

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2023 to 2024 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 | Glasllwch Primary School |
| Number of pupils in school | 241 |
| Proportion (%) of PDG eligible pupils | 2.9% |
| Date this statement was published | July 23 |
| Date on which it will be reviewed | July 24 |
| Statement authorised by | Christine Jackson HT |
| PDG Lead | R. Cornelius Zahr |
| Governor Lead | Kimberley Anthony |

Funding Overview

| Detail | Amount |
|--|--------|
| PDG funding allocation this academic year | * |
| Total budget for this academic year | * |

Part A: Strategy Plan

Statement of Intent

To ensure all learners including eFSM and identified vulnerable learners:

- Feel safe, happy and secure with high levels of wellbeing.
- Have access to wellbeing intervention support as identified through in - school 'Thrive' assessments, communication with parents / outside agencies.
- Have access to basic skills support to ensure they make good or better progress and reach 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.

| Planned Actions | Intended Outcomes / Success criteria |
|--|--|
| All learners will complete wellbeing 'thrive' assessments termly. eFSM learners, identified vulnerable learners and learners identified as a result of 'thrive' data | eFSM, vulnerable learners will feel valued, have high self – esteem and have high levels of wellbeing. |

| | |
|--|---|
| analysis will have access to TA run wellbeing intervention programmes. | |
| <p>Termly learner reviews and progress reviews will ensure:</p> <ul style="list-style-type: none"> an ongoing focus on setting and reviewing targets for all learners including identified eFSM learners, vulnerable learners and targeted learners ensuring progress in learning identified learners receive intervention literacy / numeracy support to enable them to achieve targets set and reach their full potential. | Identified learners will benefit from high quality small group teaching and learning enabling them to achieve targets set, reducing the gap in attainment between eFSM and non eFSM learners. |
| Ensure access to all educational activities for all eFSM learners. | Identified eFSM learners will participate fully and not be disadvantaged in relation to educational activities. |

Learning and Teaching

| Activity | Evidence that supports this approach |
|--|---|
| Identified learners will receive bespoke literacy, numeracy, wellbeing support or interventions according to their specific needs. | <p>Making Best Use of Teaching Assistants – Education Endowment Foundation (EEF)</p> <p>Teaching and Learning Toolkit – Teaching Assistants Interventions - EEF</p> |

Community Schools

| Activity | Evidence that supports this approach |
|---|--|
| School will ensure identified families / learners are engaged / represented / have equity of opportunity in all aspects of school life. | <p>Estyn – Community School: families and communities at the heart of school life.</p> <p>WG 2022 Community Focused Schools.</p> |

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

| Activity | Evidence that supports this approach |
|---|---|
| School ensures identified vulnerable learners have a voice and are involved in decision making through pupil groups and whole school consultation activities. | Children's Commissioner for Wales' guide 'Participation: How? What? Why? A guide for professionals' |

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.

| Activity | Impact |
|---|--|
| Wellbeing intervention programmes run by TAs. PL support for TAs to run programmes. | eFSM, identified vulnerable learners and targeted learners developed high levels of wellbeing. Many were actively involved in pupil participation groups contributing to high self-esteem and having a say in the strategic direction of our school. |

| | |
|--|---|
| As a result of learner reviews and progress reviews, identified learners, including eFSM and vulnerable learners, received intervention support for literacy or numeracy or target teaching. | Identified learners including eFSM and vulnerable learners achieved targets set in literacy, numeracy, basic skills, metacognition. |
| Nearly all eFSM learners participated in all educational activities. | eFSM learners were a valued part of our school community and had high levels of wellbeing. |