



**Costed Annual PDG Plan**

**2024-2025**

<b>Early Years PDG / PDG</b>	<b>Total £ 24,150</b> <i>(PDG £21,850 / EYPDG £2,300)</i>
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<b>Name of school</b>	<b>Pentyrch Primary School</b>
<b>Executive Headteacher Deputy Executive Headteacher</b>	<b>Mrs Sarah Coombes Mrs Annie James</b>
<b>Date submitted</b>	<b>October 2024</b>

## Pupil Deprivation Grant 2024-2025

<b>Key area of development:</b> Learning		
<b>Priority:</b> Ensure that the next steps in pupils learning are identified effectively during lessons and over time.		
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• Next steps in learning are consistently shared with pupils.</li> <li>• Feedback in pupils’ books, listening to learner activities and learning walks identify that pupils are clear in the next steps in their learning.</li> <li>• Pupils able to identify their progress and act upon next steps in learning.</li> <li>• Pupils reflect on their work with the support of teacher / TA feedback and marking to move their learning forward.</li> <li>• Self and peer assessment strategies enable pupils to move forward in their learning through collaboration.</li> <li>• Literacy and Maths pedagogy and opportunities enables: <ul style="list-style-type: none"> <li>○ Accelerated value added progress in conjunction with whole school expectations evident for identified pupils (disadvantaged and vulnerable) in Literacy and Numeracy skills.</li> <li>○ Value added progress in oracy achievement impacts on standards in literacy in particular outcomes in writing.</li> <li>○ Value added progress in reading achievement impacts on standards across all areas of learning.</li> <li>○ Value added progress in writing achievement for identified pupils.</li> </ul> </li> <li>• Pupils learn and apply Maths concepts through carefully planned and resourced provision in new outdoor spaces.</li> </ul>		
<b>What do we want to improve?</b>	<b>Targets – what do we want to happen?</b>	<b>How will we know it has worked?</b>
<ul style="list-style-type: none"> <li>• Evaluate feedback and ‘next steps’ processes to ensure consistency and to ensure pupils able to identify their progress and act upon next steps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Review current processes and practices in place for giving pupil feedback and pupil’s identifying next steps.</li> <li>• Professional learning considering feedback and next steps in an inquiry-based classroom.</li> <li>• Focus on relevant learning behaviours, growing learning assets and learning to</li> </ul>	<ul style="list-style-type: none"> <li>• Professional discussion and sharing of good practices around pupil feedback and identification of next steps gives a clear baseline and guides processes and practices to be developed.</li> <li>• Learning walks and listening to learner activities indicate the role of the adult and pupil in the feedback process and in enabling pupils to explicitly identify, realise and achieve their next steps.</li> <li>• MER processes demonstrate staff understanding and implementation of the learning behaviours specifically drawing on assets from each behaviour that underpin feedback and next steps in learning.</li> </ul>

	<p>learn to underpin feedback and next steps in learning.</p> <ul style="list-style-type: none"> <li>Professional learning around pedagogy and routines to enable pupils to develop next steps.</li> <li>Further development of pedagogy around peer and self-assessment processes.</li> </ul>	<ul style="list-style-type: none"> <li>MER processes indicate consistent pedagogical approaches and routines in place that enable pupils to understand their learning: where they are at, where they need to get to and how.</li> <li>Pupils reflect on their work with the support of teacher / TA feedback and marking to move their learning forward.</li> <li>Pupils able to identify their progress and act upon next steps in learning.</li> <li>Learning walks, listening to learner activities and book looks indicate pupils operating as learning resources for one another and owners of their own learning.</li> </ul>
<ul style="list-style-type: none"> <li>Review learning and teaching strategies for literacy and numeracy to ensure value added from starting point improves for all groups of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Review and expand on curricular opportunities and pedagogy for the teaching of oracy / oracy across the curriculum in an inquiry based classroom to ensure a holistic approach to the teaching of literacy and move learning on. Further develop pedagogy for the learning and teaching of oracy in literacy and across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of documentation indicates high quality planning for the learning and teaching of oracy through authentic and purposeful opportunities.</li> <li>MER processes indicate the impact of the development of pedagogy for the learning and teaching of oracy and the impact this has on the literacy process for identified pupils</li> </ul>
	<ul style="list-style-type: none"> <li>Review and expand opportunities for reading within the literacy cycle and across the curriculum in an inquiry based classroom to further develop literacy skills for identified pupils.</li> <li>Extend reading buddies initiative focusing on pupils identified as vulnerable, disadvantaged and underachieving through data capture / ongoing teacher assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of documentation indicates high quality planning for the learning and teaching of reading through authentic and purposeful opportunities.</li> <li>Ongoing benchmarking activities, reading trackers, key word assessments, Letters and Sounds reviews and Salford reading assessments indicate progress made by identified pupils.</li> </ul>
	<ul style="list-style-type: none"> <li>Review the writing process to ensure an emphasis on the importance quality</li> </ul>	<ul style="list-style-type: none"> <li>MER processes indicate planning for and delivery of the 'end process' of the writing cycle with pupils identifying ways forward and next</li> </ul>

	<p>opportunities to draft, proof read, edit and publish to improve work.</p> <ul style="list-style-type: none"> <li>Professional learning focusing on writing strategies to support pupils identifying as disadvantaged, vulnerable and underachieving through in class support / intervention.</li> <li>Focus on alternative ways to engage pupils in the writing process by reducing the cognitive load.</li> </ul>	<p>steps, making improvements and creating high quality final pieces of writing.</p> <ul style="list-style-type: none"> <li>Data capture opportunities, ongoing teacher assessment, learning walks, scrutiny of books / field notes show impact of specific strategies to support pupils underachieving.</li> </ul>
	<ul style="list-style-type: none"> <li>Revise the Maths teaching and learning process to ensure mastery and proficiency of each concept across the What Matters statements.</li> <li>Further explore maths pedagogy to advance and deepen conceptual understanding.</li> <li>Develop opportunities to explore mathematically rich learning experiences through development of the new outdoor environment N-y3.</li> <li>Develop purposeful / experiential learning opportunities particularly focusing on WM3 and 4 for the direct teaching and application of skills in defined areas outdoors.</li> <li>Professional learning focusing on mathematical strategies to support pupils identifying as disadvantaged, vulnerable and underachieving through in class support / intervention.</li> </ul>	<ul style="list-style-type: none"> <li>MER activities show that the Maths process enables identified pupils to master and become proficient at concepts with the process being personalised to meet the needs of all learners so that they know where they are at and their next steps in learning.</li> <li>MER processes show evidence of identified pupils developing and applying their mathematical skills through real-life problem-solving activities demonstrating their understanding, fluency, strategy and reasoning.</li> <li>Learning walks, listening to learner activities and scrutiny of documentation show that the environment is developmentally appropriate and facilitates first-hand experiences for the learning and teaching of mathematical concepts. Data capture opportunities, ongoing teacher assessment, learning walks, scrutiny of books / field notes show impact of specific strategies to support pupils underachieving, vulnerable and disadvantaged.</li> </ul>