

Marshfield Primary-Evaluation of Grant Expenditure 2023-2024

This report summarises how the school uses the EIG and PDG to support and enhance learning.
A summary of the financial expenditure and an example of the detailed plan for 23/24 is below.

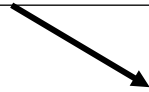
Summary of Grants Received 2023/2024													
<i>Pick school information from drop down lists below to populate grants received</i>													
Authority:		Newport								Sch No. 6802236			
Phase:		Nurs_FP_KS2								Pupils Plasc 2022: 458			
School Name:		Marshfield Primary								FSM Plasc 2022: 15			
<i>EAS Led Grants</i>						<i>Local Authority Led Grants</i>							
Date	Plan Needed?	Total Grant Available	Planned Expenditure	Balance Remaining	KS3 @ 60% (through schools - secondary PDG only)	Date	Plan Needed?	Total Grant Available	Planned Expenditure	Balance Remaining	KS3 @ 60% (through schools - secondary PDG only)		
		£	£	£				£	£	£			
EIG Schools	21-Apr-23	Yes	155,435	155,435	0	PDG	21-Apr-23	Yes	17,250	17,250	0		
PL Grant	9-May-23	Yes	8,263	8,263	0	RRRs April 23-August 23	15-Sep-23	Yes	10,301	10,301	0		
WEG Main	9-May-23	Yes	2,556	2,556	0	RRRs Sept 23 - March 24	15-Sep-23	Yes	14,421	14,069	352		
Professional Learning and Disadvantaged and Vulnerable Learners	9-Nov-23	No	9,000	9,000	0	ALN Implementation 2023-2024	15-Sep-23	Yes	9,871	9,871	0		
Tric a Chlic Pilot continuation	13-Nov-23	No	1,125	1,125	0								
Additional Early Years Funding	15-Dec-23	No	2,893	2,893	0								
NPQH Panel Member	21-Feb-24	No	2,100	2,100	0								
NPQH Panel Member	8-Mar-24	No	1,050	1,050	0								

Ref: SDP	Estyn	Planned Activity (what are you going to do?)	Success Criteria / Targets	EAS or LA Led Grant	Funding Source	(EY) PDG requirement (Only)			Spend Type	Planned £	Time Scale / Date	
						Strand	Imp Mths	KS3 Only			From	To
All		To maintain Foundation Phase ratios. Selected FP support staff will also lead on a number of early acquisition interventions. The nature of these will depend on the cohort of pupils and on-going assessments. Staff members: J. Miles, S. Morgans, Sarah Jones, R. Silcox, J. Powell, A. Wilson.	To improve the progress of pupils in the FP through focus tasks and targeted intervention. High levels of authentic learning opportunities for pupils.	EAS	EIG Schools				Additional Salary	131,461	Sep-23	Mar-24

- Live updates of how the grants are spent are available via Hwb.
- Most importantly, the school's strategic plans, especially the SDP robustly monitors the impact of actions through specific success criteria alongside other members of the SLT and the 'Together' teams

1. To further embed an inclusive culture which is suitable for all learners and promotes high level of wellbeing.					
Inspection Recommendation	R2 Enable pupils to develop as independent learners who make choices about how and what they learn and contribute effectively to decision-making. R3 Ensure that learning activities match pupils' needs closely so that pupils of all abilities make the best progress they can.		National Priorities	1,2 &3 Wellbeing and Equity programme (LWG/EAS) Wellbeing of Future Generations (Wales) Act2015 ALN Review	
LA Strategy	Newport City Council: 1,2,4,5 & 6		National Mission(s)	1,2,3 & 4	
PLAN					
Action (What do we plan to do to achieve these objectives?)	Responsibility (Who?)	Time scale (When?)	Resources, Training /Costings (How will we fund / support this?)	Monitoring, Evaluation & Review (What form will it take?) (Refer to MER schedule)	Success Criteria (How will we know when this has been achieved?)
<p>Use a variety of tools and techniques to improve and assess pupils' wellbeing</p> <ul style="list-style-type: none"> ➤ To enhance the use of PASS data to improve pupil wellbeing as part of the PAC process. ➤ To evaluate the effectiveness of a range of wellbeing strategies and opportunities 	<p>LO</p> <p>LJL</p> <p>LJL</p> <p>LO</p>	<p>PASS Oct/ June</p> <p>HAPPEN Survey</p>	<p>PASS Survey (£750 PDG)</p> <p>PASS action plans</p> <p>Additional resources to support circle time opportunities (£200 CORE BUDGET)</p>	<p>Autumn Term</p> <p>PASS survey and target groups identified (whole school attempt 1)</p> <p>Happen Survey (Y4-6)</p>	<ul style="list-style-type: none"> ✓ By the end of September, all PASS results analysed and target groups identified as part of PAC system ✓ By the end of January, PASS re-analysis to demonstrate most pupils undertaking wellbeing intervention have made good or better progress. ✓ Nearly all teaching staff regularly access PASS analyses to gauge and track pupil's progress. ✓ Termly, interventions all well tracked and monitored

