

St Robert's Catholic Primary School

Ysgol Gynraedd Gatholig Sant Robert

Jesus In Us- Iesi Ynom Ni

Jesus and the 'Good News' that He brings is the basis of our school life.



Pupil Deprivation Grant April 2023- March 2024

Pupil deprivation Grant (PDG)	£26,450
Foundation Phase Pupil deprivation Grant (PDG)	£0

Statement of Intent

Schools in Wales receive a grant from the Welsh Government specifically for reducing the impact of poverty on educational achievement. In St Robert's Catholic Primary School, we aim to make the best use of this funding to implement sustainable strategies that will impact on pupils eligible for free school meals. As a school, we have outlined core areas to be targeted which are supported by research.

Objectives:

- To provide equitable access to the curriculum, ensuring all pupils make the best possible progress.
- To ensure that teaching meets the needs of all learners.

Strategy:

- Provide appropriate intervention programmes to support vulnerable pupils.
- Monitor the progress made by pupils on intervention programmes, to ensure cost effectiveness.
- Provide appropriate support to vulnerable pupils so they can effectively participate in class-based activities
- Provide equity of opportunity to access the full curriculum for vulnerable and disadvantaged learners.
- Encourage pupil attendance and provide support where required.

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
<u>Family Engagement</u> - To further develop the role of the Family Engagement Officer (FEO) and increase parent/carers involvement in pupil learning.	<ul style="list-style-type: none">• Increased targeted support at specific families.• Increased number of workshops provided to assist families with supporting their children with their learning.• An increase in the support targeted families receive in engaging with the school in all areas of school life.• Family interventions are managed effectively and pupils tracked closely.• A broader range of outside agencies to be explored by the FEO to enable families to access the support they require. Attendance and punctuality will be targeted by the FEO regularly resulting in an increased understanding of the relationship between attendance and school success
<u>Learning and Teaching</u> - To develop targeted support within the classroom for identified pupils.	<ul style="list-style-type: none">• High quality support is provided for identified individuals or groups of pupils• Termly reviews are undertaken with key staff and have a clear focus on pupil progress
<u>Social and Emotional Learning</u> - To support pupil wellbeing through a variety of strategies and approaches appropriate to individual needs.	<ul style="list-style-type: none">• Identified individuals and groups of pupils will be identified and have personalised programmes to support them with managing their feelings.

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| | <ul style="list-style-type: none">• Pupils' social and emotional growth is supported by developing positive relationships.• Strategies and activities are put in place ensuring pupils develop the skills needed to respond to their feelings appropriately |
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2023-2024 Review

Pupil Development Grant 2023-2024

School's Key Areas for Improvement	Rationale (related to current performance)	Costing	Targets - Expected Outcomes 2023-2024
<u>Family engagement - To develop strategies that further engage the family and community including those that support parent/carer involvement in their child's learning</u>			
<ul style="list-style-type: none"> • Continue to employ a Family Engagement Officer for 10 hours per week • Provide professional development opportunities to develop the FEO's role in supporting families. • Design an overview/timetable of workshops/activities to take place during the year taking on board feedback from a variety of stakeholders. • Further develop links with families on keeping them informed on what 	<p>FEO was employed May 2023 and has began to liaise with agencies and networks.</p> <p>Evidence from parental questionnaire 2023 indicated that there is a need for greater parental engagement e.g. curriculum, parental support with behaviour and attendance issues.</p> <p>Post covid, with the importance of children attending school, FEO to be the link between school and families.</p>	<p>FEO 1.5 days = £9,200</p> <p>Resources for coffee morning and toddler group - £1000</p> <p>LSO supply day x 3 = Observation of outreach sessions/network meetings £495</p>	<ul style="list-style-type: none"> • Greater engagement of parents in school life - e.g. attendance to workshops and events. Feedback from parents positive (evident in feedback forms and parental questionnaire 2024) • Improved attendance throughout the school, especially with those children that have been identified as vulnerable. • School responds to the needs of parents e.g. meetings on wellbeing • Continued development of network with outside agencies e.g. Early Help which offers additional support for parents.

and how their children are learning.

- Continued analysis of attendance, taking a proactive involvement in attendance, working closely with vulnerable families.
- Development of community coffee morning and toddler group to engage and support parents.

Evaluation (up to April 2024)

- FEO appointed Summer term 2023
- Planning time for the creation of toddler group/coffee morning. Working with HLTA liaise with local community for resources and support in promoting the events. HLTA and FEO visited current toddler groups to look at organisation and functioning.
- Coffee mornings and Toddler group have been set up and are currently running. The parental engagement survey provided examples of topics, support that parents require and these will be planned for in future workshops.
- We have engaged with the Hub outreach service e.g. the Hub FEO for counselling to support parents and children.
- Attendance is a focus for the FEO and across BCBC. A universal tracking system for attendance has been established and training has been undertaken on this. This includes letters used throughout the county to inform parents of attendance and punctuality. These letters raise awareness of the importance of school attendance to parents and carers.
- Regular meetings with the EWS focusing on supporting families and parents with their child's attendance.

