

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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

Detail	Data
School name	Brynmill Primary School
Number of pupils in school	319
Proportion (%) of PDG eligible pupils	11.5%
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Summer 2022
PDG Lead	J. Simons
Governor Lead	Anwaar Younis

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 48300

Part A: Strategy Plan

Statement of Intent

To overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

Intended outcomes

- To improve the Literacy and Numeracy skills of learners that are eligible for free school meals, through targeted interventions.
- To improve attendance and punctuality of disadvantaged learners
- To reduce the impact of disadvantage and to engage with the families of the most vulnerable learners

Our current strategy is based upon the following:

- To plan and implement flexible support and intervention for learners from deprived backgrounds

to mitigate the additional barriers poorer pupils face that prevent them from achieving their full potential.

- To meet the needs of learners from deprived backgrounds based upon their current needs
- To monitor and evaluate the impact of interventions

Key principles:

1. Inclusion – both into school and the wider community
2. Equity – remove barriers and improve life chances
3. Mitigating barriers to accessing the curriculum
4. Improving attendance
5. Engagement with learners, families and communities

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
To improve performance in Literacy and Numeracy skills of learners	Progress of learners from deprived backgrounds is evaluated using a range of sources including Personalised Assessments, Teacher Evaluations of Learner progress and Learner Reflections
To successfully engage with and support the families of learners from deprived backgrounds as one of the strategies used to mitigate the impact of poverty. To meet the needs of learners from deprived backgrounds based upon their identified barriers to positive, emotional, and mental wellbeing	Using ongoing monitoring outcomes to evaluate the level of success against the following criteria: <ul style="list-style-type: none">• Family Wellbeing Leader provides practical help and emotional support to learners and families• Parents & Carers are supported with any concerns involving parenting, education, behaviour, attendance and health.• Families of learners from deprived backgrounds are provided with a friendly, approachable and confidential point of contact.• Working with families encourages excellent home/school links.• Comparable Progress data (Learners from deprived backgrounds and cohort peers) generated through the 'Whole school approach to emotional and mental wellbeing assessment' tool is comparable

Activity in this academic year

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

The school will be planning interventions that focus on improving the attainment of pupils from deprived backgrounds, regularly monitoring pupils' progress and evaluating the impact of the intervention and support. These interventions include:	Intended Funding Spend
.1) Funding support & intervention per week based upon the needs of learners from deprived background – 24 hours	April - August: £6904; Sep – March: £9650
2) Funding Family Wellbeing Leader to collaborate with CAHMS practitioner, Social Services support, our own School Attendance Officer to support families and develop the emotional wellbeing of learners, from deprived backgrounds 15.45 hours per week	April - August: £5122; Sep – March: £12294
3) Teaching Assistants to develop the Literacy skills of Learners from deprived backgrounds in Pobbles Bay Team (Early Years) 24.5 hours per week until September, 17.5 hours September to end of financial year 22/23	April – August: £10239; Sep – March: £12084

Learning and Teaching

Budgeted cost: £ 38877

Activity	Evidence that supports this approach
1) Funding support & intervention: 24 hrs per week based upon the needs of learners from deprived background –hours .	Small group tuition has an average impact of four months' additional progress over the course of a year.
3) Teaching Assistants to develop Literacy skills of learners from deprived backgrounds in Pobbles Bay Teams. 24.5 hours per week until September, 17.5 hours September to end of financial year 22/23.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.

Community Schools

Budgeted cost: £ 17416

Activity	Evidence that supports this approach
2) Funding Family Wellbeing Leader (15.45 hrs) to collaborate with a range of partners e.g., Trussell	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to

Trust and other charitable organisations, Women's Aid, our own School Attendance Officer, and Education Welfare officer etc to support families and develop the emotional wellbeing of learners from deprived backgrounds.	consider how to engage with all parents to avoid widening attainment gaps.
--	--

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

Budgeted cost: Costed above

Activity	Evidence that supports this approach
As above	

Total budgeted cost: £ 56283

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 previous academic year.

Interventions that focus on improving the attendance and basic skills of learners from deprived backgrounds, are effective. Our Learner Progress Meeting process provides opportunity for the Assessment Lead and Inclusion Manager to evaluate the impact that our PDG activity has on pupils through our Learner Progress Meetings. Teacher evaluation of progress of learners from deprived backgrounds indicated a positive impact of interventions. Professional Dialogues as part of our Learner Progress Meeting Process led by the Assessment Lead identified an upward trend for this group of learners. Additionally, our School Attendance Officer evaluates impact and whilst we recognise that pandemic restrictions skewed the improvement data, attendance for this group of learners has improved by over 20%.

Externally provided programmes

Programme	Provider
Letters and Sounds	
Tric a Chlic	Peniarth Cymru