

## 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**

<b>Detail</b>	<b>Data</b>
School name	Henllys Church in Wales School
Number of pupils in school	170
Proportion (%) of PDG eligible pupils	8.8%
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Headteacher
PDG Lead	Headteacher
Governor Lead	Chair of Governors

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£12650
EYPDG	£0
<b>Total budget for this academic year</b>	£12650

### **Part A: Strategy Plan**

#### ***Statement of Intent***

Henllys Church in Wales School will support PDG eligible pupils through a broad range of intervention strategies and support provided by staff. This includes support for:

Literacy through catch-up literacy, corrective reading, P.A.T. and Nessy.

Numeracy through TEN-DD, spotlight maths and springboard maths.

Wellbeing through pastoral support from a Trauma Informed Schools and Emotional Learning Support Assistants.

PDG eligible pupils will also be given the opportunity to lead aspects of school life through a broad range of Pupil Voice groups e.g. Young Writers, Digital Leaders, School Council and Eco-Committee.

Pupils will be given opportunities to develop their DCF skills through regular access to ICT.

Senior leaders will closely monitor progress made in the key areas of phonics, reading, spelling and maths and the effectiveness of the intervention provided.

### ***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.

<b>Intended outcome</b>	<b>Success criteria</b>
Pupils develop as 'ambitious, capable learners'.	<ul style="list-style-type: none"><li>• Pupils make appropriate progress in LLC, maths &amp; numeracy and DCF.</li><li>• Pupils close the gap they may have with non-eligible PDG pupils.</li></ul>
Pupils become 'healthy, confident individuals'.  Article 12: Pupils have the right to be heard.	<ul style="list-style-type: none"><li>• Pupils have a say in what and how they want to learn (Pupil Voice).</li><li>• Pupils develop an understanding of how they can improve their work through Assessment for Learning.</li><li>• Pupils access a range of provision to support them with their wellbeing.</li><li>• Pupils experience leadership through our Pupil Voice leadership groups.</li></ul>

### **Activity in this academic year**

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

The grant is used to offset the cost of additional staffing to support our most vulnerable learners.

Learners have access to a broad range of literacy, numeracy and pastoral support from trained staff.

Progress of these vulnerable learners will be closely monitored to ensure the interventions are having a positive impact and that gaps in attainment are narrowed.

Wellbeing of these vulnerable learners will also be closely monitored to ensure they are ready to learn.

## Learning and Teaching

Budgeted cost: £ 10000

Activity	Evidence that supports this approach
Staff to work with eligible pupils to improve standards in phonics, reading and spelling.	<ul style="list-style-type: none"><li>• Focused phonics and reading sessions to improve phonics knowledge, word sight knowledge, vocabulary and comprehension skills.</li><li>• Gaps between reading ages and chronological ages are reduced and age standardised scores improve.</li><li>• Good progress from baseline assessments.</li></ul>
Staff to work with eligible pupils to improve standards in numeracy.	<ul style="list-style-type: none"><li>• Focused numeracy intervention sessions to improve number knowledge, skills and application to different situations.</li><li>• Age standardised scores improve in GL assessment.</li><li>• Good progress from baseline assessments.</li></ul>
Staff to work with eligible pupils to improve standards in DCF.	<ul style="list-style-type: none"><li>• Pupils DCF skills and confidence improve.</li></ul>

## Community Schools

Budgeted cost: £0

Activity	Evidence that supports this approach
Not applicable	

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

Budgeted cost: £2650

Activity	Evidence that supports this approach
Staff to work with eligible pupils to improve wellbeing.  Teaching assistants to run Pupil Voice groups.	<ul style="list-style-type: none"><li>• T.I.S. and E.L.S.A. trained staff to work with vulnerable learners.</li><li>• Focused wellbeing activities improve attendance, behaviours for learning and engagement with the whole curriculum.</li><li>• PASS survey results for eligible pupils are positive ('green').</li><li>• Pastoral support offered to all eligible pupils who with 'red' or 'amber' sections on the PASS survey.</li><li>• Pupil Voice members and action plans.</li></ul>

**Total budgeted cost: £12650**

## 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.

Progress of eFSM was generally in line with non eFSM pupils:

- In GL assessment, progress of our eFSM pupils was very good as many made above expected progress in reading & spelling and most made above expected progress in maths.
- Progress of our eFSM pupils in phonics, reading and spelling HFWs in Y1 and Y2 was in line with the progress of non eFSM pupils.
- Many eFSM pupils on reading intervention made progress in their reading ages.
- All eFSM pupils on maths intervention made good progress in numeracy.
- Progress of eFSM pupils in the National Tests was at least in line with non eFSM pupils in the reading (68%) and procedural tests (74%) and slightly lower in the reasoning tests (52%).