- Our own FEO support this attendance drive e.g. through the contacting of parents, generating attendance letters, management of the attendance tracker.
- FEO develops her own professional learning by attending the monthly FEO forum/network as well as other events such as the wellbeing roadshow and attendance forums.
- FEO hosted the FEO network meeting at school, sharing our good practise with others in the LA.
- FEO continues to attend the BCBC Attendance strategy meeting and continues to analyse attendance data.
- Toddler group is established and this now needs to be continually advertised and promoted locally. Feedback from attendees has been very positive.
- SHINE workshop was organised and attended by parents on emotional self-regulation. A few parents met individually with the SHINE officer to discuss their own child and their individual needs. Further links with this organisation will be cultivated in the future.

Learning and teaching - To secure effective identification of need with regard to disadvantaged pupils, their circumstances, current achievement and progress, together with clear procedures for tracking individuals' progress.

<ul style="list-style-type: none"> • Deployment of LSOs to support pupils in classroom activities to improvement classroom attainment and quality of work. • Support staff use observations to help teaching staff and SLT identify the ends of disadvantaged pupils and help ensure close 	<p>LSOs in the morning support pupils during literacy and numeracy sessions so that pupils can access the curriculum more fully. This enables pupils to achieve within the classroom.</p> <p>Constructive dialogues between class teacher and support staff about the</p>	<p>(£13,885) PDG partly funded staff</p>	<ul style="list-style-type: none"> • Improvement in pupil's literacy and numeracy skills at end of year expectations and in national testing; • Close gaps in achievement for these groups of learners to ensure they are making progress • Effective in class support for children underachieving. Differentiated activities - Evident from monitoring information.
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tracking of individual progress.	needs of all pupils, focussing on the vulnerable.		
<p>Evaluation (up to April 2024)</p> <ul style="list-style-type: none"> Analyse data from WNT (June), NGRT, and Schonell to identify those pupils requiring support and intervention in the next academic year. Each class to plan timetables to ensure support staff have adequate intervention time. Provision Map 2022-2023 was analysed comparing entry and exit data. This analysis identified strengths in current provision as well as identifying areas of develop e.g. training for staff on precision teaching, development of High Quality teaching handbook, tightening of paperwork and development of online interventions such as Nessy, Reading Eggs. Support staff deliver a wide range of interventions throughout the school. These are monitored by the ALNco through observations, provision mapping and monitoring of intervention files. Monitoring of the files in the Autumn term, shows that sessions are well planned for, regularly delivered, clear entry and exit data collated and staff evaluate pupils progress, using this to plan forward for future sessions. This is communicated to class teachers. Provision map is being kept up to date and will be analysed during the summer term. Observations of interventions are currently taking place. Delivery of interventions is a focus for Support staff professional development is one of their targets. Included in this would be action research, observing each other and attending relevant training (if necessary). Learning walks and triads show effective deployment of support staff to support pupils in a class setting e.g. working with a group on a separate activity or providing additional support/challenge to individuals. Scrutiny of planning supports this judgement. Observations of interventions took place during the Spring term. Pleasing to see the consistency in the delivery of interventions, the positive relationships being cultivated and the impact this has on pupils develop and attitude to learning. Pupils enjoy their sessions. Data from interventions (entry and exit) will be analysed during the summer term using the provision map tool. Spring Term Pupil progress meeting was a focussed discussion on the progress of vulnerable learners including ALN, BS, CLA, Young Carers and eFSM. Initial analysis of our new tracking system shows that most pupils progress are 			

make expected or above expected progress and have a positive attitude to their learning in school. Those who under achieving have been identified and strategies provided and will be monitored closely during the Summer term.

Social and emotional learning - To develop personal support and intervention to meet pupils' needs, removing any barriers to learning and improve wellbeing and readiness to learn.

- Wellbeing survey completed with pupils from Year 4 upwards by FEO. Data analysed at individual, class and whole school level.
- Individual pupils identified for intervention and support. To be completed by trained support staff.
- SCHRN survey also completed in the Summer term to gain a whole school and cluster picture of pupil wellbeing

Completion of ELSA training - £650
 5 days LSO supply - £825
 Purchasing of resources - £300
 Total - £1,775

- Analysed data identifies needs of individuals, classes and whole school. Actions planned for.
- Involvement from school council to discuss the wellbeing results.
- Staff able to deliver effective wellbeing interventions.

Evaluation (up to April 2024)

- TC attended ELSA training in the summer term 2023, in readiness for the new academic year.
- Wellbeing survey completed October 2023 with pupils from year 4 upwards. Individual pupils identified for support. Trends in data identified at a whole school level and discussed with school council and teaching staff. Further actions identified (promotion of pupil voice in planning, further tweaks to survey - to include social media and its impact on pupils' mental health).

- ELSA referral form has been designed for a more detailed and clearer understanding of a child, about to receive this intervention.
- TC attended ELSA conference as part of her professional learning in Autumn term 2023. She is developing a good network of support. TC and SDT attended ELSA supervision sessions to support them with the children they support.
- Hub base FEO providing support in school to individual pupils.
- SCHRN survey to be completed during the Summer Term.
- Hub FEO, via Early Help referrals, continues to support an increasing number of pupils in the school. Support includes weekly counselling sessions and meeting with parents/class teacher.
- TC and SDT continue to provide ELSA where appropriate and attended the necessary supervision sessions. TC has attended a CSC Emotional Regulation session and materials from the SHINE team on emotional regulation have also been shared with staff. Via her networks, the school FEO continue to have regular updates on mental health issues and how these can be supported.
- The school, working with external partners, can provide pupils, parents and families with the support they need and overall most children appear happy in school and know who they can talk to if needed. The school provides good pastoral support.