

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2024 to 2025 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	Gilfach Fargoed Primary
Number of pupils in school	171
Proportion (%) of PDG eligible pupils	24%
Governor Lead	Grant Davies

Funding Overview

Detail	Amount
Total Equity Grant funding allocation this academic year	£64,204
Early Years Equity Grant	£ 4,600
Total budget for this academic year	£68,804

Part A: Strategy Plan

Statement of Intent

The school's overarching objective for the funding provided by Equity Grant is to support the aims of the national mission to ensure a positive education experience for all, with learners supported in their wellbeing and resilience, as well as using it for breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners.

Our strategy provides a system to support our most disadvantaged learners, to provide an excellent school experience, with high quality teaching and learning and effective interventions to ensure academic success and high levels of wellbeing.

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
Collaboration amongst teachers and teaching assistants will support pedagogy and provision.	Staff will work collaboratively in different ways to develop the best pedagogy and to plan effective and engaging provision.

Children will receive high quality academic interventions.	Teaching assistants will receive a range of good quality training to allow them to provide academic interventions for identified pupils.
Children will receive high quality well-being interventions.	Teaching assistants will receive a range of good quality training to allow them to provide wellbeing interventions for identified pupils
Children in early years, including “rising 3s” will be well-supported.	All early years children will benefit from small adult to pupil ratios, and receive effective support and guidance from teaching assistants.
To provide additional support for children in Y2-6, including those with additional needs	All children in the infant department will benefit from smaller adult to pupil ratios, and receive effective support and guidance from teaching assistants

Activity in this academic year

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

Most of our grant funding pays salaries of our excellent teaching assistant workforce. These teaching assistants effectively support the learning of children in our foundation phase classes and junior classes by providing small group focused tasks or one to one interventions when required.

Highly effective academic interventions are used for identified pupils across the school to help bridge the gap and ensure children “catch up”. Grant funding pays for some of our intervention support staff who provide interventions such as Rainbow Reading, and Literacy and Numeracy Catch Up.

Wellbeing interventions are very important in supporting children to be happy and settled and to be ready to learn. Some of our grant funding pays for wellbeing support staff to run sessions such as ELSA or Draw and Talk.

The following details the impact that our PDG activity had on pupils in the 2024 to 2025 academic year.

Activity Impact

Standardised scores in reading show that from Reception- Year 6, 71% of children entitled to free school meals had standardised scores of 100+.

Standardised scores in maths show that from Reception- Year 6, 4% of children entitled to free school meals had standardised scores of 100+. Nearly all children made good progress from their starting points.