

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

Detail	Data
School name	Bryn Hafod
Number of pupils in school	444
Proportion (%) of PDG eligible pupils	53.7% (excluding Reception)
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£57,500
PDG	£192,050
Total budget for this academic year	£249,550

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.	Most children choose and use appropriate vocabular in writing across the curriculum. Most children can articulate clearly using a range of appropriate vocabulary for a range of audiences. Most children show confidence when talking to an audience.
To support children's mental health and wellbeing and improve children's social and emotional development.	All children are happy and secure in school and are able to express their emotions in an appropriate way. Most children have a range of strategies

To provide tailored support based on individual pupil need from a range of specialist programmes.	Most pupils make progress in-line with their peers and can transfer this knowledge in the class.
To continue to develop children's confidence and improve attendance and engagement by providing forest school enrichment programme.	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.

Activity in this academic year

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

<p>All PDG funding is spent on staff to deliver:</p> <p>Welcomm – Speech and language understanding – Nursery</p> <p>Language / Speech links – Speech and language understanding – Reception / Year 1</p> <p>SFA / Sail / Stars – Year 1 / Year 2</p> <p>Mini Rainbow Readers / Rapid Readers / Sound Discovery – Year 3 / Year 4 / Year 5</p> <p>Sound Discovery / Rainbow Readers – Year 5 / Year 6</p> <p>ELSA – All year groups.</p> <p>Forest Schools – All year groups</p>
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Learning and Teaching

Budgeted cost: £249,550

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

Community Schools

Budgeted cost: £

Activity	Evidence that supports this approach
Parental Engagement	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Building strong, positive relationships with parents, families and communities.</p>

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

Budgeted cost: £ 2000 (Nurture International) Trauma (LA funded)

Activity	Evidence that supports this approach
Trauma Inform Schools Award	Significant improvements in behaviour and child wellbeing.
Nurture International training and accreditation	<p>Learning and achievement is enhanced through meeting social, emotional, and cognitive needs.</p> <p>How we communicate impacts on mental health, learning and achievement.</p> <p>Nurture cultures promote reflective practices.</p> <p>Self-esteem and a sense of identity are key to positive mental health and wellbeing.</p> <p>Feeling emotionally safe is essential for mental health, learning and achievement.</p> <p>Celebration of diversity enriches the community and enhances learning.</p>

Total budgeted cost: £251,550

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 2020 to 2021 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
School Dog Training	Dog Mentor Training
Outdoor Learning	Cath Delve
Outdoor Learning	Cross-curricular orienteering

Further information (optional)

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.

