**Annex B: Pupil Development Grant Strategy Statement**

# 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

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| Detail | Data |
| School name | Franksbridge Primary School |
| Number of pupils in school | 44 |
| Proportion (%) of PDG eligible pupils | 16% |
| Date this statement was published | 28th September 2022 |
| Date on which it will be reviewed | June 2023 |
| Statement authorised by | Franksbridge School Governing Body |
| PDG Lead | Rhian Wilkie |
| Governor Lead | Alison Long |

**Funding Overview**

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| **Detail** | **Amount** |
| PDG funding allocation this academic year | £4600 |
| **Total budget for this academic year** | £245,418 total delegated funds |

# Part A: Strategy Plan

## Statement of Intent

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| ***Ultimate objectives for the pupils being supported:***   * *Equity of opportunity and experience* * *Emotional and mental wellbeing* * *Academic progress and attainment: pupils to fulfil their potential (including MAT pupils)*   ***How does your current strategy plan work towards achieving those objectives?***   * + *cultural and artistic opportunities are provided to stimulate and inspire pupils through creative learning. Eg visits and visitors to enhance learning, and opportunities to play musical instruments*   + *highly-trained, experienced, caring staff implement ELSA programmes and support pupils’ learning*   ***What are the key principles of your strategy plan?***   * Equity: reducing inequalities in the educational outcomes for children and young people living in low-income households * Inspiration: to kindle pupils’ curiosity and love for learning through high quality learning and teaching experiences * *Partnership: To facilitate and support family engagement* * *Aspiration: Fostering high expectations and aspirations for pupils from low-income households* * *Resilience: Improving pupils’ health and wellbeing through the implementation of* a whole-school approach to emotional wellbeing and mental health.   *In line with our School Vision and the 4 purposes of the Curriculum for Wales* |

## 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.

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| Intended outcome | Success criteria |
| Pupils’ emotional wellbeing is supported | ELSA programmes are offered to pupils who are identified as vulnerable |
| Pupils develop growth mindset and emotional resilience as learners | PASS survey results show increased positivity and growth mindset |
| Pupils academic achievements are in line with those of their peers | Teacher assessment, work scrutiny and standardised test results show that eFSM children achieve at the same level as other children. |
| Enrichment experiences such as visits and visitors promote creative approaches to learning | eFSM pupils experience an enriched curriculum, including opportunities to play musical instruments and visit galleries, museums and theatres.  Lead Creative Schools self-assessments show that pupils develop creative habits of mind |

**Activity in this academic year**

This details how we intend to spend our PDG **this academic year** to achieve these objectives and outcomes.

### Learning and Teaching Budgeted cost: £ *3900*

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| Activity | Evidence that supports this approach |
| *LSA salary* so that we can maintain the high level of support provided for vulnerable groups of learners. The LSAs will provide emotional literacy programmes and learning support for individuals and groups of children who are identified as vulnerable learners. | Research shows that quality interventions led by highly trained LSAs has a significant positive effect on children’s learning and wellbeing. |

**Community Schools** Budgeted cost: £ 400

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| Activity | Evidence that supports this approach |
| *Supply cover to release headteacher so that she can support vulnerable families with Early Help provision* | Families in need of support have benefitted from meetings to discuss their needs and to arrange support from external agencies such as the Early Help Team. |

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

Budgeted cost: £ 300

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| Activity | Evidence that supports this approach |
| ELSA training and resources   * LSA supervisions * Books and games to support emotional wellbeing | An exploration of the impact of the Emotional Literacy Support Assistant (ELSA) programme on wellbeing from the perspective of pupils [**Natasha Krause**](https://www.tandfonline.com/author/Krause%2C+Natasha) **,** [Laura Blackwell](https://www.tandfonline.com/author/Blackwell%2C+Laura) & [Simon Claridge](https://www.tandfonline.com/author/Claridge%2C+Simon)  **Published in Educational Psychology in Practice 2019** |

**Total budgeted cost:** £4600 from PDG budget

# 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 2021 to 2022 academic year.

Children entitled to receive Free School meals benefitted from the school PDG measures in 2021-22: this group of children made progress (in terms of academic attainment and emotional wellbeing) in line with their peers. Evidence for the positive impact of PDG funding includes:

* Teacher assessment and observations
* Standardised test results
* PASS Survey results
* Listening to Learners

## 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.*

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| Programme | Provider |
| Nessy licences | Nessy |
| Numbershark | Wordshark |

# Further information (optional)

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| *We also use money from the school budget in the following ways to support children entitled to free school meals:*   * *Subsidising the cost of school trips, including residential trips.* * *Contributing to the cost of private music lessons (piano and violin) by paying for music books and working in conjunction with the Mozart Music Foundation to subsidise the cost of music tuition and instrument hire.* * *Investing in play through the provision of high quality opportunities and resources* |