

PDG Planning Documents 2022-23

Annex A: High Standards and Aspirations

A High Standards and Aspirations for All action plan to be published by the Welsh Government later this year.

The Plan will set out a number of measures to ensure we develop an excellent and equitable education system through progressively reducing inequalities in the educational outcomes for children and young people living in low-income households.

This action plan will be complementary to the EEF toolkit, endorsed to schools by the Welsh Government.

The plan will focus on the following eight elements as being the key drivers for success:

- *High Quality Learning and Teaching* - with a particular focus on the pedagogy used by teachers, the role of support staff and the professional learning provided for practitioners.
- *Community Schools* - with a particular emphasis on the role of Family Engagement Officers, the role of the school within the wider community and work with other children's and family agencies.
- *Early Childhood Education and Care, developing our long-term vision to ensure equity and quality for our youngest learners wherever they access education or care which supports their learning and development* - in line with the use of the EYPDG as in Annex D.
- *The Health and Well-being of Children and Young People* - in line with the Framework on Embedding a Whole-School Approach to Emotional and Mental Well-being.
- *Developing high aspirations through strong relationships* - aligned to the role of the Careers Service, the Youth Engagement and Progression Framework, the Young Person's Guarantee and the Seren Network.

- *The Curriculum for Wales and Qualifications* - focusing on the importance of language development, meta-cognition and self-regulation as being key enablers of success within the new curriculum and offering learners a wide range of qualification routes.
- *Leadership* - focusing on its importance in overcoming the impact of poverty on attainment and the leadership of community schools.
- *Post-16 progression*- through forging strong partnerships with further education institutions, work-based learning providers and other post-16 providers.

The use of the PDG should be focused upon all of these elements, particularly the first two, which evidence suggests are of the greatest importance especially as schools navigate the new curriculum.

To inform the use of the PDG in supporting these elements, guidance specific to the Welsh context, will be produced for schools on the most robust, evidence-informed, approaches that they should consider using. This will be provided shortly.

This will be accompanied by professional learning opportunities to support the implementation of these approaches and to assist schools in capturing the impact they have.

Schools should engage with their regional and national professional learning opportunities.

School self-evaluation should be used to both identify appropriate priorities for the use of PDG and to capture its impact.

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	Mary Immacualte Catholic Primary School
Number of pupils in school	190 FTE (including Nursery)
Proportion (%) of PDG eligible pupils	11.58%
Date this statement was published	12/10/2022
Date on which it will be reviewed	September 2023
Statement authorised by PDG Lead	S.Mansfield
Governor Lead	Peter Allen

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£27,600
Early Years Pupil Development Grant	£4,600
Total budget for this academic year	£32,200

Part A: Strategy Plan

Statement of Intent

- Improved outcomes and attainment of eFSM and EY pupils.
- eFSM and EY pupils receive appropriate support and intervention to ensure they achieve their expected outcomes.
- Improved parental engagement, health and well-being and involvement in school activities.

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
Increased equity for eFSM pupils through increasing access to the curriculum and extra-curricular activities by reducing the financial impact.	All learners accessing all educational visits. All learners participating in extra-curricular activities.

Improved outcomes of eFSM and EY pupils.	Improved reading and comprehension scores from standardised baseline prior to support. Improved numeracy skills from baseline score after early intervention and intervention programme.
Improved language and speech development skills of eFSM and EY pupils.	Improved language and speech development skills after receiving SALLEY intervention programme support with teaching assistant.
Increased parental engagement.	Increased parental engagement with parents attending regular groups linked to CFW, Parent Forum, Learning Exhibitions, parent and child stay and play in the EY.

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 this group.
- Plan the interventions required for each individual pupil that is appropriate to their needs.
- Track pupils progress within these interventions and review appropriateness and impact amending if necessary.
- Provide high quality resources and training for all staff involved in providing these interventions
- Providing a range of appropriate interventions that have proven impact through a range of assessment and are sustainable.

Learning and Teaching

Budgeted cost: £26523

Activity	Evidence that supports this approach
Numeracy and literacy support	Provision of additional support staff to work with learners on specific areas of difficulty enables targeted intervention specific to individual pupils needs. Speech and language needs are greater from baseline.
Numeracy and literacy support in EY	Provision of additional support staff to work with learners on specific areas of difficulty enables targeted intervention specific to individual pupils needs. Implementation of Salley programme and bucket of health and well-being.
Support for pupils and family well-being	Provision of a ELSA to support pupils well-being in school and provide support to families. To improve pupils well-being identified need.

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

Budgeted cost: £5677

Activity	Evidence that supports this approach
Increased equity through the provision of financial support to reduce barriers to learning and experiences.	All Learners 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 (cynefin), future aspirations and participation in school life.
Swansea City Primary Stars	Physical Education lessons led by Swansea City Foundation staff covering a range of movement and social skills through invasion games. The social action projects empower young people to make positive social change throughout their school or local community.

Total budgeted cost: £32,200

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.

- Early intervention support in Nursery to raise on entry literacy skills.

Outcome: Support staff member engaged to support intervention programmes, Nearly all learners made good progress through the Salley programme. Focus groups identified.

- Early intervention support in Nursery to raise on entry numeracy skills.

Outcome: Support staff member engaged to support intervention programmes, Nearly all learners made good progress through daily numeracy activities. Focus groups identified.

- Parental engagement and ELSA projects led by key staff and ELSAs to encourage greater engagement of parents in the new curriculum events and support families with bespoke ELSA sessions.

Outcome: Additional member of staff trained to deliver ELSA programme, learners received ELSA support resulting in improved emotional health and well-being.

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
GL assessment package	GL
Premier League Primary Stars	Swansea City

Further information (optional)

We hold regular free uniform stalls to give families the opportunities for their children to have uniform at no cost.

