

**Headteacher:**

Mr T. Prewett

**Deputy Headteacher:**

Mrs D. Robertson-Stannett



Ringland Primary School  
 Dunstable Road  
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## PDG Grant Spending Summary

This statement details our school's use of the PDG for the 2024 to 2025 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	202
Proportion (%) of PDG eligible learners	57.28%
Date this statement was published	September 2024
Date on which it will be reviewed	May 2025
Statement authorised by	Nikki Dargie (School Improvement Partner)
PDG Lead	Tavis Prewett (Headteacher)
Governor Lead	Jane Woodley (Chair of Governors)

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£94300
<b>Total budget for this academic year</b>	<b>£1247818</b>

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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
TA 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 wellbeing, LLC and M&N outcomes.
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.	Identified FSM children access authentic learning experiences. Improved outcomes around well-being as identified by Progression Tracker.
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 questionnaires reflect improved satisfaction re: communication and developing relationships.
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. Increased engagement in reading moving from a

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	minority (less than 40%) regularly changing reading books to a majority (over 60%).
Improved parental engagement in mathematics and numeracy through introducing maths cafes across the school.	Informal nature of Maths cafes encourages parental engagement and raises self-esteem.
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 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 identify improvements in engagement.
Nessy subscription to be used to support intervention with FSM learners.	Standards in reading improve in Year 3-6, as a result of using this intervention.
Outdoor support in PS1 and PS2 to enable continued access to the outdoor learning environment.	Outdoor learning opportunities utilised throughout the school day 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

**Learning and teaching**

Budgeted cost: £83500

<b>Activity</b>	<b>Evidence that supports this approach</b>
Introduce a Nurture class into Year 2 to support a vulnerable group of FSM children.	Education Endowment Foundation (EFF) -

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	Metacognition and Self-Regulation - +7 months
L3 TA interventions to be undertaken with a focus on using pre-teaching strategies to improve learning outcomes.	EEF – Teaching Assistant Interventions - +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 – Collaborative Learning Approaches - +5 months
Outdoor support in PS1 and PS2 to enable continued access to the outdoor learning environment.	EEF – Social Emotional Learning - +4 months
Embed DCF more effectively within the curriculum, to support FSM learners in accessing technology and building their skills effectively and progressively.	EEF – Individualised Instruction - +4 months
Additional Teaching Assistant in Split Year 2/3 Class to support in intervention strategies and additional support.	EEF – Within Class Attainment Grouping - +2 months

**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: £9800

Activity	Evidence that supports this approach
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Continue the 'Jigsaw for Families' programme to engage with a larger number of families and improve communication and engagement.	EEF – Social and Emotional Learning - +4 months.
Regular monthly coffee mornings to take place to engage with families in the community.	EEF – Parental Engagement - +4 months.
Improved parental engagement in reading through introducing reading cafes across the school.	EEF – Parental Engagement - +4 months.
Improved parental engagement in mathematics and numeracy through introducing maths cafes across the school.	EEF – Parental Engagement - +4 months.

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

Budgeted cost: £2000

Activity	Evidence that supports this approach
Nessy subscription to be used to support intervention with FSM learners.	EEF – Phonics - +5 months.

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 2023 to 2024 academic year.

Activity	Impact
Additional class across the school to reduce class sizes and support with accelerated progress in LLC and M&N.	Accelerated progress evident in key groups of FSM learners, from assessment tracking.

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Compassion

Curiosity

Courage

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HLTA interventions to be undertaken with a focus on using pre-teaching strategies to improve learning outcomes.	HLTA interventions implemented utilised pre-teaching strategy, supporting improved outcomes.
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.	Curriculum audit work undertaken reflects a broadening of curriculum offer, with hooks for learning and parental engagement in thematic learning improved.
Nessy subscription to be used to support intervention with FSM learners.	Nessy support reflects accelerated learning in key groups. Identified children in Y3-6 further developed phonic and spelling skills.
Outdoor support in PS1 and PS2 to enable continued access to the outdoor learning environment.	Support enabled additional access to the outdoor environment.
Improve digital strategies by redeveloping Digital Vision across the school. DCF to support raising of standards of basic skills.	DCF clinics supported staff in broadening the digital offer for children across all year groups.
Regular monthly coffee mornings to take place to engage with families in the community.	Regular coffee mornings held, improving attendance from 2 to 13, across the year.
Embed the 'Jigsaw for Families' programme piloted in 2022-23 to engage with a larger number of families and improve communication and engagement.	Jigsaw Families programme embedded, with 18 families accessing this (an increase from 6 the previous academic year).
Introduce a Nurture Class to support a group of FSM children.	Nurture class supported accelerated progress in Nurture Group and improved well-being.
Improved parental engagement in reading. Reading Cafe to be reintroduced to support families.	Engagement improved from the previous year, with 10% more families in attendance.

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Improved parental engagement in mathematics and numeracy through introducing maths cafes across the school.	Engagement improved from the previous year, with 13% more families in attendance.
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**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