Attendance (from September 2023 to July 2024) of eFSM pupils was 93.66% which was only 1.23% lower than non eFSM pupils which was 94.89%.

### **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.*

<b>Programme</b>	<b>Provider</b>
Spelling Shed	EdShed
Nessy reading and spelling	Nessy
Strings project for pupils in Y1 and Y2	Ex-Gwent Music employee

### **Further information (optional)**

The school regularly obtains food parcels from a local church and offers them to eligible pupils and their families.

Pre-loved school uniform is also made available to low income families.

School regular dojo relevant information to support low income families including access to the Schools Essential Grants.

School harvest apples, vegetables and free range eggs etc. which are displayed in an honesty box at the main gate for families to help themselves to.

## Atodiad B: Datganiad Strategaeth y Grant Datblygu Disgyblion

### DATGANIAD STRATEGAETH Y GRANT DATBLYGU DISGYBLION

Mae'r datganiad hwn yn rhoi manylion ynghylch defnydd ein hysgol o'r GDD ar gyfer blwyddyn academaidd 2023 i 2024.

Mae'n amlinellu ein strategaeth, sut rydym yn bwriadu gwario'r cyllid yn y flwyddyn academaidd hon a'r effaith a gafodd gwariant y llynedd o fewn ein hysgol.

*Os yw'ch rhifau yn 5 neu lai, defnyddiwch \* yn lle'r dyraniad er mwyn diogelu plant rhag cael eu hadnabod.*

#### Trosolwg Ysgolion

Manylion	Data
Enw'r ysgol	
Nifer y Disgyblion yn yr Ysgol	
Cyfran (%) o ddisgyblion sy'n gymwys i'r GDD	
Dyddiad cyhoeddi'r datganiad hwn	
Dyddiad y caiff ei adolygu	
Awdurdodwyd y datganiad gan	
Yn arwain ar y GDD	
Llywodraethwr sy'n arwain	

#### Trosolwg Cyllid

Manylion	Swm
Dyraniad cyllid GDD y flwyddyn academaidd hon	£
Cyfanswm cyllideb y flwyddyn academaidd hon	£

#### Rhan A: Cynllun Strategaeth

##### Datganiad o Fwriad

Efallai y byddwch eisiau cynnwys gwybodaeth am:

- Beth yw eich amcanion yn y pen draw ar gyfer y disgyblion a gefnogir?
- Sut mae eich cynllun strategaeth bresennol yn gweithio tuag at gyflawni'r amcanion hynny?
- Beth yw prif egwyddorion eich cynllun strategaeth?

## Canlyniadau a fwriedir

Mae hyn yn esbonio'r canlyniadau rydym yn anelu atynt **erbyn diwedd ein cynllun strategaeth presennol**, a sut y byddwn yn mesur a ydynt wedi'u cyflawni.

Canlyniad a fwriedir	Meini prawf llwyddiant
<i>Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen.</i>	

## Gweithgarwch yn y flwyddyn academaidd hon

Mae hyn yn rhoi manylion sut rydym yn bwriadu gwario ein GDD **y flwyddyn academaidd hon** i fynd i'r afael â'r heriau a restrir uchod.

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## Dysgu ac addysgu

Cost wedi'i chyllidebu: £ [nowch swm]

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
<i>Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen.</i>	

## Ysgolion Cymunedol

Cost wedi'i chyllidebu: £ [nodwch swm]

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
<i>Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen.</i>	

**Strategaethau ehangach (er enghraifft a lle bo hynny'n berthnasol, Iechyd a Lles, Cwricwlwm a Chymwysterau, Arweinyddiaeth a Chodi Dyheadau)**

Cost wedi'i chyllidebu: £ [nodwch swm]

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
<i>Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen</i>	

Cyfanswm cost y ceisiadau: £ [nodwch gyfanswm y 3 swm a nodir uchod]

## Rhan B: Adolygiad o ganlyniadau'r flwyddyn academaidd flaenorol

### Canlyniadau'r GDD

Mae hyn yn rhoi manylion yr effaith a gafodd ein gweithgarwch GDD ar ddisgyblion ym mlwyddyn academaidd 2022 i 2023.

### Rhaglenni a ddarperir yn allanol

*Dylech gynnwys enwau unrhyw raglenni a brynwyd gennych yn ystod y flwyddyn academaidd flaenorol. Bydd hyn yn ein helpu i ganfod pa rai sy'n boblogaidd yng Nghymru.*

Rhaglen	Darparwr

### Gwybodaeth ychwanegol (dewisol)

*Defnyddiwch y blwch hwn i rannu unrhyw wybodaeth bellach am eich strategaeth GDD. Er enghraifft, ynglŷn â chynllunio eich strategaeth, neu weithgaredd arall rydych chi'n ei weithredu i gefnogi disgyblion o aelwydydd incwm isel, nad yw'n dibynnu ar GDD.*