others. This collaboration has enabled us to work with many of these organisations to assist our families in times of need.

Additionally, the group organised a free pop-up event for families during the six-week summer holiday. We were able to take Parc Primary into the community by offering free activities for families during the school holidays.

In September 2024, the Welsh Government established a national network to unite Family Engagement Officers (FEOs) from across Wales. The primary goal of this group was to inform Welsh Government about the challenges families face and to discuss the barriers schools encounter when supporting families.

Each Local Authority selected one FEO to represent it, with Leanne Gough from Parc Primary being asked to RCT. Leanne has been meeting with other FEOs across Wales identify new ways to support families and share good practice. She has also met with Education Minister, Lynne Nagle to discuss strategies for assisting families in need, improving school attendance and raising attainment.

Impact

- ✓ Staff have a greater understanding of ways they can support pupils and their families.
- ✓ Strong partnerships with local community groups are formed and maintained. Many groups are willing to support our families with no cost to our families.
- ✓ Greater knowledge around identifying child poverty and strategies that can be put in place to support families in crisis.

ENTERPRISE EDUCATION PROGRAMME

Context

In partnership with a local company, *Green Hat Consultancy*, the school has been able to participate in the 2B Enterprising Programme. Through a range of resources and lessons, the programme brings together 2B Enterprising and Green Hat to work with Year 1 learners to promote key skills. These include, communication, resilience, leadership and problem solving.

'Green Hat wanted to work with the community to build relationships and to give something back so we decided to sponsor Parc Primary to take part in the enterprising programme. It's been great fun coming into the school and supporting the children to develop really important skills that will

be so valuable to them in the future. I think we have some budding entrepreneurs in the making. - Nathan (Associate Director at Green Hat Consultancy)

Impact

- ✓ Pupils had opportunities to work with enterprise experts outside the school community
- ✓ Pupils able to develop essential skills and link enterprise to meaningful and authentic experiences
- ✓ Strong links made with local business (Green Hat has now offered to support our Christmas toy initiative)

FOREST SCHOOL

Context

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

Impact

- ✓ In the summer term 2024, Welsh Government used the Forest School initiative as a case study for highlighting the effective use of Pupil Development Grant funding in securing equity for all stakeholders
- ✓ The Forest School provision was highlighted in the ESTYN core inspection in March 2025 with a 'spotlight' featuring its impact on improving attendance for targeted groups of learners
- ✓ The well-being of nearly all learners was improved through accessing Forest School sessions
- ✓ 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
- ✓ Comments or 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"

- ✓ Feedback from parents/carers highlighting the success and impact of Forest School includes:

"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"



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.

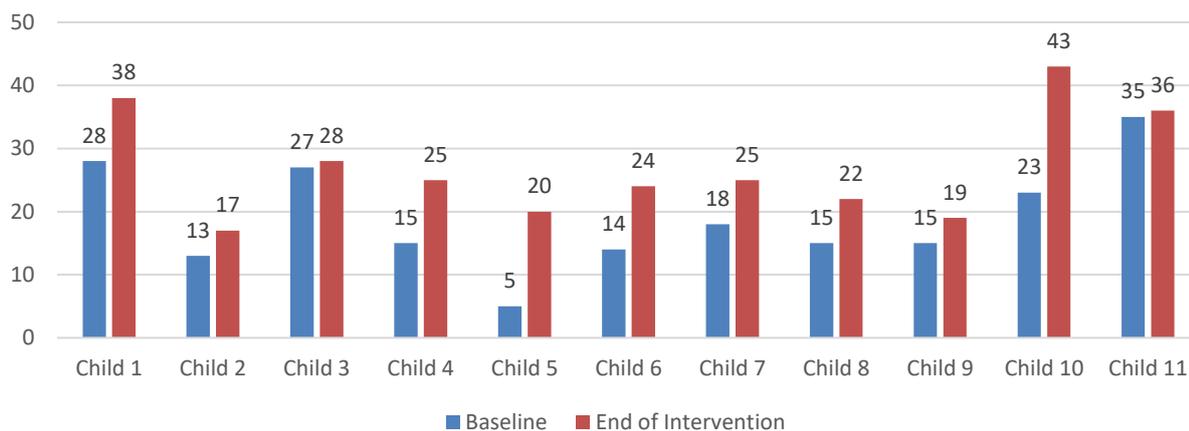
In 24-25, 22 pupils received ELSA (27.3% of these pupils were in receipt of free school meals).