Example of direct impact on learners



Review	
Review 1 (January 2023)	Review 2 (April 2023)
<ul style="list-style-type: none"> ✓ All teachers, through the PAC process, have a good understanding of the emotional needs of their class. They are beginning to use the wider elements of the PASS programme to further improve standards of wellbeing. (LJL) ✗ A minority of teachers use the wider PASS program. (LJL) ✓ Tailored interventions positively impact pupil wellbeing (CI) <ul style="list-style-type: none"> - All pupils in the Y4 'I matter' intervention group at least met or exceeded the expected progress (average = 57% → 79%) - Personalised 1-1- Y6 draw and talk intervention has had an excellent 	<ul style="list-style-type: none"> ✓ Many teachers access the additional PASS resources to create high quality interventions and strategies for their children (LJL) ✓ Tailored interventions have a good or better impact on pupils, including eFSM and CLA pupils. In Year 3, those accessing Happy in My Skin improved their average score by at least 18% (LJL)

Direct link to PDG allocation



The main objectives of **EIG spend** for 2023-24 are:

- To support the Foundation Phase staffing recommended WG ratios
- To establish a range of high-quality intervention programmes to support pupil progress
- To facilitate tracking, assessment and progress in line with actions in the SDP
- To support the development of outdoor learning, creative development and physical development.
- To develop specialist support and provision for all learners in line with the new ALN transformation requirements.

The PDG is provided to schools and settings for children and young people aged 5 to 15. The school uses its grant for the following key areas:

- **high-quality learning and teaching**
- **Community Focused Schools**
- early childhood education and care
- high aspirations supported by strong relationships
- health and wellbeing
- Leadership

'Schools and settings use the PDG funding for 'whole-school approaches'. These approaches can benefit all of their children and young people. However, they must support the needs of eligible learners in light of the disadvantage they face.' WG 2023

[WG Pupil Development Grant Guidance](#)

