

# Annex 1. Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 20XX to 20XX 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	Ysgol Gymraeg Casnewydd
Number of learners in school	350
Proportion (%) of PDG eligible learners	
Date this statement was published	1 September 2024
Date on which it will be reviewed	31.3.2025
Statement authorised by	Mr S Jones
PDG Lead	Mr S Jones
Governor Lead	Mr A Speight

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£77, 080
<b>Total budget for this academic year</b>	£77080

## Part A: Strategy Plan

### Statement of intent

You may want to include information on:

- We use the PDG allocation to support pupils that could be disadvantaged due to low income. This includes identifying pupils that would benefit from resources, additional adult support or interventions to overcome barriers and support their development.
- By allocating the grant we will provide the following or similar, for targeted pupils:
  - Literacy programs
  - Emotional, wellbeing and social programs
  - Resources to support development
  - Extracurricular activities

In order to ensure the best value for money and ensure pupil progress, we'll monitor the impact of programs and their effectiveness. We'll use this information to make reasonable adaptations where and if necessary. As part of our monitoring we will share our findings with those persons concerned for the benefit of the child where appropriate.

We'll work closely with all persons that impact a pupil's development – teachers, support staff, parents/carers and the wider community in order to gain the best outcome for the pupil. Strong relationships are key to the success.

In using the grant, we will adhere to WG guidelines and report to governors.

### 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
Improve attainment level of those pupils affected by deprivation, reducing the gap between them and their peers	Improvement in attainment for those pupils affected by deprivation
By improving attainment pupils will feel more confident accessing the curriculum, therefore, improving attendance	An increase of pupil attendance, especially by those affected by deprivation
Improve wellbeing for pupils by addressing their emotional, social, health and wellbeing	Emotional, social, health and wellbeing improves and pupils are supported in school
FACE – Family and Community engagement. Develop our community engagement and support families by	Strong links with our community – parents/carers and wider.

offering workshops on supporting pupils at home.	Parents/carers attend workshops on supporting pupils at home.  Barriers between school and families are reduced.
Strengthen transition for pupils by supporting with extracurricular activities that support transition.	More pupils affected by deprivation are able to access activities

### Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

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### Learning and teaching

Budgeted cost: £ [72080]

Activity	Evidence that supports this approach
Employ a highly skilled HLTA to deliver Emotional, social health and wellbeing interventions,	Pupils receiving such interventions make good or better progress from their baseline
Employ an experienced teacher to lead on interventions, developing key literacy, numeracy and emotional wellbeing skills	By employing an experienced member of staff to support these programs, pupils receive a high quality of teaching and understanding of how to ensure progress. The member of staff will lead on a resource-based style method within school and work with pupils within a smaller group or 1:1
Employ Teaching Assistants to support pupils within class and as part of their natural environment	The effective use of Teaching Assistants will support pupil progress from their personal baseline. By receiving this support pupils can make good or better progress.

**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: £ [1500]

Activity	Evidence that supports this approach
Reduce the cost of residential trips so more pupils are able	Reduce barriers for identified pupils and support transition activities by attending residential trips.

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

Budgeted cost: £ [3500]

Activity	Evidence that supports this approach
Support visits to other settings for staff in order to share and gain good practice	Good practice seen and shared at other settings can be mirrored in Ysgol Gymraeg Casnewydd. Strategies for support can be used to inform planning of programs for learning and supporting attainment.

Total budgeted cost: £ [77080]

## **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 2023 to 2024 academic year.

Activity	Impact
<b><u>Extracurricular activities:</u></b> Reduce the cost of residential trips for pupils of transitional age	More pupils, almost all pupils accessed the residential trips offered. Almost all those pupils affected by deprivation were able to attend the trip due to reduction in cost.
Progress of learners	By year 6, 90% of pupils eFSM reached the expected level in Welsh reading and Mathematics. Many pupils have made good progress and are on the expected level in English by the end of year 6.