

**Pupil Development Grant Strategy Statement
School Overview 2023 - 2024**

| Detail | Data |
|---------------------------------------|-----------------|
| School name | Glan yr Afon |
| Number of pupils in school | 143 |
| Proportion (%) of PDG eligible pupils | 70% |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Rhian Lundrigan |
| PDG Lead | Rhian Lundrigan |
| Governor Lead | Dr Lesley Noaks |

Funding Overview

| Detail | Amount |
|--|-----------------|
| PDG funding allocation this academic year | £ |
| EY PDG | £23,000 |
| PDG | £97,750 |
| Total budget for this academic year | £120,750 |

Part A: Strategy Plan

Statement of Intent

The purpose of the Pupil Development Grant is to improve the educational attainment of pupils from low income families and who are entitled to free school meals (eFSM). Schools are expected to maximise the use of this funding by introducing sustainable strategies which will quickly lead to improved outcomes for pupils entitled to free school meals.

As a school, we want to learn from the best practice in Wales and beyond by:

1. planning interventions that focus on improving the attainment of pupils from deprived backgrounds, regularly monitoring pupils' progress and evaluating the impact of the intervention.
2. integrating plans for the effective use of the PDG into the School Development Plan, basing our practice on sound evidence and including them as part of a whole school strategy.
3. balancing whole school strategies with targeted interventions to ensure that all learners entitled to free school meals benefit as individuals, whilst the whole school also develops its ability to support every learner to achieve their full potential.

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 |
|--|---|
| To improve children's communication and language, listening, understanding and speech. | <p>Most children choose and use appropriate vocabular in writing across the curriculum.</p> <p>Most children can articulate clearly using a range of appropriate vocabulary for a range of audiences.</p> <p>Most children show confidence when talking to an audience.</p> |
| To create "Cwtch Bach / Cwtch Mawr" to support children's mental health and wellbeing and improve children's social and emotional development. | <p>All children are happy and secure in school and are able to express their emotions in an appropriate way.</p> <p>Most children have a range of strategies.</p> <p>Most pupils are able to make at least expected progress.</p> |
| To provide tailored support based on individual pupil need from a range of specialist programmes. | <p>Most pupils make progress in-line with their peers and can transfer this knowledge in the class.</p> |
| To continue to develop children's confidence and improve attendance and engagement by providing forest school enrichment programme. | <p>Nearly all children develop in confidence and improve their engagement and take their new-found confidence and engagement into the school and into other areas of their lives.</p> |

Activity in this academic year

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

All PDG funding is spent on staff and resources to deliver:

Welcomm – Speech and language understanding – Nursery

Language / Speech links – Speech and language understanding – Reception / Year 1

Mini Rainbow Readers / Rapid Readers / Rainbow Readers – Year 2– Year 6

Maths Factor – Year 1 – Year 6

ELSA / Therapy Dog – All year groups.

Forest Schools – All year groups

Music Mindfulness – All year groups

Learning and Teaching

Budgeted cost: £120,750

| Activity | Evidence that supports this approach |
|---|--|
| ELSA / Forest Schools / Music Mindfulness | Placing an emphasis on pupil wellbeing, creates outstanding outcomes for children and young people in education. This has also improved attendance and reduced the number of exclusions significantly |
| Interventions | Nearly all pupils who follow additional intervention programmes make very good progress within a short space of time. |

| | |
|-------|---|
| | This has also improved attendance and reduced the number of exclusions significantly |
| Cwtch | Cwtch Provision. The theory behind a nurture group is based on Attachment theory - that if children's early experiences are characterised by missing or distorted nurturing, then emotional and cognitive development can be affected. Many children with SEMH difficulties have been exposed to high levels of stress whilst still very young. This can impact their developing brain, and may result in hypervigilance and difficulties with attention, learning and emotional control. By providing this nurture later in a child's life, we can help children and young people to develop the skills and resilience to cope with stressful experiences. |

Community Schools

Budgeted cost: £ 0

| Activity | Evidence that supports this approach |
|--------------------------------------|--------------------------------------|
| <i>Add or delete rows as needed.</i> | |
| | |

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

Budgeted cost: £4906.20

| Activity | Evidence that supports this approach |
|-------------------------|---|
| Middle Level Leadership | Middle leaders improve outcomes for children. They drive consistent teacher quality in their areas of responsibility through curriculum leadership, data analysis to identify pupil underperformance, lesson observations, holding staff to account and developing staff. |
| Family Engagement | Family engagement has a positive impact on average of 4 months' additional progress. Building strong, positive relationships with parents, families and communities. |

Total budgeted cost: £ £120,750

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.

Our activities helped to close the gap between the attainment of efsm and nefsm children following lockdown. Many pupils made accelerated progress in literacy and numeracy from their return to school baseline data. The interventions and high staff ratio in classes supported the children in their social and emotional development. Trained staff worked with children to improve their emotional wellbeing which also helped pupils make substantial attainment progress.

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 |
|------------------|-----------------------|
| Nurture | Nurture International |
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