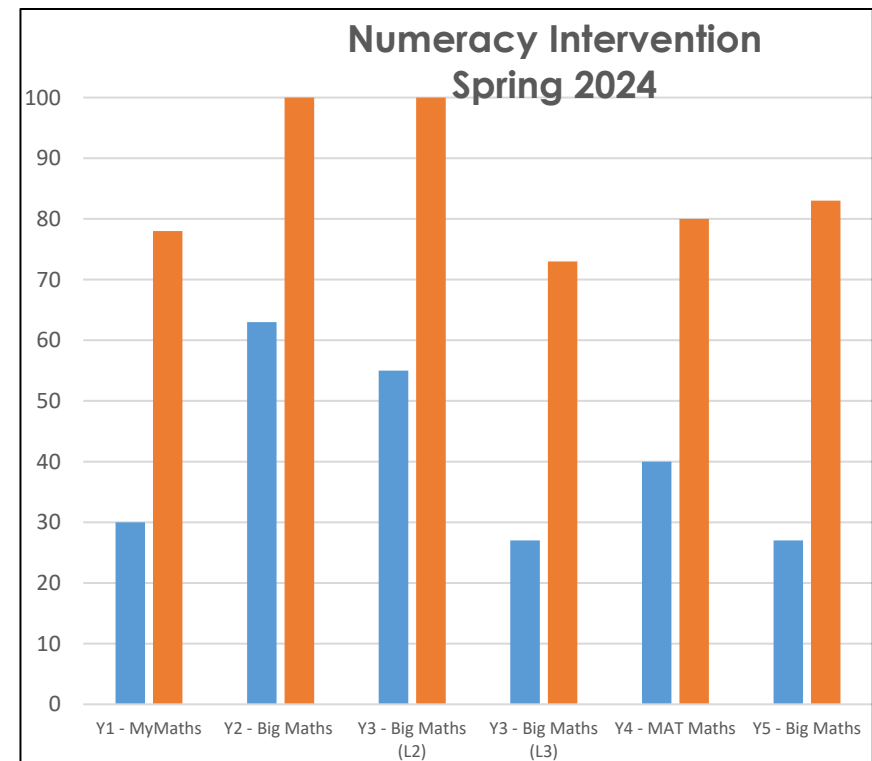
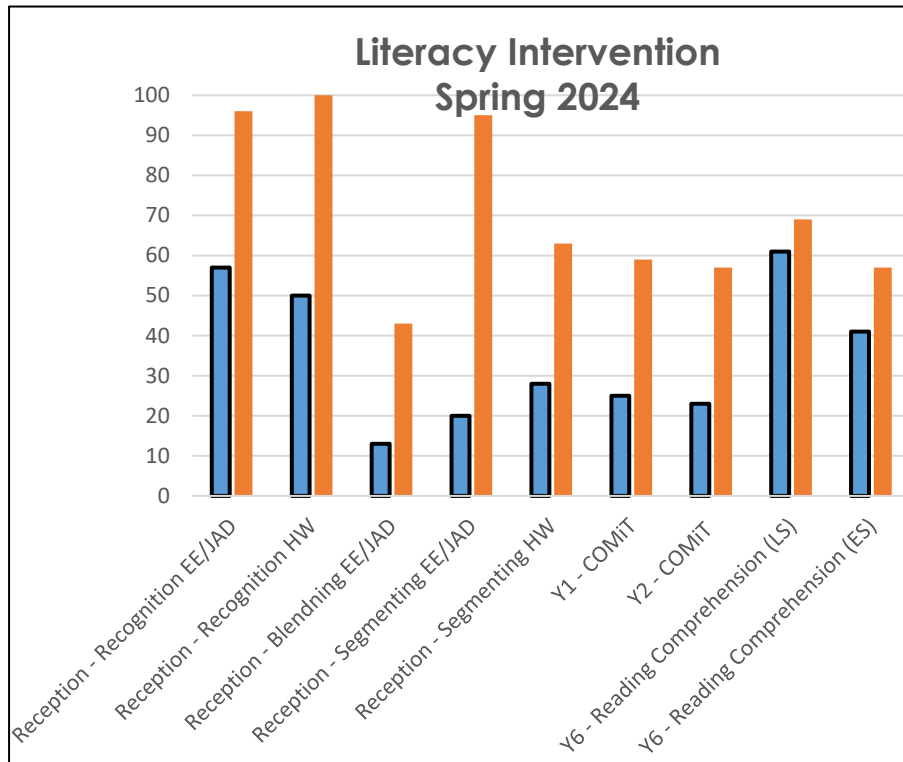
The school's main objectives of **PDG spend** for 2023-2024 are:

- To support eFSM pupils to ensure that they are provided with targeted help through specialist provision and interventions for areas of need- particularly wellbeing.
- By the end of the grant year, all eFSM pupils receive at least one intervention. All eFSM pupils are highlighted in class contexts and their progress is closely monitored by SLT. The school receives very little PDG but it ensures that it is used to effectively to support eFSM and vulnerable pupils. Recently, the school repurposed an underused area of the school in order to provide opportunities to develop creative, technical and physical skills.

Progress

- The **EIG grant** does not fully fund the recommended Foundation Phase ratios- however, all of the allocated Foundation Phase EIG money is utilised to support Foundation Phase ratios. All support staff are responsible for the teaching and tracking of at least one high-quality intervention within their year group.
- The table below illustrates the tracking of intervention programmes and the impact against targets. The school can demonstrate excellent value added to date and very good value for money. The school has concentrated on supporting pupils with their emotional and mental wellbeing. This is referenced in all of our SDPs and for the year 2023-2024.
- The data evidences the excellent range of interventions embedded to support learners. Interventions have a focus of wellbeing, literacy and mathematics, depending on the individual needs of the class. The suite of interventions are effectively tracked.
- Specific groups including FSM and CLA (children who are looked after) are monitored specifically.
 - ✓ The school currently has two CLA pupils who require bespoke intervention. Due to the numbers, the data is misleading. However, in all literacy and wellbeing interventions, CLA pupils made good or excellent progress. In numeracy interventions, both pupils made progress but marginally missed their targets.
 - ✓ 100% of FSM received an intervention or received specialist, bespoke support in the autumn and / or spring term 2023/24.

