

PDG support for pupils in Blaenau Gwent

Case study number 1 – support for individual pupil

1 to 1 support was provided to a pupil in a year 3 class for maths. The school identified that the pupil was working at 2 sub-levels below expected-age level in maths. At the end of year 2 he had received an outcome 4 for maths, expected outcome at the end of the foundation phase is outcome 5. In contrast, he achieved an outcome 5 for literacy and Personal and Social. The school therefore identified that the pupil was underperforming in maths compared to other areas in his learning.

The school used part of their PDG to cover costs of a teaching assistant to work with individual pupils who were in receipt of free school meals and who were having difficulties with maths. The teaching assistant was trained on 'Precision Teaching' which is a method of planning teaching experiences that meet the needs of an individual child who is experiencing difficulty with developing or maintaining/retaining certain skills or concepts. The pupil received one-to-one support for 20 minutes every day focusing on basic maths skills for three terms.

Outcome - At the end of year 3, the pupil had made 3 sub-levels progress (equivalent to 1 levels progress) in maths, most pupils are expected to make 2 sub-levels of progress in 1 academic year, so the pupil had made expected progress + 1 sub level.

Case study number 2 – support for group of learners

A group of 6 year 5 FSM pupils were identified as being on the cusp of being awarded a Level 4/5 in literacy at the end of Key Stage 2. Level 4 is the expected level at the end of Key Stage 2. All of the pupils had reading ages in line with expectations to achieve a L5 (based on WG national test data and school assessment data), however they were achieving mid or high level 4 in both oracy and writing. Part of the PDG grant was used by the school to employ an additional member of staff for half a day a week to work with these pupils for the summer term (when the pupils were still in year 5), the autumn term and the spring term (when the pupils were in year 6).

The member of staff also supported more-able and cusp pupils in other year groups, but on a Tuesday afternoon she worked specifically with this group of pupils, and as they were all in receipt of free school meals, the PDG grant was used to cover costs for this period of time. Sometime was spent talking with the pupils to identify what genres they enjoyed, and they voted on a book they would like to study in depth. They chose Kensuke's Kingdom by Michael Morpurgo. Work initially began on developing oracy skills, in particular developing the pupils' inference and deduction skills, and their debating skills. This included the group introducing the book to other members of their class, and leading a debate on themes linked to the story.

In the Autumn and Spring term, the focus was on using the pupils' oracy skills to develop their writing. This included writing a play version of the story, which the pupils performed to their class.

Outcome – all pupils achieved a L5 in literacy at the end of KS2.