



## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2022 to 2023. It outlines our strategy, how we intend to spend the funding in this academic year.*

### School Overview

Detail	Data
School name	Ysgol Gynradd Llandeilo Primary School
Number of pupils in school	215 FTE (inc. Nursery)
Proportion (%) of PDG eligible pupils	57 pupils – 27 % (September 2022) PLASC '22 – 51 pupils
Date this statement was published	20/10/22
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs. Karen Towns – Head Teacher
PDG Lead	Mrs. Karen Towns & Mrs. Cerys Holker
Governor Lead	Mrs. Rosie Plummer

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£58,650 (+ £12,600 Early Years)
<b>Total budget for this academic year</b>	<b>£71,250</b>

## Grant Spend

<p><b>(PDG)</b> Pupil Deprivation Grant Grant Amddifadedd</p>	<p>Provide support for staff with understanding Growth mindset &amp; metacognition Intervention for Literacy &amp; numeracy &amp; support with diagnostic tracking systems</p>	<ul style="list-style-type: none"> <li>• Dyslexia programs</li> <li>• Employ 2 TA's to support pupils with additional needs</li> <li>• Nurture base intervention</li> <li>• Empathy Lab</li> <li>• Nessy for spelling <a href="https://www.nessy.com/en-gb">https://www.nessy.com/en-gb</a></li> <li>• Bug Club for reading &amp; Power maths</li> <li>• <a href="https://www.pearsonschoolsandfecolleges.co.uk/primary">https://www.pearsonschoolsandfecolleges.co.uk/primary</a></li> <li>• Upbeat music through the year</li> <li>• <a href="https://upbeatmusicandarts.co.uk/">https://upbeatmusicandarts.co.uk/</a></li> <li>• Parkour for physical &amp; cognitive development <a href="http://www.my-emotion.co.uk/">http://www.my-emotion.co.uk/</a></li> <li>• Kayaking for developing self-confidence and motivation</li> <li>• Music Futures Cymru to provide class sessions in 'Rock school'</li> </ul>	<p>£58,650</p>
<p>Pupil Deprivation Grant - Early years Grant Amddifadedd - BI Cynnar</p>	<p>Supporting efsm pupils to make progress alongside non efsm pupils in literacy and numeracy skills</p>	<ul style="list-style-type: none"> <li>• Costs for transport to take pupils out of school to experience real life authentic contexts</li> <li>• Resources for outdoors and develop the classroom environment following Elizabeth Jarman training <a href="https://elizabethjarman.com/">https://elizabethjarman.com/</a></li> <li>• Employ 1 TA to support pupils literacy and numeracy developemnt</li> </ul>	<p>£12,600</p>

**Part A: Strategy Plan**  
**Statement of Intent**

- To provide equity for every learner in our school, in terms of resources, support and learning experiences that meet their needs so that we improve attainment and outcomes for our eFSM and LAC pupils.
- To support learners and their families with such individual and social circumstances to fulfil their educational potential, so that our school systems take account of, and respond to the unique challenges of these groups of learners to reduce any barriers.

**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.

<b>Intended outcome</b>	<b>Success criteria</b>
To maximise opportunities through the Curriculum for Wales and embed equitable provision.	RADY pupils identified and tracked – pupils making good progress against starting point. All pupils accessing all Curriculum-linked educational visits. New concept-inquiry based learning engages pupils more and having positive impact on attendance.
To reduce the impact of poverty and increased cost of living, on our most vulnerable pupils.	Free to attend after-school clubs for all pupils – those who choose, attend. All pupils and their families have access to food in Y Bocs Bwyd All pupils have access to school uniform.
To reduce the impact that traumatic experiences can have on pupils.	Whole-school approach – Two staff currently hold the Trauma Informed Diploma; all staff will be upskilled in the Trauma Informed approach in order to support all pupils. The emotional aspect of well-being of identified pupils will be monitored, and provision made for appropriate intervention and support.
To promote children’s rights and disability rights.	PME pupils able to access whole Curriculum, accessibility arrangements adhered to. Pupils’ Rights taught in line with Curriculum with specific emphasises so that awareness improved across the school. School aiming to achieve the Gold Rights award.

To deliver interventions in identified areas of weakness for pupils.	EEF research consideration will have supported decisions around use of support staff. Interventions for all identified pupils (including ALN) will show improved attainment. 'Smile Time' whole school intervention system will show increased ipsative progress for identified pupils.
To prioritise Literacy, Numeracy and Oracy attainment in line with Partneriaeth aims.	Improved reading and spelling scores from standardised baseline prior to support. Use of CHATT screening and activities will be embedded in order to increase pupils' oracy skills. Communication Forum and any subsequent Speech and Language Therapy programmes delivered successfully to improve oracy skills. Improved numeracy skills from baseline score after intervention. Reading and writing is on the School Improvement Plan, along with Oracy and reading for Welsh language development.
To strengthen family and community engagement.	Parents and carers approach the school community for support. All pupils make good progress through better home/school support links. Close liaison with parents and carers to identify the correct support.
To improve the Social and Emotional wellbeing of pupils in response to increasing challenges with behaviour and engagement.	'Speakr' and class check-ins show improved wellbeing / moods. 'Cwtch', ELSA, Area 43, Trauma Informed approaches available to all pupils. New concept-inquiry based curriculum shows improves engagement of pupils. Restorative practice ethos supports behaviour management well – pupils feel heard. Pupils with behavioural needs have right procedures and processes to support and monitor.
To provide access to cultural and enriching experiences.	All pupils provided with opportunities to access cultural and enriching experiences, without the worry of financial disadvantages. All pupils access to musical enrichment (Up-Beat), physical literacy provision- Kayaking and Parkor Identified pupils (including RADY and those with emotional wellbeing needs access enrichment activities – Parkour, Canoeing.
To improve outcomes of Early Years pupils.	Early Years pupils compact profile outcomes more in line with age-appropriate expectations through early identification and targeting learning of the areas in need of development.

## Activity in this academic year

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

- Identify the needs of the pupils within the groups.
- Plan and track the interventions required for each group or individual pupil that is appropriate to their needs.
- Provide high quality resources and training for all staff involved in providing these interventions
- Assess impact and sustainability of actions.

## Learning and Teaching

Activity	Evidence that supports this approach
Whole-staff identification of groups and individuals.	Provision of additional teaching staff to work with pupils in a small group on specific areas of difficulty enables targeted intervention specific to individual pupils needs. Include interventions such as Nessy Spelling, Pearson Education (Read at home)
Maximise curriculum opportunities (cultural and experiential)	Pupils' access to culturally enriching experiences – Physical, musical learning experiences bought in to support the school curriculum.

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

Activity	Evidence that supports this approach
Ensure all pupils' wellbeing is monitored and support in place for any struggling.	Provision of staff (and training) to improve pupils' well-being identified needs. Nature, Nurture, Nutrition. Trauma Informed training, Restorative Practice, Team Teach
Increased equity through the provision of financial support to reduce barriers to learning and experiences.	All pupils need the same access to extra-curricular, curricular activities and events to ensure they have the same opportunities, experiences and reach their potential. This is important for their sense of belonging (cynffin), future aspirations and participation in school life. Canoeing, Parkour, Upbeat, Music Futures Cymru, Harp,

*Success with a Smile Llwyddiant gyda Gwên* 