Parents/carers were provided with the opportunity to meet with staff at the end of their child's ELSA sessions to receive feedback on how progress/outcomes. Of the pupils that attended ELSA sessions in 24-25, 100% of parents/carers took up this opportunity.

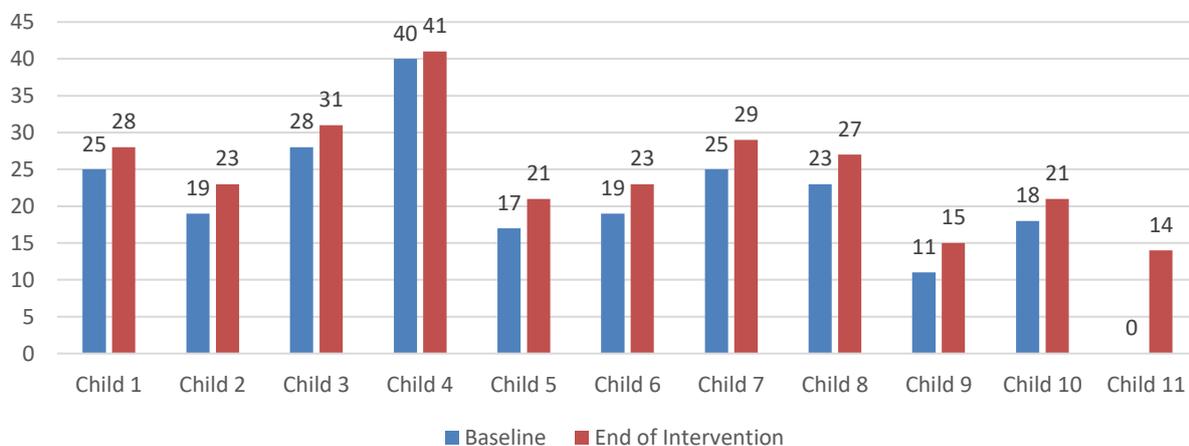
Impact

- ✓ ELSA interventions made a significant impact on improving standards of pupils' well-being.
- ✓ During the autumn term, 29% of pupils improved all eight areas of emotional literacy while the remaining 71% showed progress in at least five of the assessment areas.
- ✓ During the spring term, 18% of pupils that attended ELSA intervention at the school improved in all eight areas. 64% showed progress in at least five of the assessment areas. 18% progressed in three areas.
- ✓ In the summer term, 33.3% of pupils have improved all eight areas of emotional literacy while the remaining 22.2% showed progress in at least five of the assessment areas. 22.2% of pupils progressed in 3 areas. However, 22.2% of pupils did not make any improvement.

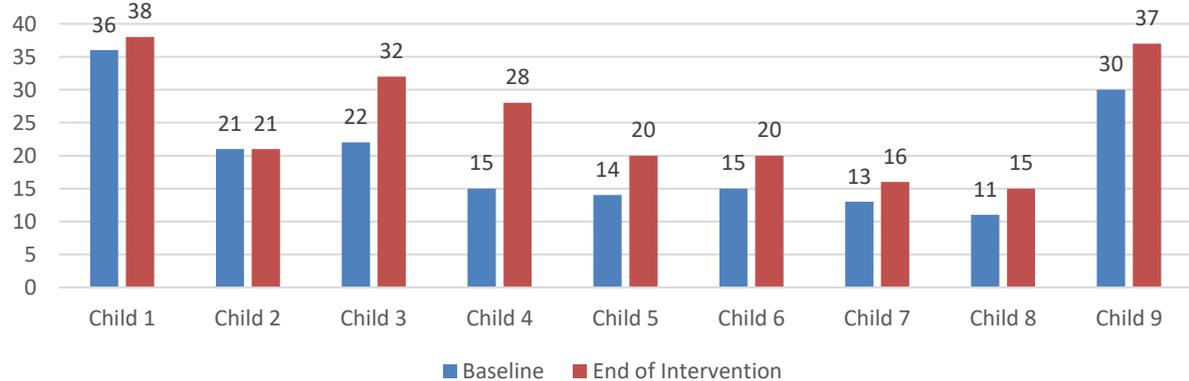
Autumn Term - Baseline > End of Intervention



