

Penllergaer Primary School

Pupil Development Grant (PDG) Annual Spend Plan 2020 – 2021

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	£ 43,700 Actual grant + £512 PE (£45,098.12 forecast spend) Made up of eFSM £36,800 e-FSM and £6,900 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 Intervention TAs: MP 18 AR 5 hrs RS 5 Hrs SL 3 hrs CL 23 hrs
Whole staff/PLCs / Professional Networks/ Cymunedau Dysgu Proffesiynol / Rhwydweithiau Proffesiynol	C St D Su	<ul style="list-style-type: none"> • Effective CPD for staff (eg Trauma informed, resilience, recovery curriculum, AfL, reading, mental maths strategies, emotion coaching and mental health, in-house and cluster moderation) – high quality, relevant training, resulting in improved knowledge base and skills for the staff, including highly trained / skilled TAs to support identified pupils. • Improved literacy and numeracy skills of eFSM and vulnerable pupils as evidenced by school tracking system. 	<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 Missions, 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, 	£800 (5 days' supply to attend meetings, monitoring and analysis of pupil progress) £795 BB

		<ul style="list-style-type: none"> Improved engagement and motivation of disadvantaged pupils, and a reduction in the gender gap, through the provision of a rich and relevant curriculum. 	<p>spelling age and maths scores as pupil performance indicators.</p> <ul style="list-style-type: none"> ALNCo champions pupils eligible for eFSM 	
		<ul style="list-style-type: none"> Pupils who focus on what is right about their work , know how well they are doing 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 how well they are doing, and 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. (New PTS) 	<p>£1640.00 (course costs + supply cover. 3 days' supply cover to support meetings – Trust Trio (planning, action research, modelling/coaching and monitoring/review)</p>
Intervention Programmes / Rhaglenni Ymyrraeth	St Su D C	<ul style="list-style-type: none"> Improved phonic skills of targeted pupils as evidenced by reading data. Improved reading skills, basic numerical computational skills and punctuation skills as evidenced by baseline data. Improved targeted pupils' reading skills and ages as evidenced by NGRT/Nat test data (When resumed). Improved targeted pupils basic computational and remembered facts as evidenced by national test data and teacher records/pupil profiles. <p>Improved communication skills for those pupils identified with speech and language difficulties.</p> <p>Raised pupil self-esteem and improved social skills as evidenced by 'My Selfie'/Thrive/ Resilience screening 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. Active Learn Bug Club reading resources pupils can access at home. Toe by Toe phonic development To use mental maths intervention groups to improve targeted pupils basic computational and remembered facts. (NRT SAS 80-95) (Times Table Rock stars /My Maths / White Rose resource subscriptions pupils can access from home) Early identification of Speech and Language difficulties via Wellcomm (SPLink) screening and implementing Speech and Language programme to support identified pupils. All nursery pupils screened To provide Thrive programme, resilience programme and Positive Play to support pupils' emotional and social difficulties. To provide screening and targeted intervention for pupils identified with SEBD. To provide a programme to improve pupils' Developmental Coordination Disorder skills using Circus Skills as a method of engagement and motivation. 	<p>£26,179.00 TAs £1,399.00 (BC)</p> <p>£500 (TbT)</p> <p>£569.00 (maths subscriptions)</p> <p>£208 (Sp Link)</p> <p>£1,300.32 £6,176 (10 hrs TA)</p> <p>£2,067.00 (3 hrs TA)</p>

School <i>and other</i> collaboration / Cydweithio ysgolion	St D C	Improved attendance and punctuality and reduced persistent absenteeism Parents more confident in how best to support their child at home Improved basic skills of parents Improved outcomes for LAC/Child in Need pupils as evidenced by Core Data, Exchange Counselling etc	<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		Early identification and intervention of specific ALN characteristics, through the training received by staff in the Nursery setting. Raise self-esteem, confidence team building skills, independence in resilience. Support equal opportunities and inclusion.	<ul style="list-style-type: none"> Nursery leader SCERTS trained. TAs training on characteristics of specific ALN difficulties Attachment, Recovery Curriculum and identifying and supporting led by Headteacher SEBD Support eFSM pupils families to attend residential trips and where relevant attend some sessions of our paid after school club. (PE kit grant used) Pupils loaned an IT device to support home learning and receive music tuition 	£320.00 £570.80 £512 £800 (devices) (£560 music)
Central support / Systemau cefnogaeth		Informed and supported parents and families who feel confident to approach the school for advice and help.	Signpost parents to appropriate outside agencies according to need Active partnership work with Early Hub Team	

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	Nil

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 (10 staff L2APP course)	£200
Nifer y rhaglenni Dysgu i'r Teulu Number of Family Learning programmes However, school runs parent workshops, has an inclusion officer and hosts weekly drop-in sessions with a family facilitator. Hosts a seasonal family/toddler weekly morning group	0	

	GWIRIONEDDOL / ACTUAL 2019-2020	TARGED / TARGET 2020-2021
Presenoldeb - % o ddisgyblion sy'n derbyn prydau ysgol am ddim / Attendance % of pupils in receipt of FSM Reception to Year 6 Including STF's (33 pupils 2016/17), (35 pupils 2017/18) and 36 pupils 18/19 33 pupil 19/20 33 Pupils 20/21	87.5	91
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) 2018/19-(1/5) 20% A few FSM pupils at end of FPh achieved FPI; (4 who didn't - 2 STF disapplied, 1 statement and 1 other ALN. 2019/20 – 8 FSM Covid year assessments to Mar 2020 majority achieved 20/21 – 3 FSM	85.5	89.5
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 , 2 FSM pupils in 2016/17 and 8 pupils in 2017/18) 2018/19 - (10/12) 80% FSM pupils at end of KS2 attained CSI;(2 who didn't -1 STF, 1 ALN and low attendance). 2019/20 – 6 FSM Covid year assessments to Mar 2020 half achieved – half disapplied STF 2020/21 – 2 FSM	89.3	92.5