

Penllergaer Primary School

Pupil Development Grant (PDG) Annual Spend Plan 2018 – 2019

At Penllergaer Primary we use the Pupil Development Grant in order to narrow the gap in both attainment and achievement for this targeted group. We fund a number of approaches aimed at developing self-esteem, practical skills and emotional resilience, as well as academic knowledge and skill. We track progress on a pupil-by-pupil basis and ensure that high quality teaching is in place day by day. Other interventions are targeted and specific and aimed at removing barriers to learning and enjoyment that social context and poverty can lead to.

NB: Please refer to the Welsh Government, Pupil Deprivation Grant, Short Guidance for Practitioners, Guidance Document No: 125/2013
<http://wales.gov.uk/topics/educationandskills/publications/guidance/school-effectiveness-grant-2013-2015/?lang=en>

Continuum Key: C – Collaborative D- Developmental E – Evaluative ST – Strategic SU - Sustainable

Total PDG / Cyfanswm GAD	£ 38,950 Actual grant (£42,424 actual spend) Made up of eFSM £35,350 e-FSM and £5,600 Early Years
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Activity – action required, for instance, recruitment of outstanding teachers (WA)		Outputs – evidence that activities have occurred, for instance the number of teachers that have received catch up training (WA)	Outcomes – the difference / impact made, for instance improvement in numeracy levels. (WA)	Inputs – resources, in this case the PDG funding and human resource required (WA)
Activity supported i.e. collaborative, evaluative and developmental (This will form the basis of the Cluster Financial Spend Plan)	Key	Intended Outputs (evidence based)	Intended Outcomes i.e. Provision	Cost 4 TAs: SS 6 hrs CW 30 hrs M18 hrs
Whole staff/PLCs / Professional Networks/ Cymunedau Dysgu Proffesiynol / Rhwydweithiau Proffesiynol	C St D Su	<ul style="list-style-type: none"> • Continued improvement in CPD of staff – high quality, relevant training, resulting in improved knowledge base and skills for the staff, including highly trained / skilled TAs to support identified pupils. • Greater consistency in teaching and monitoring across the school and shared understanding of effective approaches to teaching and learning. • Improved literacy and numeracy skills of FSM and vulnerable pupils as evidenced by tracking system. • Improved engagement and motivation of disadvantaged pupils, and a reduction in the 	<ul style="list-style-type: none"> • To support training for teachers and TAs to allow time for joint planning, monitoring and evaluating effectiveness of specific interventions. • To continue to review teachers planning using Building Blocks resources to develop Rich Tasks, appropriately differentiated to engage pupils, particularly boys, in their learning. • To track pupil progress via careful monitoring of data to identify targeted pupils and evidence progress of interventions using reading age, spelling age and maths scores. 	£750

		<p>gender gap, through the provision of a rich and relevant curriculum.</p> <ul style="list-style-type: none"> • Pupils who focus on what is right about their work and understand the next step in their learning. • Improved pupil independence, resilience, perseverance, self-esteem and efficacy. • Skilled, self-reflecting staff with a quest for furthering their repertoire of skills to meet the needs of all learners. 	<ul style="list-style-type: none"> • Continue to work on pupils responding to marking comments and pupils understanding how they can improve. • To use Assessment for learning strategies with a focus on effective feedback/feedforward for learning, so pupils know not only their next steps for learning but also how to improve their work. Pupils given time to respond to teacher comments. • To use effective marking strategies to scaffold, model and direct pupils' learning via teachers' analysing their own skills. (Teacher continua) 	<p>£1944.00</p>
Intervention Programmes / Rhaglenni Ymyrraeth	St Su D C	<p>Improved phonic skills of targeted pupils as evidenced by reading data.</p> <p>Improved targeted pupils' reading skills and ages as evidenced by NGRT/Nat test data.</p> <p>Improved targeted pupils basic computational and remembered facts as evidenced by national test data and teacher records/pupil profiles.</p> <p>Improved communication skills for those pupils identified with speech and language difficulties.</p> <p>Improved reading skills, basic numerical computational skills and punctuation skills as evidenced by baseline data. Secure science NC levels for targeted pupils.</p> <p>Raised pupil self-esteem and improved social skills as evidenced by 'My Selfie'/Thrive wellbeing evidence.</p> <p>Improved targeted pupils' balance and fine and gross motor skills via Developmental Coordination Disorder skills programme. As a result, targeted pupils able to concentrate for longer periods of time.</p>	<ul style="list-style-type: none"> • To use guided reading carousels to raise standards of letter sound recognition for targeted pupils for identified pupils ,with NGRT SAS 80 - 95 • To use mental maths intervention groups to improve targeted pupils basic computational and remembered facts. (NRT SAS 80-95) (My Maths / Hamilton resources/subscription) • To use a numicon catch up programme to target identified pupils to improve basic maths skills. • Early identification of Speech and Language difficulties via Wellcomm (SPLink) screening and implementing Speech and Language programme to support identified pupils. • To provide 2 x 0.5 hrs weekly extra-curricular sessions to support FSM pupils' basic reading, punctuation and 2 x 0.5 hrs weekly computational maths skills (My Maths, Mathmagic event for MAT). Updating subscriptions for pupils to access IT programmes at home. To run an extra-curricular practical science club (8week programme, after school club, for targeted pupils) • To provide Positive Play to support pupils' emotional and social difficulties. • To provide screening and targeted intervention for pupils identified with SEBD. 	<p>£28,186.00 Inclusive Catch-up maths programme £2519.85</p> <p>£445.00</p> <p>£175.00</p> <p>£1,035</p>

