

Hawthorn Primary

PDG School Statement

School Overview

Detail	Data
School name	Hawthorn Primary
Number of pupils in school	233
Proportion (%) of PDG eligible pupils	29%
Date this statement was published	29.9.23
Date on which it will be reviewed	8.12.23/ 8.3.24
Statement authorised by	
PDG Lead	Catherine Hughes
Governor Lead	Cathy Lises

Funding Overview

Detail	Amount
PDG funding allocation this academic year inc EYPDG	£70,150 +13,800
Total budget for this academic year	£83,950

Part A: Strategy Plan

Statement of Intent

All teachers to deliver high quality teaching and learning of CfW skills to improve progress for efsm and CLA pupils

Further development of the FEAO to improve the health, well being and attendance of efsm and CLA pupils.

All staff will be trained in consistent Foundation teaching and learning pedagogy that engages parents and carers of efsm & CLA in the learning journey and supports their child(ren) to make progress.

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
<p>All FSM/ CLA pupils make the expected levels of skills progress from their starting points to close the attainment gap.</p> <p><u>PDG:</u> Teaching Assistant £14000</p>	<ul style="list-style-type: none"> • CSC Curriculum design planning for progression training for all staff completed. • Maths/Lit/DCF Leads to have attended AoLE Leadership training and Network Meetings. • Teachers plan explicitly for teaching skills and knowledge through purposeful learning experiences. • Class Teachers know FSM/CLA pupils next steps in learning and progression is clear. • AoLE Leads effectively gather and analyse efsm & CLA pupil skills data. • Skills intervention Staff member identified to deliver intensive skills teaching across six weeks. • Progress measured, analysed and reported ½ termly to assessment and Progress Lead, Govs & HT.
<p>FSM/CLA pupils attendance improves in line with individual targets.</p> <p><u>PDG</u> FEAO £29,000</p>	<ul style="list-style-type: none"> • Cluster purchase of 'Jigsaw' will evidence improved outcomes for pupil's social, health and mental well-being. • Stronger positive relationships between FEAO and eFSM/CLA families. • FEAO will signpost families to onward support. • FEAO, AWS, ALNCo and other agencies will work together to support parents to ensure good attendance habits are established from entry to the school.

<p>Additional Foundation Learning staff are deployed to ensure staff pupil ratio for effective delivery of Foundation Learning Pedagogy that supports eFSM/CLA pupils</p> <p>Parents of children in Foundation Learning years will develop skills and strategies to support their child's learning.</p> <p><u>PDG</u> Staffing and implementation of Family Learning teaching and resources. £ 40,000</p>	<ul style="list-style-type: none"> • CSC Foundation Learning Professional Development is evident throughout the outdoor and indoor environment. • Teachers Plan carefully to meet the needs of all learners, for progression of play and play based learning. • Staff in Foundation Learning lead at all levels to provide an experience rich environment for purposeful learning through play. • Staff communicate the best ways for families to support learning and help get children ready for primary school • Teachers plan for family learning and for opportunities for families to practice these skills. • Teachers provide or loan materials that prompt and support families to use these skills at home.
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Activity in this academic year

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



Learning and Teaching

Budgeted cost: **£14000**

Activity	Evidence that supports this approach
Targeted interventions to support language development, literacy and numeracy	<p>School Evidence: eFSM/CLA pupils underperforming against their peers in Reading and maths assessments</p> <p>Research Evidence: EEF-Teaching Assistant Interventions</p>

	<p>A combination of high quality teaching from Teaching Assistant and class Teacher is key to successful impact to close the attainment gap.</p> <p>Autumn term CSC AoLE Literacy and Numeracy Leadership training</p>
Additional member of staff to support	Teaching Assistant L2 Grade 3

Community Schools

Budgeted cost: **£29000**

Activity	Evidence that supports this approach
<i>Purchase of Jigsaw Programme</i>	Education Endowment Foundation (EE):
<i>Securing Additional staff: Family Engagement Attendance Officer</i>	HLTA L4 Grade 6

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

Budgeted cost: **£40000**

Activity	Evidence that supports this approach
<p>Whole school Foundation Learning.</p> <p>Foundation Learning Leadership training.</p>	<p>School Evidence:</p> <ul style="list-style-type: none"> • Lower Baseline scores for eFSM/ CLA pupils. • Pupil questionnaire and observation notes showed pupils lack confidence and resilience in play and play based learning in the outdoors.
<p>A strategic suite of activities is created by FL staff to promote family engagement in Foundation Learning, (Outdoor and Indoor Play) designed in partnership around families' circumstances, wants and needs. These learning activities may be targeted at families</p>	<p>Research Evidence:</p> <p>WG FaCE: Goodall and Vorhaus (2011) Best Practice in Parental Engagement –</p> <p>WG FaCE: Harris et al. (2009) Do Parents Know They Matter? Raising achievement through parental engagement</p>

<p>whose children particularly need their family's support to overcome issues with or barriers to learning, or where support for learning appears to be lacking. Interventions are evaluated</p>	
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Total budgeted cost: £ 83,000

