

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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	Llansantffraid
Number of pupils in school	114
Proportion (%) of PDG eligible pupils	9%
Date this statement was published	8.11.23
Date on which it will be reviewed	July 2024
Statement authorised by	Mr Gareth Hopkins
PDG Lead	Mrs Meinir Wyn Morris
Governor Lead	Mr Gareth Hopkins

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£13,800
Total budget for this academic year	£13,800

Part A: Strategy Plan

Statement of Intent

Each school receives a grant from the Welsh Government to support the development of pupils who are eligible for Free School Meals (eFSM), to help tackle the effects of poverty on attainment, reduce inequality and remove barriers. We aim to assist ALL pupils in aspiring to reach their potential, providing equity of provision according to individual needs.

Ultimate objectives for the pupils being supported:

- To support academic progress and attainment to ensure pupils fulfil their potential.
- To ensure equity of opportunity and experience.
- To support emotional and mental wellbeing.

How does your current strategy plan work towards achieving those objectives?

- Highly trained experienced staff to implement various interventions to support pupils' learning.

- Sporting, Cultural and Educational opportunities are provided to enhance, inspire and stimulate learning experiences.

What are the key principles of your strategy plan?

- High Quality Learning and Teaching - with a particular focus on the pedagogy used by teachers, the role of support staff and the professional learning provided for practitioners.
- Partnership- with a particular emphasis on facilitating and supporting family engagement.

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
- Extra Teaching and non-Teaching support for nurture, interventions, added academic support	All targeted pupils make strong progress from their starting points in their reading, writing and number skills with a specific focus during 2023-2024 on co-constructing the success criteria so that most pupils can talk confidently about their progress they are making with their learning, (as we develop our Assessment and Progression processes in line with the school's SDP priorities)
- Tracking pupil progress for effectiveness of input	Nearly all pupils to make progress in their skills according to an individualised personal outcome
- Monetary support towards enrichment activities, Breakfast Club	To ensure that no pupils are disadvantaged in their access to wrap around care.
- Staff Professional Learning	To ensure staff are up to date in their knowledge of barriers to learning success and on how to use diagnostic tools to track and ensure progression in skills, knowledge and experiences.

Activity in this academic year

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

- Work alongside each eFSM pupil on their targeted, individual needs (Literacy, Numeracy, Social Skills, Nurture, Emotional Literacy)

- Support eFSM/vulnerable pupils with nurture, communication skills, facilitating Buddies for support at Lunchtimes.

Learning and Teaching

Budgeted cost: £ 11,232

Activity	Evidence that supports this approach
Experienced teacher to work alongside the targeted group of pupils	Research states that the most experienced staff should work alongside the most vulnerable.
Timely and purposeful feedback given with pupils responding and improving their work.	The research of John Hattie and Shirley Clarke evidence the impact of timely feedback to pupils and allowing them the time to refine their work. (Visible Learning)

Community Focused Schools – i)building strong partnerships with families, ii) responding to the needs of the community iii) collaborating with other services.

Budgeted cost: £300

Activity	Evidence that supports this approach
Providing funding for Clubs and enrichment	Ensuring that no pupils are disadvantaged and providing equity. A wide range of research evidence that residential, trips and sporting events help develop pupils' self-esteem, self-confidence, and self-belief. It gives young people the chance to experience cultures, respect differences, and develop new friendships with their peers and thus broaden their horizons and knowledge.

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

Budgeted cost: £2268

Activity	Evidence that supports this approach
Provide lunchtime support	Ensuring that break time issues do not spill into learning time. Evidence proves that social issues amongst peers is detrimental to the learning, thinking brain. Also, pupils may well share their concerns more so in a more relaxed environment.

Total budgeted cost: £ 13800

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 2022-2023 academic year.

- The grant ensured that an extra TA could be employed at the school to work alongside the targeted group of pupils and PDG grant funding was allocated to Teaching Staff to work, monitor and track pupils which provided a consistent class approach and knowledge of the standards, skills acquisition and progress of these pupils. Progress in skills made was as follows:-
 - Good progress for nearly all pupils in standardised scores of summative Reading and Spelling assessments. Within ongoing formative assessment of learning in class work, most vulnerable pupils demonstrate their ability to apply their English (reading and writing) and Mathematics (number) skills to Literacy and Numeracy, recognising the link between these skills and being able to improve their own work, referring back to prior lessons, knowing their next steps. Nearly all pupils made good progress in their ongoing Read Write Inc assessments for phonological development.
 - Most pupils make good progress in their skills of thinking and independence, being able to generate their own success criteria for tasks, accessing ICT applications independently, accessing enhanced provision and challenge areas confidently and purposefully.
 - Nearly all pupils make progress with their oracy skills, being able to listen to others in small or large groups, being able to speak confidently with peers, staff and visitors, presenting their work to a live audience or via ICT applications. The group were represented on a variety of school committees to share their views and ideas. Monitoring for impact was evidenced through listening to learners which showed pleasing good standards.
 - To be able to target certain pupils with the financial backing rather than budget constraints ensured that we provided for these learners to ensure they succeeded to the best of their ability under the constraints of a difficult budget year. Nearly all pupils reached their projected outcomes/levels.
- For Teaching Staff, an awareness of the importance and accountability of monitoring, tracking and data analysis

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.

Programme	Provider
Nessy	Nessy Learning
Read Write Inc (supplementing existing resources)	Oxford

