

Barry Island Primary School, Clive Road, Barry, CF625UZ

# Pupil Development Grant

## School Overview

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| **Detail** | **Data** |
| Barry Island Primary School |  |
| 265 Total  Numbers on roll (Sept 2024) excluding nursery = 199  Numbers on roll (Sept 2024) including nursery = 227 | 37 eFSM pupils (Rec – Yr 6) |
| Proportion (%) of PDG eligible learners | 18.6% eFSM |
| PDG Lead | M Gilbert |
| Governor Lead | C Witchard |

## Funding Overview

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| **Detail** | **Amount** |
| PDG funding allocation this academic year | £-60,232 – Staffing salaries (inc support for school residential/educational visits). |
| Total budget for this academic year | £ 970,176 total budget with a deficit carry forward of -£89,270 from previous year.  Estimated end of year budget @ -£245,997 |

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| **Statement of Intent**  At Barry Island Primary School, we firmly believe that all pupils should achieve and maximise their potential. Our commitment to inclusive education drives us to provide additional support for families, particularly through the appropriate targeting of Pupil Development Grant (PDG) funding.  We understand the challenges faced by vulnerable families within our community, and it is our aim to harness effective strategies and methods to support both pupils and their families.  To ensure that we address the diverse needs of our learners, the school has instituted a range of initiatives designed to provide comprehensive support. We utilise the Thrive programme to support vulnerable pupils, promoting emotional well-being and enhancing their capacity to learn. Additionally, we employ a Family Liaison Officer whose role is instrumental in addressing attendance issues and providing assistance to families facing various challenges.  Encouraging daily attendance is a key priority, and we have set this as a targeted objective within our School Improvement Plan for 2024/25. To further engage our community, we operate a ‘pre-loved’ uniform shop, enabling families to access affordable school attire while fostering a sense of belonging among pupils.  Our teaching staff are dedicated to enriching the educational experience beyond the classroom by leading extracurricular clubs that cater to a variety of interests. Moreover, we offer parental workshops with a specific focus on enhancing literacy and mathematical skills, equipping families with strategies to support their children’s learning at home.  Lastly, we implement targeted interventions to ensure that pupils receive the individualised support necessary for their academic success. Through these collective efforts, Barry Island Primary School is resolute in its mission to foster a nurturing environment where all pupils can thrive and realise their full potential. |

### Literacy & numeracy support

### Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

* **Family Engagement**
* **Wellbeing**

### Intended outcomes

| **Objective** | **Strategies and Actions** | **Success Criteria** | **Monitoring and Evaluation** | **Responsibility** | **Timeline** | **Resources and Budget** |
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| **Continue to deliver Parental Workshops – Linked to RADY priority.** | 1. Family Liaison Officer and teaching team to continue to implement family workshops based on numeracy and literacy strategies.  2. Teachers to plan and develop resources to facilitate support for strategies.  3. Promote workshops using newsletters, school website, and local community boards. | - Stronger links between families and school. - Parents/carers develop parenting skills. - Increased direct support to families.  - Improved home/school communication. | - Post-workshop surveys for feedback. | Family Liaison Officer.  SMT  Teaching team | July 2025 | Materials  Non-contact time – internal cover arrangements |
| **Improve Attendance and Punctuality** | 1. Whole school assembly celebration to incorporate best attendance award (BAA).  2. Continue use of Excel spreadsheet daily tracking.  3. Parents to report absence through GroupEd communication system.  4.Weekly SMT and staff meetings to include Attendance data – review key individual pupils and initiate incidental conversations with parents.  5.Individual pupil attendance shared in ‘end of year report and parent/carer consultations.  6.Graduated repose letters provided termly.  7. Parents receive weekly GroupEd message – top class attendance.  8. Family Officer supporting more vulnerable families and pupils. Support from LA.  9. ½ termly ‘lucky dip’ celebration for pupils over 95% attendance.  10. eFSM pupils attendance tracked monthly and escalation of support initiated. | - Whole school attendance at 94%.  - Individual pupil attendance above 95%.  - Clear communication of attendance expectations.  - Celebration of pupil attendance,  -eFSM individual pupils achieve an increase of 3% attendance. | - Daily & weekly attendance reports.  - Celebrations of attendance.  -Tracking of attendance.  -Weekly meetings – agenda item  -eFSM attendance tracked monthly. | Family Liaison Officer  HT&SMT  Teaching team | On-going | GroupEd annual subscription  ½ termly prizes (£25) |
| **Implement Thrive Program for FP & KS2** | 1.Planned support for vulnerable learners Integrate Thrive activities into the weekly schedule for FP and KS2.  2. Pupils’ individual needs supported.  3. Parent meetings for insights into the Thrive approach and benefits – individual action plans. | - Children supported in emotional and social behaviours.  - Enhanced parental understanding and support skills.  -Increased confidence.  - SELFIE analysis identifies improvement in reducing anxieties. | - Evaluation of Thrive session impacts.  - Continuous feedback from teachers and parents.  -Effective use of SELFIE data to identify areas of concern and support. | Thrive Program Coordinator | On-going | Salaried costs.  Updated training for accreditation - £800. |
| **Literacy Interventions for KS2** | 1.GL assessments identify areas for intervention support.  2. Collaborate with literacy specialists to develop intervention programs.  3. Weekly sessions focusing on critical reading and writing skills.  4. Track progress.  5.eFSM pupils supported and tracked linked to Cat4 test results. | - Improved skills in reading and numeracy.  - Greater enjoyment and fluency in reading.  - eFSM GL assessment score identify improvement by s/s of 8. | - Analysis of pupil progress through monthly reviews.  - Feedback from participating staff and pupils. | SMT/  Literacy lead | On-going | Staffing costs |
| **Enhanced Focus on Reading Strategies for FP** | 1.Identify FP children needing additional support via initial screenings.  2.Nursery team to be released 5 x afternoons to target phonics and reading strategies across phase. | - Increased understanding and use of reading strategies among Targeted FP children.  - Improvement in decoding skills.  -tracking identifies pupil progress. | - Reading assessments to track progress.  - Parent and teacher evaluations. | FP Lead  Teachers | Autmn term | 5 x ½ day LSA |
| **Identified eFSM pupils supported through additional reading interventions linked to RADY.**  **Mark Kennedy to support learners 1 x afternoon weekly,** | 1.MK to meet and liaise with intervention team.  2.HT/DHT identify individual efsm pupils from Yr 3,4,5 & 6.  3. GL assessments identify literacy areas to target. | - Increased practical skills and confidence in literacy skills.  - Graduated shift in GL assessment scores and pupil confidence.  - Increased enjoyment of literacy. | - Pre- and post-intervention assessments – GL assessment/teacher observation.  - Teacher, pupil, and parent feedback sessions. | HT/DHT/MK | Autumn term 2024  Spring term 2025 | MK time supported by Whitmore High – ½ day weekly. |