Spring Term - Baseline > End of Intervention



Summer Term - Baseline > End of Intervention



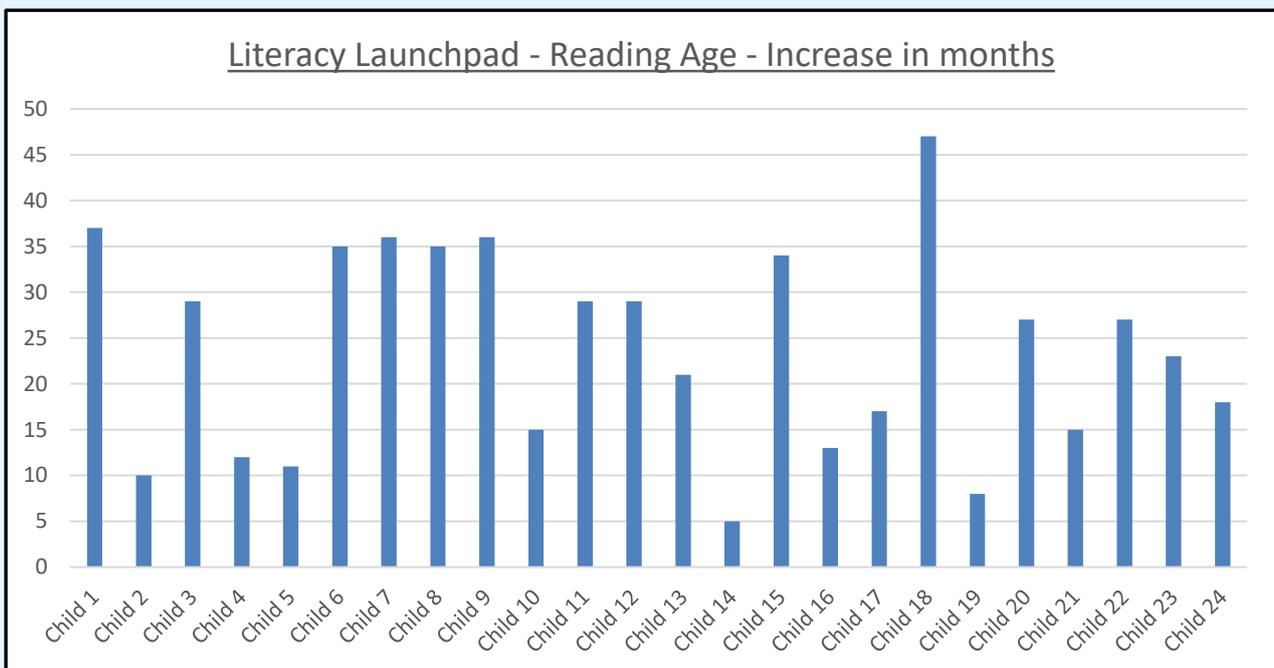
Context

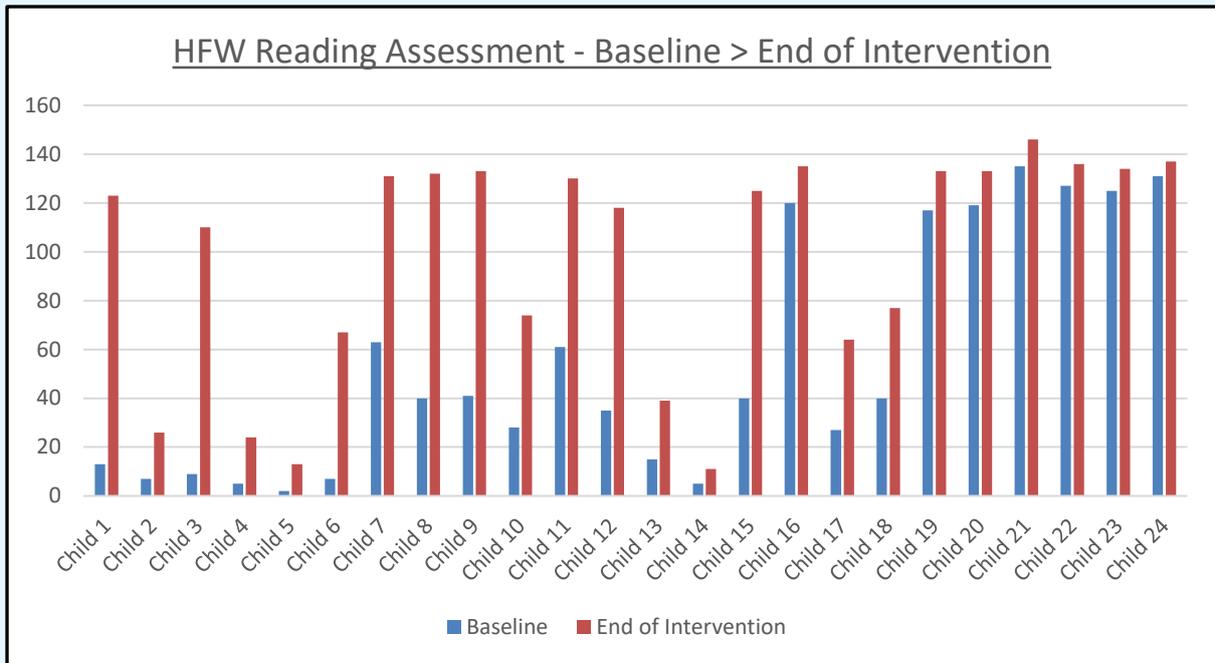
During 2023-24, 99 pupils received a range of numeracy and literacy interventions from staff whose salary was funded through the PDG. Some of these interventions included Literacy Launchpad, Catch-Up Literacy and Catch-Up Numeracy.

