

**Questions regarding use of PDG**

<p>Questions regarding the school's use of the PDG</p>	<p align="center">Evidence:</p>																																								
<p>How much PDG spend does the school receive?</p> <p>What is the quality of the information given regarding the school's use of PDG on the school website?</p>	<p align="center">£90,850- Please refer to the hyperlink:</p> <p align="center"><a href="http://www.llangewydd.co.uk/reporting-documents.html">http://www.llangewydd.co.uk/reporting-documents.html</a></p>																																								
<p>How does the performance of vulnerable groups of learners, particularly eFSM pupils, compare with that of pupils overall within the school, with similar schools and national averages?</p>	<p align="center"><i>Performance of eFSM pupils at the end of year 6 in 2019</i></p> <table border="1"> <thead> <tr> <th data-bbox="524 868 1189 1214"></th> <th data-bbox="1189 868 1272 1214">Name</th> <th data-bbox="1272 868 1355 1214">eFSM</th> <th data-bbox="1355 868 1469 1214">LRB</th> <th data-bbox="1469 868 1583 1214">English actuals</th> <th data-bbox="1583 868 1697 1214">Maths actuals</th> <th data-bbox="1697 868 1812 1214">Science actuals</th> <th data-bbox="1812 868 1904 1214">CSI actual</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 1214 1189 1257">Pupil 1</td> <td data-bbox="1189 1214 1272 1257">Y</td> <td data-bbox="1272 1214 1355 1257">N</td> <td data-bbox="1355 1214 1469 1257">5</td> <td data-bbox="1469 1214 1583 1257">5</td> <td data-bbox="1583 1214 1697 1257">5</td> <td data-bbox="1697 1214 1812 1257">5</td> <td data-bbox="1812 1214 1904 1257">Y</td> </tr> <tr> <td data-bbox="524 1257 1189 1300">Pupil 2</td> <td data-bbox="1189 1257 1272 1300">Y</td> <td data-bbox="1272 1257 1355 1300">N</td> <td data-bbox="1355 1257 1469 1300">5</td> <td data-bbox="1469 1257 1583 1300">5</td> <td data-bbox="1583 1257 1697 1300">5</td> <td data-bbox="1697 1257 1812 1300">5</td> <td data-bbox="1812 1257 1904 1300">Y</td> </tr> <tr> <td data-bbox="524 1300 1189 1343">Pupil 3</td> <td data-bbox="1189 1300 1272 1343">Y</td> <td data-bbox="1272 1300 1355 1343">N</td> <td data-bbox="1355 1300 1469 1343">5</td> <td data-bbox="1469 1300 1583 1343">5</td> <td data-bbox="1583 1300 1697 1343">5</td> <td data-bbox="1697 1300 1812 1343">5</td> <td data-bbox="1812 1300 1904 1343">Y</td> </tr> <tr> <td data-bbox="524 1343 1189 1382">Pupil 4</td> <td data-bbox="1189 1343 1272 1382">Y</td> <td data-bbox="1272 1343 1355 1382">N</td> <td data-bbox="1355 1343 1469 1382">5</td> <td data-bbox="1469 1343 1583 1382">5</td> <td data-bbox="1583 1343 1697 1382">5</td> <td data-bbox="1697 1343 1812 1382">5</td> <td data-bbox="1812 1343 1904 1382">Y</td> </tr> </tbody> </table>		Name	eFSM	LRB	English actuals	Maths actuals	Science actuals	CSI actual	Pupil 1	Y	N	5	5	5	5	Y	Pupil 2	Y	N	5	5	5	5	Y	Pupil 3	Y	N	5	5	5	5	Y	Pupil 4	Y	N	5	5	5	5	Y
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Pupil 5	Y	N	4	5	4	Y
Pupil 6	Y	N	4	3	3	N
Pupil 7	Y	N	4	4	4	Y
Pupil 8	Y	N	4	4	4	Y
Pupil 9	Y	N	4	5	4	Y
Pupil 10	Y	N	4	4	4	Y
Pupil 11	Y	N	4	4	4	Y
Pupil 12	Y	N	4	4	4	Y
Pupil 13	Y	N	4	4	4	Y
Pupil 14	Y	N	4	4	4	Y
Pupil 15	Y	N	3	3	3	N
Pupil 16	Y	Y	3	3	2	N
Pupil 17	Y	Y	1	2	2	N

*The data above refers to the 17 pupils in Y6 at the end of 2018/19 who were eFSM. Of the 17 two were in special classes. eFSM pupils have performed well with 16 of the 18 achieving CSI (89%). 35% of pupils achieved L5+ in in maths and 24% achieved L5+ in maths and science.*

