

Headteacher:

Mr T. Prewett

Deputy Headteacher:

Mrs D. Robertson-Stannett



Ringland Primary School
 Dunstable Road
 Newport
 NP199LU
 01633 272308
ringland.primary@newportschools.wales

PDG Grant Spending Summary

This statement details our school's use of the PDG for the 2023 to 2024 academic year.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School Overview

Detail	Data
School name	Ringland Primary School
Number of learners in school	210
Proportion (%) of PDG eligible learners	57.28%
Date this statement was published	January 2024
Date on which it will be reviewed	May 2024
Statement authorised by	Tavis Prewett (Headteacher)
PDG Lead	Tavis Prewett (Headteacher)
Governor Lead	Jane Woodley (Chair of Governors)

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£96600
Total budget for this academic year	£96600

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Part A: Strategy Plan

Statement of intent

Our strategy will support eFSM learners in raising attainment through the additional knowledge, skills and experiences which we will be able to provide them with. This will support them in continuing to succeed in their learning.

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
HLTA interventions to be undertaken with a focus on using pre-teaching strategies to improve learning outcomes.	Improved outcomes in LLC and M&N with children identified as requiring additional pre-teaching support.
Introduce a Nurture Class to support a group of FSM children.	Nurture Class benefit from improved well being and LLC and M&N outcomes.
Additional class across the school to reduce class sizes and support with accelerated progress in LLC and M&N. Class within PS3 in 2022-23 academic year and PS1/2 in 2023-24 academic year.	Improved LLC and M&N outcomes across the school, as identified through Progression Trackers.
Authentic learning experiences to be enhanced, with small groups accessing project-based approaches within the outdoor environment. Focus to largely be around woodwork skills. Teaching	Identified FSM children to access authentic learning experiences. Improved outcomes around well-being as identified by Progression Tracker.

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Assistant support to engage learners in these authentic learning experiences.	
TA support for vulnerable FSM learners on a small group/individual tuition basis.	Individualised instruction supports learners to make additional progress.
Regular monthly coffee mornings to take place to engage with families in the community.	Parental engagement work supports us to work with the whole community to support our learners.
Parental engagement in reading. Reading Cafe to be reintroduced to support families.	Parental engagement work supports us to work with the whole community to support our learners.
Improved parental engagement in mathematics and numeracy through introducing maths cafes across the school.	Maths cafes to be introduced. Attendance tracked for future identification of engagement.
Improve digital strategies by redeveloping Digital Vision across the school. DCF to support raising of standards of basic skills.	Collaborative learning approaches improve impact of Digital tools upon teaching and learning.
Embed the 'Jigsaw for Families' programme piloted in 2022-23 to engage with a larger number of families and improve communication and engagement.	Reach a wider range of families (improving from 12 families, to 24, over the course of the year). Parent Questionnaires to identify improvements in engagement.
Nessy subscription to be used to support intervention with FSM learners.	Standards in reading improved in Year 3-6, as a result of using this intervention. Monitoring to take place by LLC lead, using Progression Tracker.
Outdoor support in PS1 and PS2 to enable continued access to the outdoor learning environment.	Outdoor learning opportunities to be more regularly utilised throughout the school day in order to build on experiential learning opportunities found in the Early Years environment.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

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Learning and teaching

Budgeted cost: £60693

Activity	Evidence that supports this approach
Additional class across the school to reduce class sizes and support with accelerated progress in LLC and M&N. Class within PS3 in 2022-23 academic year and PS1/2 in 2023-24 academic year.	EEF – Reducing Class Size - +2 months
HLTA interventions to be undertaken with a focus on using pre-teaching strategies to improve learning outcomes.	EEF – Small Group Tuition - +4 months
Authentic learning experiences to be enhanced, with small groups accessing project-based approaches within the outdoor environment. Focus to largely be around woodwork skills. Teaching Assistant support to engage learners in these authentic learning experiences.	EEF – Small Group Tuition - +4 months
Nessa subscription to be used to support intervention with FSM learners.	EEF – Phonics - +5 months
Outdoor support in PS1 and PS2 to enable continued access to the outdoor learning environment.	EEF – Small Group Tuition - +4 months
Improve digital strategies by redeveloping Digital Vision across the school. DCF to support raising of standards of basic skills.	EEF – Individualised Instruction - +4 months

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

Budgeted cost: £9000

Activity	Evidence that supports this approach
Regular monthly coffee mornings to take place to engage with families in the community.	EEF – Social and Emotional Learning - +4 months.
Embed the 'Jigsaw for Families' programme piloted in 2022-23 to engage with a larger number of families and improve communication and engagement.	EEF – Social and Emotional Learning - +4 months.

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

Budgeted cost: £26079

Activity	Evidence that supports this approach
Introduce a Nurture Class to support a group of FSM children.	EEF – Social and Emotional Learning - +4 months.
Improved parental engagement in reading. Reading Cafe to be reintroduced to support families.	EEF – Parental Engagement (TL) - +4 months

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Improved parental engagement in mathematics and numeracy through introducing maths cafes across the school.	EEF – Parental Engagement (TL) - +4 months
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Total budgeted cost: £95772

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2022 to 2023 academic year.

Activity	Impact
HLTA to support with ELSA and pre-teaching interventions in PS3.	Improved outcomes in LLC, Maths and Numeracy and Health and well-being in PS3.
Additional class within PS2 & 3 to reduce class sizes and impact upon standards in LLC and M&N	Improved outcomes in PS2 and 3.
TA to support with authentic learning experiences, with small groups, improving the learning environment via project-based approaches, accessing the outdoors environment.	Authentic experiences gained from children across the school, supporting to develop a biodiversity area and enhance the outdoor learning environment. Improved access to the outdoor environment.
TA support for vulnerable FSM learners on a small group/individual tuition basis.	Improved outcomes for FSM learners.

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Regular monthly coffee mornings to take place to engage with families in the community.	Improved community engagement.
Parental engagement in reading. Reading Cafe to be reintroduced to support families.	Improved community engagement.
Improve digital strategies by redeveloping Digital Vision across the school. DCF to support raising of standards of basic skills.	Improved digital strategies to support FSM learners in improved outcomes.

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
Nessy	Nessy Learning