Impact

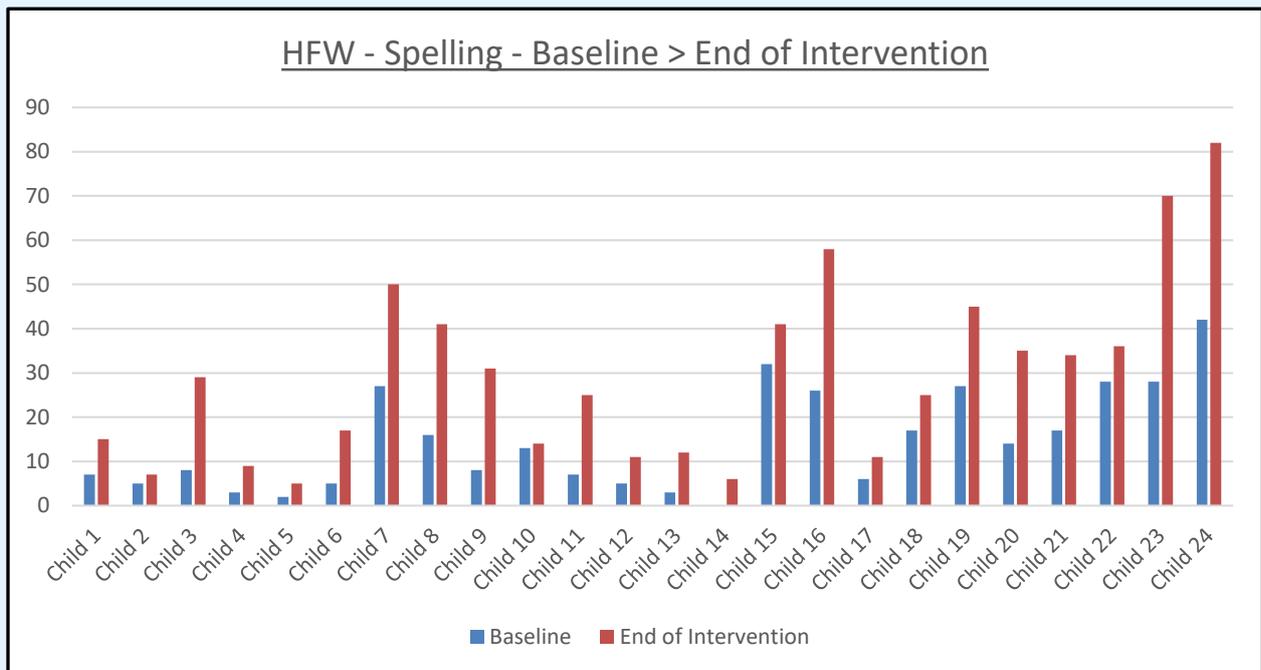
Literacy Launchpad

- ✓ 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.

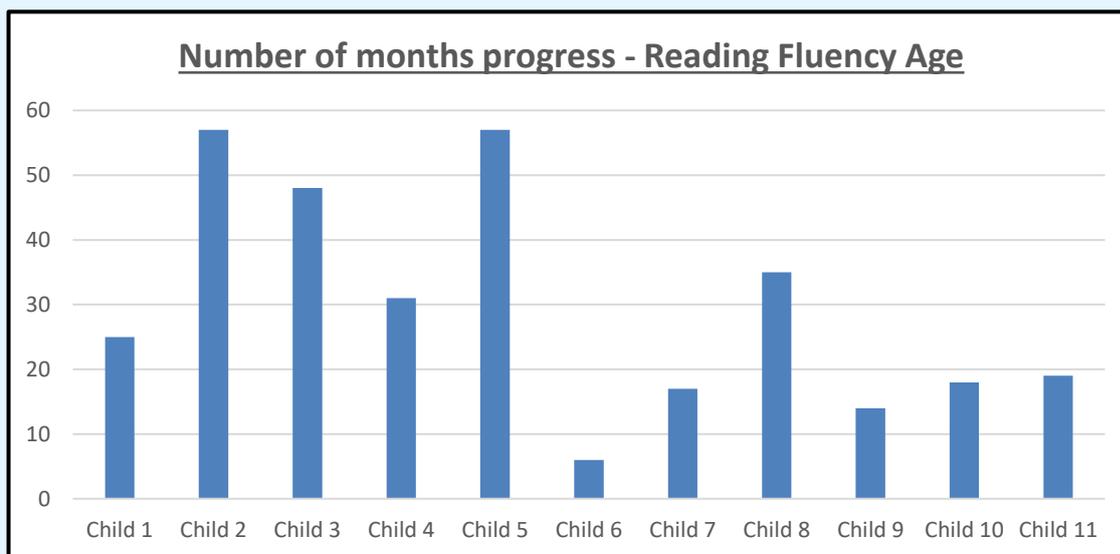


- ✓ 100% of pupils improved their ability to spell high frequency reading words; however, progress was not as great as the pupils' ability to read the high frequency words.
- ✓ The average increase was 15.1.

