



Central Primary School PDG Spend 2020/2021



PDG Action:

1. 2 ELSA specialist TAs to embed ELSA provision across the whole school.
2. Forest School sessions to be delivered to specific pupils
3. TAs working with targeted groups of learners from Year Nursery to Yr6 to improve literacy skills.
4. TAs working with targeted children from Yr1 to Yr6 to improve numeracy skills
5. SMT review, purchase, monitor, assess and quality assure interventions programmes
6. Resources and training to support Nurture and ELSA

Lead: Samantha Hopkins (Head teacher)

Supported by: Governors, Mrs James (Deputy), Senior Management Team, Teaching staff and class based Teaching Assistants.

PDG Funding School based:

Action 1: – £5,329+£5,329

Action 2: – £10,507+£6,003

Action 3,4: –

£14,5830+£8,241+£3,302+£13,704+£6,003

+£3,602+ £6,003+£8,726.38+£8,726.38

Action 5: £8,305.95+£3,013.50

Action 6: £2,000+1,621.79

EY/PDG funding: £115,000

Outcomes: Success Criteria

1. To improve the wellbeing and attendance of targeted pupils via fully trained ELSA practitioners. Impact on attendance. Impact on positive attitudes to self and others.
2. Weekly forest school sessions delivered by trained professionals in order to improve pupil self-esteem and self-belief.
3. To raise attainment in literacy using catch-up programmes, guided reading TA, reading / phonic games (MIST).
Use Building Blocks data, SIMs tracking, Schonell spelling assessments and Salford standardised tests to track progress on a termly basis. Track using national test.
4. To raise attainment in numeracy with targeted in-class and intervention support using additional TA support. Impact measured through Rapid Maths assessments, Building Blocks, SIMs tracking, standardised tests & national tests.
5. SMT monitoring intervention programmes and staff performance ensuring quality assurance and value for money in order to raise standards in literacy and numeracy.
6. All relevant resources prepared and created to ensure targeted pupils can access the intervention programmes, residential trips etc. Their needs are catered for specifically.

Action	Target Date	Monitoring and Evaluation	Review Date
Action 1 TAs to deliver ELSA provision regularly and confidently on a weekly basis to targeted pupils in need of emotional literacy support. To improve pupil self-esteem and self-belief.	Autumn term 2020 Spring term 2021	TA and pupil feedback along with impact on attendance, behaviour and standards	March 2021
Action 2 Trained Forest School practitioners to deliver true Forest School session to targeted KS2 pupils and provide the specific	Autumn term 2020	Forest School records of pupil attendance, behaviour and standards.	March 2021
Action 3 TAs focusing on literacy skills between Yr1 and Yr6, via group reading, targeted reading/ phonic / catch-up programmes and in-class support.	Autumn term 2020	Impact measured through Building Blocks, SIMs, termly standardised tests & annual national tests	March 2021
Action 4 TAs focusing on numeracy skills between Yr1 and Yr6, via catch-up programmes and in-class support.	Autumn term 2020 Spring term 2021	Impact measured through Building Blocks, SIMs, termly standardised tests & annual national tests	March 2021



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Action 5 SMT monitoring intervention programmes and staff performance ensuring quality assurance and value for money in order to raise standards in literacy and numeracy.	Autumn Term 2020	Impact measured through Building Blocks, SIMs, termly standardised tests & annual national tests. Boxall and ELSA assessments.	March 2021
	Spring term 2021		
	Summer term 2021		
Action 6 All relevant resources prepared and created to ensure targeted pupils can access the intervention programmes, residential trips etc. Their needs are catered for specifically.	September 2020	Pupils access a variety of intervention programmes and residential trips etc. using appropriate resources.	March 2021