*What have been the key factors influencing the school's decision about how to deploy the PDG? Is the school's approach to eFSM pupils clear in the SIP and reflected in their*

*Value for money and maximum impact have been key factors. We then, through our SER and recognition of contextual needs set out where we feel the PDG funding will have the maximum impact.*

Questions regarding use of PDG

<p>use of PDG? Is it appropriate?</p>	
<p>Has the school made use of research and good practice cases when deciding how best to deploy the PDG?</p> <p>How is the school planning to ensure any improvement made are sustainable? Please give examples.</p>	<p>Prior to deploying LEXIA and Bug Club, we undertook visits to schools where these interventions had been successful and then adapted these approaches to suit our needs.</p> <p>Sustainability is derived through upscaling capability. Staff are appropriately trained and then these skills are embedded by in-house training through inset.</p>
<p>Can the school provide information about an individual or group of eFSM pupils and their progress? How have they benefitted from the PDG spend? Does this include more able eFSM</p>	<p><u>Bug Club</u></p> <p>Initial review:: Our baseline was that 39% of FSM children read less than twice a week and that since being able to read 'Bug Club' books at home 68% of FSM children read more than they did before. 87% of FSM children thought that the 'Bug' quizzes and questions had helped them to understand/think about what they'd read and 27% of FSM children had shared/read to/talked about books with their parents more than they did before.</p> <p><u>eFSM Reading/Bug Club - Listening to Learners (Carried out in September 2018)</u></p>

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pupils as well as any pupils with special educational needs? Is there a section within the SER which reviews appropriately the impact of the school's action and use of PDG?

20 eFSM learners selected at random from across the Key Stage (currently Years 4-6) took part in the Listening to Learners exercise which focused on their use of the Bug Club reading resource and their reading habits.

<i>Do you enjoy reading or are you a reluctant reader?</i>	
<i>Enjoy Reading</i>	<i>Reluctant Reader</i>
70%	30%

<i>How often do you read Bug Club books at home?</i>					
<i>everyday</i>	<i>4 or more times a week</i>	<i>3 times a week</i>	<i>twice a week</i>	<i>once a week</i>	<i>not at all</i>
15%	20%	5%	25%	5%	30%

<i>Do you complete the Bug Club quizzes to check that you have understood what you</i>		
<i>Do you think that Bug Club has helped improve your reading?</i>		
<i>Yes</i>	<i>No</i>	<i>Not sure</i>
13	2	5
<i>Some reasons why: "I enjoy reading the books and read more often than I used to." "I have moved up a level and can read harder books."</i>	<i>Some reasons why: "I still find reading hard."</i>	<i>Some reasons why: "I'm not sure if my reading is getting better."</i>

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	<p><i>"I understand more of what I read."</i></p>		
<p align="center"><i>Do you think that Bug Club has helped improve your reading:</i></p>			
	<p><i>Yes</i></p>	<p><i>No</i></p>	
<p><i>accuracy?</i></p>	<p><i>15</i></p>	<p><i>5</i></p>	
<p><i>fluency?</i></p>	<p><i>12</i></p>	<p><i>8</i></p>	
<p><i>expression?</i></p>	<p><i>4</i></p>	<p><i>16</i></p>	
<p><i>comprehension / understanding?</i></p>	<p><i>10</i></p>	<p><i>10</i></p>	

**Questions regarding use of PDG**

*Do you think reading is an important life skill? Why?*

<i>Yes</i>	<i>No</i>
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<i>90%</i>	<i>10%</i>
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*Some answers: in future jobs; in school; paying bill; filling in forms; booking holidays*

*Do you find reading difficult? If so, why?*

<i>Yes</i>	<i>No</i>
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<i>10%</i>	<i>90%</i>
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*Some answers:  
"understanding difficult words"  
"building up sounds"  
"reading aloud in class"*

*What could we do in school to make reading more enjoyable for you?*

*Some answers: "have storytime in class" "buy funny books/ books about sport" "In lessons, read texts by top authors" "more Reading Buddies" "buy more modern books for the class library"*

## Questions regarding use of PDG

### Lexia Self-Evaluation and Progress Report

#### YLM: Year Level Material

Year	Date	Number of children on register	Number of FSM	% of children below YLM	% of FSM children below YLM	% of children in YLM	% of FSM in YLM	% of children above YLM
3	19.04.2018	15		93% (14)		7% (1)		
	17.07.2018	15	40% (6)	80% (12)	83% (5)	20% (3)	17% (1)	

Year	Date	Number of children on register	Number of FSM	% of children below YLM	% of FSM children below YLM	% of children in YLM	% of FSM in YLM	% of children above YLM
4	02.11.2018	20		100% (20)				
	17.07.2018	20	15% (3)	85% (17)	100% (3)	10% (2)	0	5% (1)