			<ul style="list-style-type: none"> To provide a programme to improve pupils' Developmental Coordination Disorder skills using Circus Skills as a method of engagement and motivation. 	£4,328.35
School <i>and other</i> collaboration / Cydwethio ysgolion	St D C	<p>Improved attendance and punctuality and reduced persistent absenteeism</p> <p>Parents more confident in how best to support their child at home Improved basic skills of parents</p> <p>Improved outcomes for LAC/Child in Need pupils as evidenced by Core Data, Exchange Counselling etc</p>	<ul style="list-style-type: none"> To appoint an attendance officer to monitor absence and punctuality 2.5 hours per week, plus 3 hrs inclusion officer for home visits, liaison with EWO, transporting children to and from school, working with TAF, CiN, SS, working with families, parent meetings, according to identified need, making referrals etc. To engage parents according to identified need (Workshops, coffee mornings with guest speakers on specific theme e.g. potty training, bed wetting) Exchange counselling for identified CiN. My Concern reporting (training for all staff) 	£1,305
Other/Arall		<p>Early identification and intervention of specific ALN characteristics, through the training received by staff in the Nursery setting.</p> <p>Raise self-esteem, confidence team building skills, independence in resilience.</p>	<ul style="list-style-type: none"> Nursery leader SCERTS trained. 4 staff receive Attachment training. TAs training on characteristics of specific ALN difficulties and identifying and supporting led by Headteacher SEBD Support eFSM pupils families to attend residential trips 	<p>£350.00</p> <p>£670.80</p>
Central support / Systemau cefnogaeth		Informed and supported parents and families who feel confident to approach the school for advice and help.	<p>Signpost parents to appropriate outside agencies according to need</p> <p>Active partnership work with TAF and SS family facilitator.</p>	

Hyfforddiant / Training CPD	No.	£
Nifer yr athrawon i gael eu hyfforddi e.e. ymddiriedolaeth Sutton neu raglenni ymyrraeth Number of teachers to be trained in deprivation based activities e.g. Sutton trust or intervention programmes including INSET – school to school day	14	715.00
Nifer y staff cefnogi i gael eu hyfforddi e.e. ymddiriedolaeth Sutton neu raglenni ymyrraeth Number of support staff to be trained in deprivation based activities e.g. Sutton trust or intervention programmes	24	
Nifer y rhaglenni Dysgu i'r Teulu Number of Family Learning programmes	0	

	GWIRIONEDDOL / ACTUAL 2017-2018	TARGED / TARGET 2018-2019
Presenoldeb - % o ddisgyblion sy'n derbyn prydau ysgol am ddim / Attendance % of pupils in receipt of FSM (33 pupils 2016/17) (35 pupils 2017/18) - Reception to Year 6 Including STF's	90.65%	92.5 %
Cyfnod Sylfaen / Foundation Phase % o ddisgyblion sy'n derbyn prydau ysgol am ddim sy'n cyflawni FPOI % of pupils in receipt of FSM attaining FPOI (8 pupils FSM 2014/15, 4 FSM pupils in 2015/16 and 1 pupils 2016/17 and 2 pupils in 2017/18)	0%	0%
Cyfnod Allweddol 2 / Key Stage 2 % o ddisgyblion sy'n derbyn prydau ysgol am ddim sy'n cyflawni'r DPC % of pupils in receipt of FSM attaining CSI (2 pupils FSM 2014/15, 4 FSM pupils in 2015/16 and 2 FSM pupils in 2016/17 and 8 pupils in 2017/18)	75%	50%

In addition to these indicators, you may wish to use others which reflect your school's aims for addressing the impact of deprivation. Examples may include the number of learners accessing after school clubs, taking music lessons etc.

Please note: ***“Schools are required to publish online their PDG allocation, together with details of how they have utilised the grant, the grant spend and its impact, to ensure that they are accountable for their performance to parents/carers and the wider community and that they have addressed the specific focus of the funding.”***