

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2023 to 2024 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

Detail	Data
School name	Brynhyfryd Primary School
Number of pupils in school	447
Proportion (%) of PDG eligible pupils	28.2%
Date this statement was published	19.9.23
Date on which it will be reviewed	18.3.24
Statement authorised by	Mr James Knight
PDG Lead	Mr James Knight
Governor Lead	Miss Kathryn Richards

Funding Overview

Detail	Amount
PDG funding allocation this financial year	£108,100
EYPDG funding allocation this financial year	£44,850
Total budget for this academic year	£152,950

Part A: Strategy Plan

Statement of Intent

You may want to include information on:

- What are your ultimate objectives for the pupils being supported?*
- How does your current strategy plan work towards achieving those objectives?*
- What are the key principles of your strategy plan?*

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
ATTENDANCE 1) Improved attendance for eFSM pupils to close gap between nFSM pupils' attendance and punctuality 2) Improved engagement with school of eFSM pupils and families	 1) The attendance of most eFSM pupils will increase to be more closely in line with their peers. 2) eFSM pupils and their families will engage with points of contact at school of their choice more openly in order to discuss attendance improvement strategies (particularly persistent absentees)
PASTORAL SUPPORT 3) Family Engagement Officer and pastoral team to support low-income/ vulnerable families' safeguarding concerns	 3a) The Family Engagement Officer (FEO) to meet eFSM families as identified via MyConcern systems/ Dojo messages from families/ informal intelligence, and signpost external support agencies 3b) Pastoral team to work with eFSM pupils of identified families in order to remove/ minimise mental health/ emotional wellbeing barriers to learning 3c) Pastoral team to undertake Emotion Coaching training and put into practice in order to ensure partnership work safeguarding pupil wellbeing 'in the moment'. 3d) Pastoral team to liaise with staff as appropriate in order to put in place Emotion Coaching strategies in classroom settings in order to reduce percentage of pupils needing pastoral intervention from 33% to 25% by the end of the financial year. 3e) Pastoral lead to meet half termly and or via MyConcern triage meetings with headteacher/ deputy headteacher

	Thrive
Intervention Programmes for targeted learners : - • Literacy- accelerated reading programmes • Speech and Language Link • Toe by Toe • Welcom Early Language programme • Pastoral support resources support for identified pupils	Education Endowment Foundation and Sutton Trust

Community Schools

Budgeted cost: NA

Activity	Evidence that supports this approach
NA	NA

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach
NA	NA

Total budgeted cost: £155,520

Part B: Review of outcomes in the previous academic year

PDG outcomes

ATTENDANCE

1) Improved attendance for eFSM pupils to close gap between nFSM pupils' attendance and punctuality - [eFSM pupils attendance increased from 88.9% to 89.7% this year. Gap between eFSM and nFSM reduced from 3.1% to 1.5%.](#)

2) Improved engagement with school of eFSM pupils and families- [varied responses by families but some significant attendance increases for 2 persistent absentees in Y5 and Y6 after many years of work with social services and changing home circumstances.](#)

PASTORAL SUPPORT

3) Family Engagement Officer and pastoral team to support low-income/ vulnerable families' safeguarding concerns- [There has been a sharp increase in the number of families requiring social services and police involvement at the end of this spring term with some children now in shared living arrangements and requiring medical](#)

procedures both of which may affect attendance data in the coming year. This data along with many other sources of intelligence (new links with Local Area Coordinators, new Early Help Hub staff and community groups) about families has led to an increased capacity for engagement with pastoral staff from families. (It should be noted that due to medical circumstances it is unclear if 1 pastoral team member will be able to operate at full capacity next term).

4) Develop eFSM pupils' achievement in H&W- Percentage of pupils requiring out of classroom pastoral intervention and or support has decreased from 33% to 24%. As all eFSM pupils' have been receiving pastoral support over time and therefore, it has become clear that their ability to self-regulate has improved as through a combination of Emotion Coaching and increasing independence in H&W "I can..." statements.

PUPIL PROGRESS

5) Improve eFSM pupils' literacy and numeracy skills- Standardised test data and teacher assessments have led to eFSM pupils receiving support from a number of groups working with pupils from Y2-Y6. These have targeted reading skills and maths concepts that national test data shows were eFSM pupils areas of need. Targetted group work has led to pupil progress in these areas with 76% of eFSM pupils showing improvements in standardised reading ages. (National Tests to be carried out annually to show any new areas of improvement within maths)

6) Early language support for eFSM pupils in Nursery and Reception classes- Baby Lab training has been undertaken by Andrea Lewis (EY SLC TA), this is in response to the trend of growing needs from eFSM pupils entering the nursery as reluctant speakers and or EAL pupils, and therefore unable to achieve a Wellcomm score. Additionally, this year has seen a large cohort of eFSM pupils entering reception in need of Speech Link and Language Link support. Language support staff have enabled all eFSM pupils to progress and to start scoring on Wellcomm tests and nearly all eFSM pupils Speech Link and Language Link scores have improved with a very few passing testing completely and a very few undergoing ALN diagnoses.

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
NA	