

# PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

Penclawdd Primary School



*This statement details our school's use of the PDG for the 2023 to 2024 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	Penclawdd Primary School
Number of pupils in school	135
Proportion (%) of PDG eligible pupils	20.4%
Date this statement was published	October 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Louisa Reynolds-Milnes - HT
PDG Lead	LRM/David Miller (SLT)
Governor Lead	Mark Thomas Chair of Governors

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£39,100
<b>Total budget for this academic year</b>	<b>£721,691</b>

## Part A: Strategy Plan

### Statement of Intent

- We want all pupils to make progress irrespective of their background or financial need. We want to ensure funding can be allocated appropriately to ensure all pupils have equal opportunity when accessing learning and any extra-curricular opportunities.
- We want all pupils to have equal opportunities and equity of provision so they are not discriminated against
- We want to ensure we are inclusive of the needs of all pupils and their wider families/communities

### 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
<p>Improve identified pupils' literacy and numeracy skills</p> <p>Improved support for early language intervention</p> <p>Support for pupils with SEBD difficulties.</p>	<p>Most identified learners are making expected or above expected progress from their starting points in literacy and numeracy.</p> <p>Speech and Language support has been provided by the TA for those children identified via Early Years staff, Wellcomm and Speech and Language Link programmes.</p> <p>Identified pupils have taken part in the Motional Programme to improve their area of need.</p> <p>Support provided for pupils with SEBD difficulties by the school's well-being TA via 1-1 play therapy support.</p> <p>Most pupils making very good progress from their starting points</p> <p>Poverty is not a barrier to learning</p>
Continue to develop expertise of staff to meet needs of disadvantaged learners	Regular and relevant CPD for staff
Improved attendance for targeted learners (in line with national average) and punctuality	Improved engagement of targeted learners The attendance of most identified pupils is in line with their peers. Most identified learners are making expected or above expected progress from their starting points
To create further opportunities to provide more life opportunities and continue to build positive relationships with community	School to open its use to be a base for family / community sessions Well-being TA to support families Parent group set up and part of school life

	Rhyme and Rhythm session set up for the community
To provide further enrichment experiences via extra-curricular activities	School can provide access to a wider range of opportunities – cooking, music, sporting etc
Pupils are not discriminated against in access to appropriate school uniform and resources	Establish a uniform swap shop Non-compulsory use of branded uniform
Reduced financial pressure and barriers for every vulnerable learner	Family financial support - food, school trips/events, uniform, residential visits, rise and shine club
High levels of well-being for every vulnerable learner	Every vulnerable learner's wellbeing monitored through check ins, relevant support and family support

### Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

#### Learning and Teaching

- ✓ We have employed teaching assistants to support in class learning and early intervention support for vulnerable pupils to ensure that these pupils have equal access to the curriculum and do not fall behind. Teaching assistants have access to high quality CPD to ensure they are equipped with the skills needed to support these pupils.
- ✓ We will continue to focus on attendance. Our vibrant and exciting curriculum gives opportunities to learn about a range of topics in a way to develop them as well rounded learners.

#### Community Schools

- ✓ Work with the NGP parental engagement staff to signpost families to services
- ✓ Work with the Gower Charity the Sharing Table to develop a family school enrichment programme
- ✓ Set up a 0-4 rhyme time and rhythm session for the community
- ✓ Introduce the Community focused school model

**Budgeted cost: £46,045 (PDG - £39,100)**

Activity	Evidence that supports this approach
<ul style="list-style-type: none"> <li>• Support for pupil and family well-being</li> </ul>	Provide opportunities for specialist support from our well being TA and a wide range of agencies to ensure families have all of the support needed eg by signposting external support, providing in house strategies, developing strong school to family links and monitoring pupil well-being.

<p><b>Intervention Programmes for targeted learners</b></p> <p><b>Emotional health and psychological well-being support</b> (YR – Y6) Wellbeing and support for pupils identified using Trauma informed practice /emotion coaching</p> <p><b>Numeracy interventions (Y1 -Y6)</b> Individual /group support to address gaps in mathematical understanding.</p> <p><b>Literacy interventions (Y1 -6)</b> Individual/group support to address gaps in reading/phonics awareness and comprehension</p> <p><b>Literacy and numeracy support (Y1 – Y6)</b> In class small group targeted support for phonics, reading, writing and maths</p>	<p>Additional staff to support teaching and learning enables bespoke intervention for pupils identified with need.</p> <p>Education Endowment Foundation and Sutton Trust</p>
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### Community Schools

Budgeted cost: **£46,045** = *£grant funded re extra-curricular enrichment*

Activity	Evidence that supports this approach
Work with the Gower Charity the Sharing Table to develop a family school enrichment programme	FaCE the challenge together: Family and community engagement toolkit for schools in Wales - WG
0-4 rhyme time and rhythm session for the community	<p>Parents, carers and wider family members have a big influence on how well children behave and attain at school.</p> <p>FaCE is one of the most powerful levers we have to tackle the impacts of deprivation on educational outcomes.</p> <p>Parents/carers can make fantastic partners. Their unique knowledge about their children and diverse experiences, skills and volunteer time can enrich and strengthen school life</p>
Flying start expansion	<p>Through a multidisciplinary team approach, which identifies all of the needs of the child and their family and provides prudent and proportionate interventions, Flying Start aims to ensure that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> children are healthy and thriving;</li> <li><input type="checkbox"/> families are capable and coping; and</li> <li><input type="checkbox"/> Flying Start children are reaching potential.</li> </ul>

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

Budgeted cost: *£ supply costs*

Activity	Evidence that supports this approach
Financial Support - reduce barriers to learning and experiences	Vulnerable pupils need the same access to clubs, events and extra curricular activities to ensure they can reach their potential, have raised aspirations and feel part of their school and community.

**Total budgeted cost £46,045 (PDG - £39,100)**

## 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 2022 to 2023 academic year.

- ✓ Well-being data demonstrated measurable improvements in attitudes to learning.
- ✓ Analysis of literacy and numeracy intervention data, pupil progress meetings, book looks, pupil voice shows most e-fsm pupils made expected or above expected progress from their starting points in line with their peers.
- ✓ All eligible pupils who required support from the ALNCO received it.
- ✓ All pupils/families who required support from the Well-being TA received it
- ✓ All staff are very aware of different groups of vulnerable families and these children are discussed at termly PP meetings where support is reviewed or identified.

### ***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.*

<b>Programme</b>	<b>Provider</b>

### **Further information (optional)**

At PPS we strive to be at the heart of our community and make ourselves available to support with any problems our families may have.

As a school we also recognise that poverty can exist amongst any family even those not entitled to FSM. We feel we know our families extremely well and can offer a wide range of support to any family in need. Our relationship with the NGP cluster is strong and we feel we work well in partnership with a wide range of external agencies