PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

School Overview

Detail	**Data**
School name	*Llangynwyd Primary School*
Number of pupils in school	*87*
Proportion (%) of PDG eligible pupils	*32.18%*
Date this statement was published	*01.04.25*
Date on which it will be reviewed	*27.03.26*
Statement authorised by	*Mr. S. Phillips – School Improvement Partner.*
PDG Lead	*Mrs. K. Kehoe - Headteacher*
Governor Lead	*Mr. R. Breeze – Chair of Governors*

Funding Overview

Detail	**Amount**
Total budget for this academic year	*£47,994*

Part A: Strategy Plan

Statement of Intent

At Llangynwyd we are committed to using our PDG grant to overcome any additional barriers that learners from disadvantaged backgrounds face which prevent them from attaining as well as their peers, whatever their ability. In order to do this we aim to:

- *Plan interventions which make the most effective use of resources.*
- *Monitor and evaluate their impact progression and attainment data frequently used to check whether interventions or techniques were working.*
- *Develop programmes and activities that promote wellbeing.*
- *Ensure day-to-day teaching was designed to meet the needs of each learner (rather than relying on interventions to compensate for teaching that is less than good.)*
- *Ensure support staff, particularly teaching assistants, are highly trained and understood their role in helping pupils to achieve.*
- *Ensure we have a designated senior leader who has a clear overview of the entire support programme.*
- *Ensure class and subject teachers knew which pupils are disadvantaged/ FSM.*
- *Ensure governors are well informed regularly of objectives and progress.*
- *Ensure links with families presenting barriers to learning are strengthened.*
- *Ensure clear and robust performance management systems were in place for all staff (with open discussions about eFSM pupils in performance management meetings.)*
- *Encourage attendance and support where necessary.*

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
Plan interventions which make the most effective use of resources	*Interventions are implemented in a timely manner utilising all staff available. Interventions show clear value added/progress.*
Monitor and evaluate their impact progression and attainment data frequently used to check whether interventions or techniques were working	*Progress data shows clear impact.*
Develop programmes and activities that promote wellbeing.	*ELSA/THRIVE/Lego therapy fully implemented and having a positive effect on pupils wellbeing and attitudes to learning.*
Ensure day-to-day teaching was designed to meet the needs of each learner (rather than relying on interventions to compensate for teaching that is less than good.)	*All lessons observed judged good or excellent.*
Ensure support staff, particularly teaching assistants, are highly trained and understood their role in helping pupils to achieve.	*All LSAs appropriately trained to deliver interventions, support well-being. Leads to monitor effectives of the sessions which the LSAs deliver. Support offered where necessary to ensure the best possible outcomes.*
Ensure we have designated senior leaders who have a clear overview of the entire support programme.	*ALNCo, LLC lead to have a secure understanding of the support programme for vulnerable and disadvantaged learners.*

Ensure class and subject teachers knew which pupils are disadvantaged/ FSM.	*Class on a page implemented by all teachers so that they have a thorough understanding of the nature of their class.*
Ensure governors are well informed regularly of objectives and progress.	*Governing body to be updated termly regarding progress of our vulnerable learners.*
Ensure links with families presenting barriers to learning are strengthened	*Families to feel confident approaching school with any needs and barriers they may have.* *Positive working relationships with all families.* *Family Engagement Officer in place to support families where necessary.*
Ensure clear and robust performance management systems were in place for all staff (with open discussions about eFSM pupils in performance management meeting).	*Performance management targets to reflect the needs of our disadvantaged and vulnerable learners.*
Encourage attendance and support where necessary.	*Ensure the attendance of our vulnerable learners is not affected by any factors which school could support with such as school uniform, transport, child care.*

Activity in this academic year

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

Learning and Teaching

Budgeted cost: £32,940

Activity	Evidence that supports this approach
To raise standards in Literacy and Numeracy	*Support staff deployment to deliver interventions.* *Increased progress for targeted learners.*

Community Schools

Budgeted cost: £ 13,458

Activity	Evidence that supports this approach
To improve family engagement.	*Employment of Family Engagement Officer to lead family engagement sessions and to improve family engagement of our most vulnerable pupils.*
To deliver Forest School Sessions	*Employment of Family Engagement Officer to lead Forest School sessions across the school with a specific focus on developing pupil independence and wellbeing.*