Year	Date	Number of children on register	Number of FSM	% of children below YLM	% of FSM children below YLM	% of children in YLM	% of FSM in YLM	% of children above YLM	% of FSM in YLM	% of children finished	% of FSM children finished
5	10.01.2016	19		89% (17)		11% (2)					
	17.07.2018	19	42% (8)	26% (5)	50% (4)	47% (9)	25% (2)	16% (3)	0	11% (2)	25% (2)

Year	Date	Number of children on register	Number of FSM	% of children below YLM	% of FSM children below YLM	% of children in YLM	% of FSM in YLM	% of children above YLM	% of FSM in YLM	% of children finished	% of FSM children finished
6	16.09.2015	23		100% (23)							
	17.07.2018	23	30% (7)	48% (11)	22% (5)	22% (5)	0	30% (7)	0	30% (7)	9% (2)

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<p>How is the school tracking the progress of vulnerable groups of learners? Do all interventions lead to sustained improvements? If not, what does the school do? Are interventions, value for money? Who evaluates these and how?</p>	<p>Please refer to the impact statements. A typical statement referring to the impact of the ELSA intervention funded by PDG is contained below:</p> <p>The impact of enhancing pupils' social and emotional learning can be difficult to measure. As a whole school we undertake an online social and emotional survey, NBAR at the beginning and end of each academic year. NBAR shows us how pupils perceive each other as well as themselves. This lets us identify pupils who may require interventions - whole class, group or individual. An analysis of the impact of ELSA on eFSM pupils in 2017-18 found: Of the 31 pupils who received ELSA last year 10 were FSM.(33%). <b>No analysis for 2018-19 was undertaken.</b></p> <p>Class perceptions were more positive:70% of FSM on ELSA increased their Most liked nomination from the class survey          60% of FSM on ELSA decreased their least liked nominations from the class survey          60% of FSM receiving ELSA felt less anger (30% no data available) from their feelings survey          50% of eFSM pupils receiving ELSA had a raised self-esteem from their feelings survey          Comparing attendance figures for all those eFSM ELSA pupils, each pupil had improved on the same period the previous year. Where there was no data from the previous year the pupils attendance was over 95%</p>												
<p>How does the school intend to demonstrate impact from its spending of the grants? Is this clear in the measures that are within the school's action planning?</p>	<p>Extract from SIP:</p> <p><u>2018/19 - Relevant SIP Actions with PDG ramifications and costings (at the time of submission the 2019-20SIP had not been completed)</u></p> <table border="1" data-bbox="519 1102 1899 1337"> <thead> <tr> <th></th> <th>SIP reference</th> <th>Responsible individual</th> <th>PDG funding</th> </tr> </thead> <tbody> <tr> <td><b>1.2 Actions necessary</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1 Through renewal of the LEXIA licence and revisiting our approach to maximise impact in the light of the LEXIA SER; continue to developing the literacy of basic skills and ALN pupils through the targeted impact of LEXIA</td> <td align="center"><b>1.8</b></td> <td align="center"><b>DE</b></td> <td align="center">21600</td> </tr> </tbody> </table>		SIP reference	Responsible individual	PDG funding	<b>1.2 Actions necessary</b>				1 Through renewal of the LEXIA licence and revisiting our approach to maximise impact in the light of the LEXIA SER; continue to developing the literacy of basic skills and ALN pupils through the targeted impact of LEXIA	<b>1.8</b>	<b>DE</b>	21600
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	2 Continue with extra support for ALN pupils, particularly eFSM ALN pupils. Revisit the current model of removing ALN pupils for maths and English and revert to an approach which focuses on IEP targets and supporting with the feedback loop between teacher and pupil. Continue with 'Bug Club'	1.9	LE	36363
	3 Continue with Homework club with particular focus on eFSM pupils	1.10	LE	2450
	<u>2.1 Actions necessary</u>			
	1 Carry out a review of pupil forums with the aim of improving communication and impact through smarter working (linked with Action 1 from 4.2)	3.1	LE	2200
	<u>2.2 Actions necessary</u>			
	4 Embed an approach to Teaching & Learning which supports independent learning and Thinking Skills (linked with Action 1 from 5.4)	1.1	DE	1416
	<u>3.3 Actions necessary</u>			
	7 Develop the school radio station as an effective learning resource.	3.3	SE	1550
	<u>4.2 Actions necessary</u>			
	3 Continue with ELSA provision, particularly to meet the needs of our eFSM pupils	3.4	TP	26275
<u>5.3 Actions necessary</u>				
2 Increase the frequency and impact of Parent Council and Reading Café forums	3.5	LE	1050	

What strategies are particularly effective at this time? Could this be shared with other schools?