✓ In nearly all interventions, 87% of FSM pupils at least met or exceeded their target.



- All targeted pupils made at least 37% progress from their numeracy benchmark starting points. The progress of the Year 5 group was significant with 56% of pupils improving their intervention scores.
- All targeted pupils from R-Year 5, achieved an improved progress measure for literacy of at least 30%. 56% of interventions are based in the reaction classes, to aid with early acquisition skills and to support our youngest learners. In reception, a specialist segmenting programme was particularly effective with a progress measure of 75%

Intervention	Year	Map	Progress	Target met / exceeded?
1:1 Reading Support	6	2	Reading age Sept (12yr) Feb (13yrs 2)	Y (Target + 6mth)
ELSA	6	1		n/a
Reading Comprehension	6	2	11 years - 12 years 3	Y (Target Exceeded)
Reading Intervention	5	2	SS 100+	Target Met
Precision Spelling	5	2	List 1 - 2% increase, List 2 - 22% increase	Target Met
Precision Spelling	5	1	24 % increase	Target Met
Precision Spelling	5	2	List 1 - 2% increase, List 2 - 14% increase	Target Met
Reading Intervention	5	2	SS 100+	Target Met
1-1 Reading	5	2	Reading Age - 5y11M --> 7y3m	Y (Exceeded)
1 to 1 reading	4	1, 2	Indep 1.1-1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0	Y (Exceeded)
Nessy	3	1	(80%)- Island 1 10/10 (100%) and Island 2	Y (Exceeded)
Happy in my skin	3	1	9/20 (45%) - 15/20 (75%)	Y (Exceeded)
Comprehension	3	2	Book band 8 - book band 9	Target met
Daily reading	3	1	book band 10 to book band 11	Target met
Comprehension	3	2	Book band 8 - book band 9	Target Met
Big Maths level 3	3	2	20% - 80%	Y (Exceeded)
Direct Phonics	3	1	Block 5 - Block 10	Target met
Big Maths Level 2	3	2	60% - 100%	Y (Exceeded)
Happy in my skin	3	2	13/20 (65%) - 16/20 (80%)	Y (Exceeded)
Nurture	3	2		n/a
Direct Phonics	2	1, 2	Block 0 - Block 3	Target Met
1-1 Reading	2	1, 2	Level 1 - Level 2	No - Target Level 3
Big Maths	2	1	65% - 100%	Target Met
1-1 Reading	2	1, 2	Level 4 - Level 6	Target Met
Tricky Words	1	1	16% - 75%	Y (Exceeded) learning Phase 3 Tricky words
ALP MATHS	1	2	27% - 63%	N (Target 70%)
Additional Reading	1	1	Level 3 to Level 5	Y - Met - Progressed 2 reading levels.
ALP MATHS	1	2	50% - 83%	Y (Exceeded)
Additional Reading	1	1	Level 3 to Level 6	Progressed 3 reading levels.
ALP MATHS	1	2	50% - 90%	Y (Exceeded)
ALP MATHS	1	2	10% - 63%	N (Target 70%)
Tricky Words	1	1	37.5% - 83%	Y (Exceeded) - learning Phase 3 Tricky words
ALP MATHS	1	2	27% - 70%	Target Met
Phase 2 letter recognition and blending	R	2	65% - 100%	Y - Met for Phase 2 sound recognition. Will continue to work in an intervention group in the summer intervention
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Sequencing CYC words	R	2	30% - 90%	Target Met

- Nearly all pupils who accessed a mathematics and literacy interventions made at least good or better progress.
- The SLT will complete an audit of interventions in the summer term, to share good practice, discuss the parity of provision across the year groups and support for EAL pupils.

- The EIG/PDG has also been used to support phonic programmes including the Nesy resource that nearly all children use. The school's new SDP will audit current provision for early literacy skills before compiling an action plan.
- Most aspects of the plan make good reference to proven effective interventions and strategies outlined in the Sutton Trust Toolkit.
- A detailed support and tracking programme also enable the school to effectively assess the value for money for all group programmes against skills acquired. Progress of interventions is reported to the GB.
- All interventions are evaluated weekly by support staff and teachers to evaluate suitability as well as the progress of individuals.
- EIG expenditure on training has had a positive impact on implementing the priorities of the SDP.

