

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 2023 to 2024 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.

School Overview

Detail	Data
School name	Gelli Primary
Number of pupils in school	205
Proportion (%) of PDG eligible pupils	16.6%
Date this statement was published	July 2024
Date on which it will be reviewed	March 2025
Statement authorised by	
PDG Lead	Carol Flanary Davies
Governor Lead	Dilys Jouvenat

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£49,450
PDG smoothing grant	£11,500
Total budget for this academic year	£60,950

Part A: Strategy Plan

Statement of Intent

- Gelli primary School is committed to ensuring every learner reaches their full potential and has the support they need to enable them to do this. We are committed to ensuring socio economic background, ethnicity, ALN or poverty and not a barrier to attainment, aspirations and success. We are also committed to supporting our families and learners through the recovery from the pandemic, the cost of living crisis, to improving well being and opportunities for our community and improving the well being of stakeholders.

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
Ensure all FSM pupils make the expected levels of progress.	Pupil progress meetings and progress data identifies clear next steps for fsm learners Learners are supported within their setting without being withdrawn and work with a trusted adult to improve well being and attainment No child feels different or undervalued. Every child has a sense of Cynefin.
FSM pupils attendance improves in line with targets	Robust procedures and practices re attendance will impact on the attendance of fsm learners and reduce the differential between fsm and nfsm learners to less than 5%. Many fsm learners will have attendance in line with the school attendance target
Develop early speech and literacy in the Early Years	All Early Years learners will have access to quality, trained role models in areas and in family time.

	All learners will have access to Welcom or bespoke small group oracy sessions if necessary All nursery learners have access to full time nursery provision Practitioners in EY will be part of the EY language programme this year abd will have access to more strategies and resources to support early language acquisition. Practitioners will all be involved in delivering the Letters and Sounds programme.
To support learners, parents and the community through the cost of living crisis and empower families to support the learners they care for.	Families and parents successfully signposted to an increasing range of external agencies and All families and community members able to access affordable, sustainable food provision. Families have access to and are happy to use a more diverse range of ingredients and know how to use them to provide nutritious meal Learners are food literate, know how to grow their own food and use it and how to stay healthy Access to affordable food, food hampers and food banks increases family and learner well bein Empower parents to support their learners through an increased range of supporting activities and increased participation

Activity in this academic year

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

1. Employ a part time FEO to run the Big Bocs Bywyd project, work and network with families offering bespoke support and signpost to and network with other agencies.
2. Ensure LSA provision is at a level to support every learner within the class, nurturing relationships, supporting well being and delivering bespoke and prescribed interventions to support learning passports and the wellbeing of all learners
3. Ensure a high ratio of adults within the EY setting to model good speech and language and early literacy such as environmental literacy, fine and fine motor skills within areas and within family time sessions. Adults trained to deliver Welcom, work with external partners such as SALT and use EEL strategies to move learning on for individuals and groups of learners.

Learning and Teaching

Budgeted cost: £Budgeted cost: £ 46,295

Staff costs plus £350 resourcing

Activity	Evidence that supports this approach
Employ trained staff to work with learners within classrooms with a focus on well being and bespoke interventions	Pupil Progress data shows this approach has an impact on the attainment of learners and is in line with the school vision and ethos and the ALN bill.

Community Schools

Budgeted cost: £ 14,346

Activity	Evidence that supports this approach
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Employ a part time FEP.	The school trialled this approach in this last academic year. Builds upon the WAG strategy for community schools which is heavily based in research. The school meets it set attendance target of 90%

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

Budgeted cost: £ *[insert amount]*

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

Total budgeted cost: £ 60,950

Part B: Review of outcomes in the previous academic year

PDG outcomes

The school has a comprehensive tracking/data system that successfully identified vulnerable learners as well as eFSM learners. The numbers of families/pupils who have been identified with 2 or more characteristics is significant. The school believes this is often a better indicator of deprivation than eFSM.

No children are removed from the classrooms for intervention, intervention. Support is classroom based and reflected in class-learning. This impacts on 'cynefin' and well being. Pupils do not miss out on classroom learning.

The school uses a non verbal reasoning score as a foundation to measure progress and has a robust tracking system to measure progress.

Pupil progress (PP) data analysis is thorough and robust and identifies next steps for cohorts, groups and individual learners.

The PDG grant has also been used to ensure that additional and appropriately trained staff are based in classrooms to support and challenge when needed and to support the development of skills within the classroom with a trusted adult with a secure relationship and not taken out of the class or interventions delivered as a stand alone but transferred to classroom learning.

In October 23 Estyn identified:

During their time in school, most pupils, including those with additional learning needs (ALN) and those affected by socio-economic disadvantage, make effective progress from their individual starting points.

Staff know pupils well and adapt the learning effectively to ensure that pupils are able to succeed.

Staff support the emotional, health and social needs of nearly all pupils successfully matching interventions to pupils' individual needs.

Staff use an effective range of strategies that enable most pupils with ALN to access learning experiences successfully. Support staff are used skilfully to provide bespoke additional support within the classroom

Overall, leaders address the impact of poverty on educational attainment and well-being productively.

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
Nessy	Nessy
Infant language link/Junior language link	