#### **Bug Club**

Outcomes: A Way Forward to promote wider use of Bug Club by eFSM and other learners:

- investigate ways by which eFSM learners can be lent appropriate IT devices in order to access Bug Club at home.
- class teachers to ensure that learners are confident at logging on to Bug Club/Active Learn.
- class teachers to plan regular opportunities for learners to read Bug Club books (physical books and e-books) in school.
- class teachers to promote learners' use of Bug Club at home e.g. regular check-ins to monitor who is accessing books at home/completing the quizzes.....
- explore potential of extending the Reading Buddies approach within school with some emphasis placed on sharing Bug Club books.

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- educate parents/carers regarding how they can support their child's reading at home through accessing Bug Club reading resources e.g. Bug Club parental meetings.

#### LEXIA

From looking at the data above you can see that Lexia is having an extremely positive impact on learners. Every year group has seen the percentage of learners in the 'Below Year Level Material' category drop. Year 5 has seen the biggest drop with learners starting the programme at 89% 'Below YLM' compared to currently 26.5% of learners being 'Below YLM'. As well as learners progressing through levels and working their way from 'Below YLM' to 'In YLM', 9 learners have completed the whole programme during this academic year, reaching and completing Level 18.

The majority of learners really enjoy this intervention that takes place twice a week in the purpose made Lexia Suite. From speaking to the learners across the key stage, they believe Lexia is helping them to carry out written/comprehension/spelling tasks in their classroom environment.

#### Ways Forward For Lexia Intervention

- To see if Lexia intervention has had a positive impact on YARC Reading Age/Comprehension Age
- To see if Lexia intervention has had a positive impact on Vernon Spelling Age
- To obtain Pupil Voice via questionnaire

Any other relevant information

Current forecast position of eFSM Y6 pupils:

At the start of Y6 2019/20 there are 22 pupils eligible for Free School Meals. 13 of the 22 are on the ALN register with 2 pupils in our special classes. This group will need extensive support and intervention in order to achieve their potential and at present 9 of the pupils are not forecast to achieve their CSI.

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Surname Forename	Gender	NC Year	FSM	SEN Status	SEN Need	English Oracy Forecast. Year 6	English Reading Forecast. Year 6	English Writing Forecast. Year 6	Maths Forecast. Year 6	Science Forecast. Year 6	Diff CA/CO Y5 Sum Year 5 Summer	Diff CA/RA Y5 Sum Year 5 Summer
Pupil 1	F	6	Y	A	P&M	3.5	4	4	4	4	-18	-13
Pupil 2	M	6	Y	P	ASD							
Pupil 3	F	6	Y			4	4	4	4.5	4.5	-6	25
Pupil 4	M	6	Y	N		4	4.5	4.5	4	4	3	7
Pupil 5	F	6	Y	A	GLD	4	3.5	3.5	4	4	28	11
Pupil 6	M	6	Y			5	5	5	5	5	30	30
Pupil 7	M	6	Y			4.5	4.5	4.5	5	5	15	26
Pupil 8	M	6	Y	A	MLD	3	3.5	3.5	3.5	3.5	10	24
Pupil 9	F	6	Y			4	4.5	4.5	4	4	23	25
Pupil 10	F	6	Y	A	GLD	3	3	3	3.5	3.5	-32	-36
Pupil 11	M	6	Y	A	GLD	3.5	3	3	4	4	-9	-5
Pupil 12	M	6	Y	N		3.5	4	4	4	4	-20	-20
Pupil 13	M	6	Y	A	GLD	3.5	3.5	3.5	4	4	-3	-9
Pupil 14	F	6	Y	N		5	5.5	5.5	5	5	27	27
Pupil 15	M	6	Y			5	5	5	4.5	4.5	16	24
Pupil 16	M	6	Y	A	GLD	4	3.5	3.5	3.5	3.5	-2	-1
Pupil 17	M	6	Y	P	SPLD	3	3.5	3.5	3	3	-27	-11
Pupil 18	F	6	Y	A	GLD	3.5	3	3	3.5	3.5	-7	10
Pupil 19	F	6	Y	N		4.5	5	5	4	4	23	31
Pupil 20	M	6	Y	A	GLD	4.5	4.5	4.5	5	5	16	7
Pupil 21	M	6	Y	P	GLD							
Pupil 22	M	6	Y	A	GLD	3	3	3	3	3	-18	-38

*At the start of Y6 2019/20 there are 22 pupils eligible for Free School Meals. 13 of the 22 are on*

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*the ALN register with 2 pupils in our special classes. This group will need extensive support and intervention in order to achieve their potential and at present 9 of the pupils are not forecast to achieve their CSI.*