# PDG Planning Documents 2022-23

# Annex A: High Standards and Aspirations

A High Standards and Aspirations for All action plan to be published by the Welsh Government later this year.

The Plan will set out a number of measures to ensure we develop an excellent and equitable education system through progressively reducing inequalities in the educational outcomes for children and young people living in low-income households.

This action plan will be complementary to the EEF toolkit, endorsed to schools by the Welsh Government.

The plan will focus on the following eight elements as being the key drivers for success:

* *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.
* *Community Schools* - with a particular emphasis on the role of Family Engagement Officers, the role of the school within the wider community and work with other children’s and family agencies.
* *Early Childhood Education and Care, developing our long-term vision to ensure equity and quality for our youngest learners wherever they access education or care which supports their learning and development* - in line with the use of the EYPDG as in Annex D.
* *The Health and Well-being of Children and Young People* - in line with the Framework on Embedding a Whole-School Approach to Emotional and Mental Well-being.
* *Developing high aspirations through strong relationships* - aligned to the role of the Careers Service, the Youth Engagement and Progression Framework, the Young Person’s Guarantee and the Seren Network.
* *The Curriculum for Wales and Qualifications* - focusing on the importance of language development, meta-cognition and self-regulation as being key enablers of success within the new curriculum and offering learners a wide range of qualification routes.
* *Leadership* - focusing on its importance in overcoming the impact of poverty on attainment and the leadership of community schools.
* *Post-16 progression*- through forging strong partnerships with further education institutions, work-based learning providers and other post-16 providers.

The use of the PDG should be focused upon all of these elements, particularly the first two, which evidence suggests are of the greatest importance especially as schools navigate the new curriculum.

To inform the use of the PDG in supporting these elements, guidance specific to the Welsh context, will be produced for schools on the most robust, evidence-informed, approaches that they should consider using. This will be provided shortly.

This will be accompanied by professional learning opportunities to support the implementation of these approaches and to assist schools in capturing the impact they have.

Schools should engage with their regional and national professional learning opportunities.

School self-evaluation should be used to both identify appropriate priorities for the use of PDG and to capture its impact.

**Annex B: Pupil Development Grant Strategy Statement**

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school’s template below.

# PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

## This statement details our school’s use of the PDG for the 2022 to 2023 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.

*If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.*

## School Overview

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| --- | --- |
| Detail | Data |
| School name | Pontlliw Primary School |
| Number of pupils in school | 203 FTE (inc Nursery) |
| Proportion (%) of PDG eligible pupils | PLASC 2022 -  Current – 10.7% |
| Date this statement was published | 27/9/2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | A.Norman |
| PDG Lead | A.Norman |
| Governor Lead | J.Edwards |

**Funding Overview**

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| --- | --- |
| **Detail** | **Amount** |
| PDG funding allocation this academic year | eFSM £19,550 EY £3,450 |
| **Total budget for this academic year** | £23,000 |

# Part A: Strategy Plan

## Statement of Intent

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| * Improved outcomes of eFSM and EY pupils. * Improved attainment of eFSM and EY pupils. * eFSM and EY 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 |
| Increased equity for eFSM pupils through increasing access to the curriculum and extra-curricular activities by reducing the financial impact. | All pupils accessing all educational visits.  All pupils participating in extra-curricular activities.  Al pupils accessing curricular activities.  All pupils access to food. |
| Improved outcomes of eFSM and EY pupils. | Improved reading and comprehension scores from standardised baseline prior to support.  Improved numeracy skills from baseline score after intervention. |
| Improved health and well-being | Improved score on Thrive following appropriate intervention.  Pupil well-being monitored through My selfie, class check in’s, counselling sessions and family support where appropriate. |
| Improved language and speech development skills of eFSM and EY pupils. | Improved language and speech development skills shown through scores on speech and language link after receiving intervention programme support with teaching assistant. |

**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: £27,000

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| --- | --- |
| Activity | Evidence that supports this approach |
| Small group Numeracy and literacy 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 a specific member of staff to provide counselling and family liaison to support pupils well-being in school and provide support families. To improve pupils well-being identified need. Used also to signpost families to additional support services. Use of Thrive 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: £1,456

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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: £ 28,456** (£23,000 grant allocation, £5,456 out of school budget)

Part B: Review of outcomes in the previous academic year

## PDG outcomes

There was a comprehensive plan in place for the year 2021-2022, agreed and monitored by Swansea Council, to promote progress and remove barriers to learning for students eligible for this funding. The funding was used to improve:

* Teaching and learning by providing specific high quality training for school staff, regarding the development of speech and language.
* 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, Wellcomm/speech and language link to improve speech and language, Disco dough for the development of hand-eye co-ordination and fine motor skills.
* Using data tracking systems to identify learners’ needs, target interventions and monitored impact through school and National data.

## 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.*

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| Programme | Provider |
| THRIVE to promote positive mental health and well-being to improve attendance, behaviour and attainment. | THRIVE |
| Disco Dough to improve hand eye co-ordination and fine motor skills. | Spread the happiness – Shonette Basson. |
| Resilience Support package | Exchange counselling |

# Further information (optional)

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| *Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.* |