Catch Up Literacy

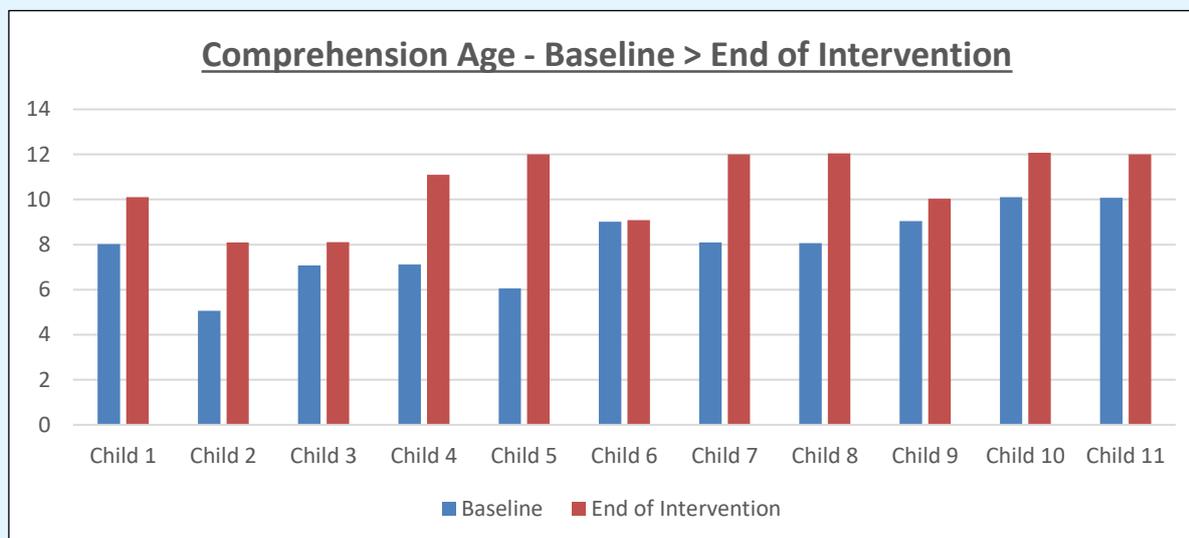
Reading Fluency skills

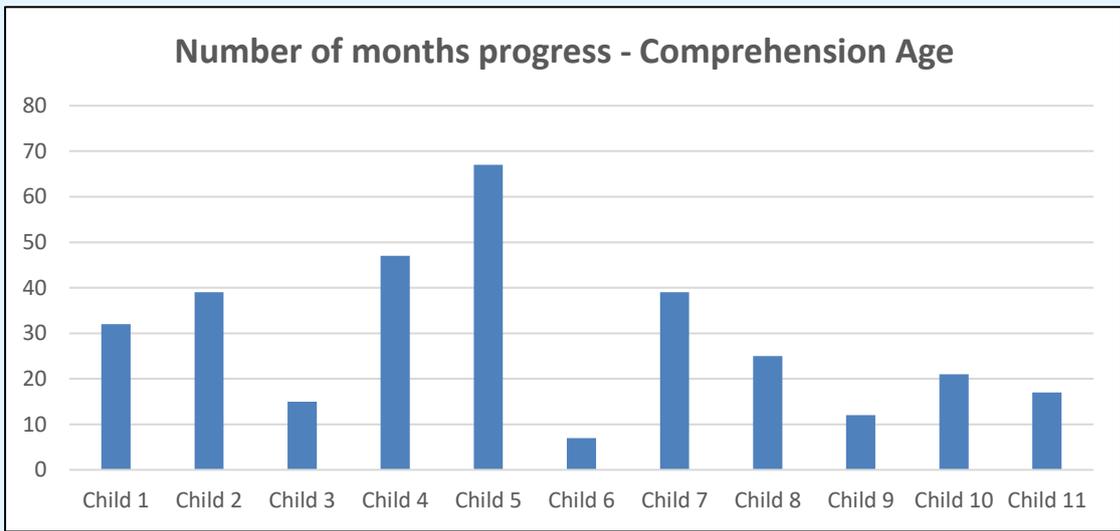
- ✓ 100% of pupils made greater than expected progress
- ✓ Average number of months progress was 29.7
- ✓ Analysis of Baseline Assessments shows 100% of pupils had a reading age below their chronological age. Analysis of end of intervention assessments shows that 73% of pupils now have a reading age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