Part B: Review of outcomes in the previous academic year

PDG outcomes

Staffing Costs

Professional Development, Curriculum Implementation and Raising Standards

Improving attendance, well-being, impact of poverty

CLA

- The PDG Plan/strategy was effective in meeting the needs of FSM learners. Many pupils eFSM make good progress from their starting points.
- The plan resulted in a change of practice.
- The PDG funding has been effective in improving learner wellbeing.
- The self-evaluation and MER activities are developing in their capacity to support vulnerable learners' progress. Due to the staff changes 2022/23 and the resignation of the headteacher, MER processes have been limited especially during the Spring Term 2023. School self-evaluation processes are now being implemented by the acting head teacher in the Summer Term 2023 with whole school staff participating as well as pupils and parents.
- The curriculum is equitable in ensuring particular attention is paid to the provision of individual groups of learners across the school.
- The school has published its curriculum summary and has a clear vision. However this is being revisited with the opening of a 3-16 school and the closure of Hawthorn primary at the end of the summer term 2024. SLO survey analysis shows that the curriculum is appropriate and is being reviewed on a regular basis.
- Teaching and learning of vulnerable pupils is effective.
- There been improvements in the quality of teaching and learning through effective curriculum design; Effective teaching of AoLEs especially expressive arts across the school; Pupil participation especially creative tasks.
- Areas in need of development: · Improve provision in foundation phase. · Improve provision of DCF.
- The culture and climate of the school in enabling the development of vulnerable pupils is developing.
- The culture and climate of the school in becoming poverty aware is developing.
- **Taking active steps to prevent poverty-related stigma, treating all children and their families with compassion, dignity and respect.**
- The school supports families to pay for and ensure equity for all pupils attending educational visits. After-school activities are free-of-charge. Occasionally voluntary contributions support activities such as food/hygiene and arts and crafts. Where external private providers provide pay to use after-school - activities the school has processes and systems to ensure that pupils/families are not disadvantaged. For example, no child is disadvantaged in terms of school enrichment. Inter-school sporting activities and transport

are funded by the school. The school is updating its school uniform policy to reflect national policy in this area. Pupils are not required to wear uniform with school badges, thereby reducing cost to families. Families can purchase school uniform from any store/shop and also have access to used/second-hand uniform free of charge.

- **Addressing the root causes of poverty, by helping families maximise their incomes, access all the support they are entitled to, and, if appropriate, supporting parents and carers to work.**

The school works with a wide range of agencies to support families. For example, families engaging or referred by the school to RCT's Resilient Families offer. The school is pro-active to local circumstances, for example during local flooding that affected the lower part of the county, the school supported vulnerable families who were affected by this as there was significant damage done to properties.

- **Reducing the cost of the school day, recognising that every penny and pound matters to some families**
- Where the school asks families for voluntary contributions for educational visits, the school subsidises any outstanding costs. This ensures that no child/family is disadvantaged. The school hosts a free-to use breakfast club. Voluntary contributions are received for younger learners to have a morning 'snack'. No child is disadvantaged. The school covers any shortfall in providing this. The school is mindful of charging for school concerts. Tickets are very low in price. Other concerts such as assemblies, there is no charge. Another example is no charge for entry to the Christmas Fayre. The school supports vulnerable families on the costs of residential visits on an individual basis, whereby families can contribute what they can afford. The school will pay for any shortfall. Also the school structures payment using instalments to help struggling families to budget for learning experiences such as these.

Providing relief for families suffering from a lack of resources like food, clothing or other material goods.

The school does not charge for any books or learning material at the school.

- The school is effective in addressing attendance and exclusion needs of FSM pupils. This is a priority on the school development. The school is nearly meeting its 2022/23 attendance target of 92% currently standing at 91.2% (Beginning of June 2023). Senior staff oversee and work with other agencies such as the attendance and welfare service to improve the attendance of persistent absentees and support families where there are attendance concerns. For example, families have been supported and encouraged to attend breakfast club and also access wellbeing programmes such as ELSA and more intense support for local services. The school also provides additional wellbeing support to older pupils 'Eye-to eye' counselling which is free of charge through an application process undertaken by the school. Other services are used by the school to support and improve the attendance of vulnerable learners such as engagement with Police liaison officers with the support of families. Such support is bespoke and reacts to behaviour and wellbeing of pupils outside of school. Working with other agencies is being strengthened by the acting headteacher to support learners, especially those with challenging behaviour.
- The emerging school improvement priorities relating to vulnerable learners next year are based on the school having a democratic process which is pupil led. However, the school is very conscious that representation is managed across all positions of responsibility. The school is currently compiling data of representation across the school of vulnerable/eFSM pupils.

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
Consortia LLC, M&N, DCF, Humanities Curriculum for Wales Support Programme	Central South Consortium (CSC)
School's as Learning Organisations and School Improvement Partner Support.	CSC
ALNCo support	LA