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

Budgeted cost: £1,596

Activity	Evidence that supports this approach
To ensure FSM pupils are able to attend all trips and events in school and are not disadvantaged due to associated costs. These will include trips within and around Wales - Cynefin	*Payment plans put in place to support families and reduce disengagement of vulnerable learners.* *School subsidised transport costs for Vulnerable Pupils for Young Voices.*
To ensure FSM pupils are able to attend all trips and events in school and are not disadvantaged due to associated costs.	*Ensure trips are subsidised for those families who are unable to afford the costs.*
Target and monitor pupil attendance, to ensure FSM pupils are getting their rights to an education.	*Meetings with EWO every 2-3 weeks. Letters sent as appropriate.* *Monitor <90%. Callio letters sent termly.* *Attendance workshops targeting key pupils.* *Attendance awards celebrated weekly in Celebration Assemblies.*
To ensure all FSM pupils have a school uniform.	*FEO and KS3 staff to support parents completing uniform grant forms.* *School Swap shop run by K. Kehoe set up for parents to access free school uniform of appropriate sizes.*
To ensure pupils emotional wellbeing is supported.	*ELSA / Lego therapy groups established.* *Further staff trained and utilised for support.* *Happen Survey undertaken with KS2 pupils.* *Introduction of JIGSAW to support implementation of health and wellbeing AOLE.*

Total budgeted cost: £ *£47,994*

Part B: Review of outcomes in the previous academic year

PDG outcomes

Full time Nursery	
81.8%	WellComm pupils scored below their age expected outcome in October
75%	WellComm pupils scored below their age expected outcome in June
WellComm average progress 13 months over 8 months with some pupils showing 24 months progress	
Reception	
13.5%	WellComm pupils scored below their age expected outcome in October
5.4%	WellComm pupils scored below their age expected outcome in June
WellComm - Of the two pupils still below age expected outcome, one has significant ALN and has had a place awarded in an LRB for Year 1, and the other has made 24 months progress. The average progress of pupils identified as needing support is 18 months with 3 pupils making 24 months progress.	
Year 1	
42%	WellComm pupils scored below their age expected outcome in October
21%	WellComm pupils scored below their age expected outcome in June
WellComm average progress 14 months over 8 months with one pupil showing 42 months progress	
Year 2	
23.6%	WellComm pupils scored below their age expected outcome in October
7.8%	WellComm pupils scored below their age expected outcome in June
WellComm - the three pupils still below age expected outcome have significant ALN and have had a place awarded in our complex needs LRB for Year 3	
39.4%	Pupils identified as needing Literacy/ Catch Up support
Catch-Up - 6 pupils that were identified as needing support with literacy did not score on reading tests at the beginning of the school year and had to have RWI 1:1 support to enable them to access Catch Up support in February. The average gains over 3 months (from February to May) were >11 months, with some pupils making gains of >16 months.	
Year 3	
15%	WellComm pupils scored below their age expected outcome in October

10%	WellComm of those receiving support - pupils scored below their age expected outcome in June
WellComm - of those receiving support – pupils gained an average of 15 months, with some pupils making gains of 24 months.	
37.5%	Pupils identified as needing Literacy/ Catch Up support
Catch-Up – of 7 pupils that were identified as needing Catch Up support, 4 did not score on reading tests at the beginning of the school year and had to have RWI 1:1 support to enable them to access Catch Up support in February. The average gains over 3 months (from February to May) were >19 months, with some pupils making gains of >33 months. The average progress made of pupils in Year 3 having Catch-Up support was 19 months with one pupil making progress of >38 months and no longer needing support.	
Year 4	
9%	WellComm pupils scored below their age expected outcome in October
WellComm - of those receiving support – pupils gained an average of 12 months	
33.3%	Pupils identified as needing Literacy/ Catch Up support
Catch-Up – of pupils that were identified as needing Catch Up support, 1 did not score on reading tests at the beginning of the school year and had to have RWI 1:1 support to enable them to access Catch Up support in February. This pupil made >33 months progress from February to May The average progress made of pupils in Year 4 having Catch-Up support was 19 months with one pupil making progress of >38 months, one of >56 months and both no longer needing support.	
Year 5	
1/36 2.7%	WellComm pupils scored below their age expected outcome in October
The one pupil identified as needing WellComm support is now scoring age appropriate.	
5/36 13.8%	Pupils identified as needing Literacy/ Catch Up support
Catch-Up – The average progress made of pupils in Year 5 having Catch-Up support was 10 months with one pupil making progress of 16 months and no longer needing support.	
Year 6	
5/30 9%	WellComm pupils scored below their age expected outcome in October
WellComm - of those receiving support – pupils gained an average of 12 months, one pupil is still in need of support. This pupil currently accesses our KS2 complex needs LRB.	
5/30 16.6%	Pupils identified as needing Literacy/ Catch Up support
Catch-Up – The average progress made of pupils in Year 6 having Catch-Up support was 16 months with one pupil making progress of 29 months.	

All Year 6 pupils are functionally literate.

Externally provided programmes

Programme	Provider

Further information (optional)
