

# PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2024 to 2025 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	Derwendeg Primary School
Number of learners in school	192
Proportion (%) of PDG eligible learners	27.5%
Date this statement was published	Nov '24
Date on which it will be reviewed	Autumn '25
Statement authorised by	Headteacher
PDG Lead	Lynsey Wangiel
Governor Lead	Christine Rogers

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£80,500
EYPDG	£8,050
<b>Total budget for this academic year</b>	<b>£88, 550</b>

## Part A: Strategy Plan

### Statement of intent

#### Objectives:

- Raise achievement of all pupils with a specific focus on vulnerable groups.
- Strong focus on emotional development alongside academic achievement.
- Improve attendance rates ensuring vulnerable families attend daily and on time.

We aim for all pupils to have equal opportunities and equity of provision. We look at each individual to see how best they can be supported to achieve to their full potential.

We focus on the all-round development of each child in accordance with their age and ability, focusing not only on intellectual development but on social development too, thereby aiming to make each pupil a constructive member of the community; spiritually, morally, socially and intellectually.

### 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
Raise achievement of all learners with a specific focus on vulnerable groups.	Identified FSM pupils make progress through identified interventions.
Strong focus on emotional development alongside academic achievement.	Children accessing a wide range of universal and targeted interventions/ programmes focusing on emotional development with a focus on eFSM learners. Progress is shown in subject specific assessments/ ELSA screening/ Thrive screening.
Improve attendance rates ensuring vulnerable families attend daily and on time.	<ul style="list-style-type: none"><li>• Attendance target achieved with improved attendance across the school.</li><li>• Improved punctuality</li><li>• eFSM learners have improved attendance and punctuality</li><li>• Gap between FSM pupil attendance and non-FSM pupil attendance is narrowed.</li><li>• School attendance is in line with or above LA/ Wales %.</li></ul>

### Activity in this academic year

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

- Employ TAs to run interventions supporting FSM pupils in wellbeing and emotional development and academic attainment
- Employ admin support worker to monitor and track attendance and punctuality

## Learning and teaching

Budgeted cost: £75,828

Activity	Evidence that supports this approach
Employ TAs to run interventions supporting FSM pupils in wellbeing and emotional development and academic attainment	<p>EEF:</p> <ul style="list-style-type: none"> <li>• TA interventions – Moderate impact for moderate cost</li> <li>• Social and emotional learning – moderate impact for very low cost</li> <li>• Behaviour interventions – moderate impact for low cost</li> <li>• Phonics – high impact for very low cost</li> <li>• One to one tuition – high impact for moderate cost</li> <li>• Reading comprehension strategies – Very high impact for very low cost</li> </ul>

**Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)**

Budgeted cost: £12,722

Activity	Evidence that supports this approach
Employ admin support worker to monitor and track attendance and punctuality	<p>Welsh Government (<i>Belonging, engaging and participating- Guidance on improving learner engagement and attendance June 2023</i>):</p> <p><i>‘Regular school attendance has a positive effect on children and young people and a strong impact on learner outcomes, standards and progression. Within this, regular attendance supports the development of literacy and numeracy skills, and on the conceptual understanding needed for further study and success in the workplace. Analysis shows that examination outcomes link strongly to attendance rates, for example, where a modest increase in absence can lower outcomes. Lessons missed can mean missing key information, skills and ideas. Good attendance also has a positive effect on wellbeing. Establishing good attendance patterns from an early age is vital for social development.’</i></p>

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

Budgeted cost: £0

Activity	Evidence that supports this approach
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Total budgeted cost: £ 88,550

**Part B: Review of outcomes in the previous academic year**

**PDG outcomes**

**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	GL
Thrive	Thrive
Jigsaw	Jigsaw
Letter Join	Letter Join