# PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT 2023- 2024

The Pupil Deprivation Grant (PDG) is allocated to schools with pupils who come from low-income families and are currently known to be eligible for free school meals (e-FSM) and pupils who have been looked after continuously for more than six months (LAC).

Schools are expected to make the best use of this funding to implement sustainable strategies that improve learner outcomes for pupils eligible for free school meals or who are LAC. This statement details our school’s use of the PDG for the academic year **2023 to 2024**.  It outlines the school’s strategy and 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**

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| Detail | Data |
| School name | Pontlliw Primary School |
| Number of pupils in school | 211  FTE (inc Nursery) |
| Proportion (%) of PDG eligible pupils | PLASC 2023 – 10.7%  3 year rolling average 10.4%  Current – 8% (17/211) Rec – Y6 |
| Date this statement was published | 27/9/2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | A.Norman |
| PDG Lead | A.Norman |
| Governor Lead | L. Wells |

**Funding Overview**

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| **Detail** | **Amount** |
| PDG funding allocation this academic year | eFSM £20,700 EY £10,350 |
| **Total budget for this academic year** | £936,181 |

## Statement of Intent

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| * Improved outcomes of eFSM and EY pupils. * Improved attainment of targeted pupils. * eFSM and other vulnerable pupils receive appropriate support and intervention to ensure they achieve their expected outcomes. |

## 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.

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| Intended outcome | Success criteria |
| Improved outcomes of eFSM pupils.  Increased progress for targeted pupils. | FSM and targeted pupils receiving appropriate support and targeted intervention in order to achieve their expected outcomes. |
| Reducing the financial burden on families with targeted and FSM pupils. | Uniform support, financial support with school trips and residentials, support with after school clubs and breakfast clubs. Provision of school equipment and sports kit. All ensuring these pupils have equity of access to all school events and activities ensuring they feel part of the school. |
| High levels of health and well-being for FSM and targeted learners. | Improved score on ELSA and My Selfie following appropriate intervention.  Pupil well-being monitored through My selfie, class check in’s, counselling sessions and family liaison support where appropriate. |

**Activity in this academic year**

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

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| * Identify the needs of the pupils within this group. * Plan the interventions required for each individual pupil that is appropriate to their needs. * Track pupils progress within these interventions and review appropriateness and impact amending if necessary. * Provide high quality resources and training for all staff involved in providing these interventions. * Providing a range of appropriate interventions that have proven impact through a range of assessment and are sustainable. |

### Learning and Teaching

Budgeted cost: £30,000 (Estimated costs are £35,475 for 81 hours of TA support for full financial year. Subsidised by school)

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| Activity | Evidence that supports this approach |
| Small group Numeracy, literacy, well-being and speech support. | Provision of additional teaching staff to work with pupils in a small group on specific areas of difficulty enables targeted intervention specific to individual pupils needs. |
| *Support for pupils and family well-being* | Provision of members of staff to provide counselling, Derbyshire play project and family liaison to support pupils’ well-being in school and provide family support. To improve pupils’ well-being needs that have been identified. Used also to signpost families to additional support services. Use of ELSA programme to identify gaps in pupils’ well-being and provide support to fill the gaps to ensure all building blocks for strong well-being are in place. |

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

Budgeted cost: £1,050

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| Activity | Evidence that supports this approach |
| Increased equity through the provision of financial support to reduce barriers to learning and experiences. | All pupils need the same access to extra-curricular, curricular activities and events to ensure they have the same opportunities, experiences and reach their potential. This is important for their sense of belonging (Cynefin), future aspirations and participation in school life. |

**Total budgeted cost: £ 36,525** (£31,050 grant allocation, £5,475 out of school budget)

## The below details the impact that our PDG plan had on the outcomes of pupils for the academic year 2022-2023

There was a comprehensive plan in place for the year 2022-2023, agreed and monitored by Swansea Council, to promote progress and remove barriers to learning for students eligible for this funding. The school supported an increasing number of pupils with FSM and who were transitionally protected. Funding was used to improve:

* Teaching and learning by providing specific high-quality training for school staff, regarding the development of speech and language. Speech and language data demonstrated measurable improvements. My selfie well-being results were analysed and demonstrated an increase in well-being where interventions had been put in place for pupils. Thrive data also demonstrated improvements in pupils’ well-being where interventions had been put in place.
* Intervention and support programmes that are proven to have the greatest impact and to be sustainable. These included raise sessions for developing literacy and Numeracy skills, Welkom/speech, and language link to improve speech and language, Disco dough for the development of hand-eye co-ordination and fine motor skills. Progress was demonstrated in lessons, recorded work and school-based assessments.
* Using data tracking systems to identify learners’ needs, target interventions and monitored impact through school and National data.