



Annex B: Pupil Development Grant Strategy Statement 2023-2024

From 2023-2024 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

Llangan Primary School's Mission is to 'Dring yn Uchel, Dring yn Uwch' (Climb high, climb higher) which promotes positive relationships and high aspirations for all. We firmly believe that each individual can discover, develop and achieve their full potential to take their place in our ever-changing world. This philosophy is at the heart of everything we aspire to do for each member of our community. As such our school uses the PDG grant money for the benefit of all our groups of learners with a particular focus on tackling the impact of poverty. In Wales pupils eligible for free school meals are identified as a specific group. It is one that is used to justify the income that schools receive from this grant. As a result, their progress and achievement come under increased scrutiny. Be assured, however, that at Llangan we do not label and we do not put ceilings on pupils' potential. This grant is one of many to help ALL achieve.

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.

*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	Llangan Primary School
Number of pupils in school	107 (not including 3s)
The proportion of PDG eligible pupils	5.4%
Date this statement was published. (Governors meeting 16.3.23)	4.3.24
Date on which it will be reviewed	Monthly
Statement authorised by	K Tinsley
PDG Lead	J Griffiths
Governor Lead	K Tinsley

Funding Overviews

Detail	Amount
PDG funding allocation this academic year (funding to be spent by 31 st March 2024)	£2,300

Part A: Strategy Plan Statement of Intent

Pupils from all backgrounds experience a wealth of different learning opportunities and experiences to allow them to achieve better-than-expected progress across the six areas of learning.

- Teaching and learning are suitably adapted and appropriately differentiated to meet the needs of pupils, intervention strategies and learning experiences are used effectively to ensure that the above objective is met.
- The key principles for success are:- equality of opportunity, adaptability, flexibility, stability, parental and community involvement, well-defined goals and shared responsibility.
- We want to support and improve the basic skills of pupils entering school and support their well-being as they move through the school.
- We want all pupils to be working at age-appropriate levels of phonics, reading and speech.
- *We want all pupil to be supported in their well-being so that they are happy attending school and recognise school as a safe place to be.*

Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategic plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure high-quality provision and practice for inclusion, well-being and teaching, and improve the outcomes and well-being of all learners	Identify and monitor the needs of the pupils.
Raise standards and improve provision for the basic skills of pupils in numeracy and literacy, by providing early year's interventions focused on speech and language, phonics and basic number skills.	Support pupils basic skills including assess, identify, plan programs of work and monitor individual targets for pupils speech and language development.
Breaking the link between disadvantage and educational attainment.	All pupils are given the same opportunities and experiences within the school
Teachers are able to adapt pedagogy to enhance learning experiences for all learners	Many pupils that are underperforming make better-than-expected progress across the six areas of learning, demonstrating a range of knowledge and skills.
Pupils know and understand the next steps in their individual learning journey.	Most pupils clearly understand and can articulate what they need to do to improve their work
Pupils who are eFSM have an equal opportunity to reach their potential as non eFSM pupils; raising attainment in English and Maths.	That most of our eFSM pupils are making strong progress in relation to their starting points, measured by our tracking systems, teacher assessment 'data', self-assessment and evidence shown by our impact assessments.

eFSM pupils are not being adversely affected by any issues at school or at home affecting their wellbeing.	Most eFSM pupils being supported by ELSA make strong progress in their learning, show positive attitudes to learning and that there is a positive impact on their wellbeing.
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. Activity in this academic year: This details how we intend to spend our PDG this academic year to address the challenges listed above. Learning and Teaching Budgeted cost: £5,750.

Intended Outcome	Activity	Resource
Breaking the link between disadvantage and educational attainment.	All pupils are given the same opportunities and experiences within the school. Funding trips to Storey Arms, Cardiff Castle, Caerleon and Techniques.	"Total of costs of Trip
Pupils who are eFSM have an equal opportunity to reach their potential as non eFSM pupils; raising attainment in English and Maths.	That most of our eFSM pupils are making strong progress in relation to their starting points, measured by our tracking systems, teacher assessment 'data', self-assessment and evidence shown by our impact assessments. Ed Shed- Spelling Mathletics- Maths	Cost of resources
eFSM pupils are not being adversely affected by any issues at school or at home affecting their well-being.	Most eFSM pupils being supported by ELSA make strong progress in their learning, show positive attitudes to learning and that there is a positive impact on their wellbeing.	HLTA delivering ELSA, TLAK ABOUT and Lego Therapy. 1 day