# PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

Llandysilio Church in Wales School

## 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.

## School Overview

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| Detail | Data |
| School name | Llandysilio C. in W. School |
| Number of pupils in school  | 60 |
| Proportion (%) of PDG eligible pupils | 20% |
| Date this statement was published | 29.09.2022 |
| Date on which it will be reviewed | 21.07.2023 |
| Statement authorised by | Chair of Governors – Karen Clewlow |
| PDG Lead | Amanda Williams |
| Governor Lead | Karen Clewlow |

**Funding Overview**

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| --- | --- |
| **Detail** | **Amount** |
| PDG funding allocation this academic year | £9200 |
| EYPDG | £3450 |
| **Total budget for this academic year** | £12650 |

# Part A: Strategy Plan Statement of Intent

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|  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). WG Definition 2018 – The PDG should be used to support the needs of all children who are or have been eFSM in the previous two years or are looked after. The PDG is intended to provide support to disadvantaged learners to overcome the additional barriers that prevent those from disadvantaged backgrounds achieving their full potential.’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, 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.
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## 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.

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| --- | --- | --- | --- |
| **Expenditure type** | **Details of spend, activities, training to be funded from PDG**  | **Net value** | **Impact**  |
| Staffing – Teaching & Learning | TA support to provide reading intervention and provide daily opportunities for pupils to share books. | £7,200 | To foster a love of sharing stories and increase the importance of books and reading. To increase reading skills. |
| Resources | Headsprout -reading program to teach reading fundamentals and comprehension skills children need to become successful readers. This can be used at home also. | £200 | Develop reading and comprehension skills at a targeted level and improve reading skills. |
| Teaching & Learning | Provide peripatetic music lessons – piano/drums/guitar | £3000 | To foster a love of music and develop musical skills and ensure equitable opportunities for all eFSM leaners. |
| Staffing | To provide targeted support for pastoral care. | £1600 | Children are able to verbalise their emotions through emotional literacy modelled by adult. |
| Extracurricular | Access to breakfast club  | £650 | Children are able to attend daily, ensuring they have had a breakfast and are ready to learn and to provide equitable opportunities for all eFSM learners. |

## PDG outcomes

This details the impact that our PDG activity had on pupils in the 2020 to 2021 academic year.

For this academic year our focus was on the well-being of the children and ensuring that their transition following a disruptive time during the pandemic into school was a positive experience. The impact was that nearly all pupils could demonstrate empathy. The ability to continue providing music lessons following the end of the music grant has ensured that participation has continued, and extra pupils taken the opportunity. This has ensured 100% of the children who have accessed the scheme have continued.