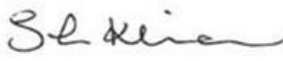
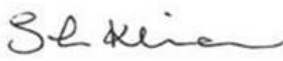




## **Penygarn Community primary School PDG plan for 2024-2025 including impact of grant from 2023-24**

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:	Penygarn Community Primary School
Number of learners in school	In 2023 PLASC we had 157 statutory aged pupils entitled to FSM. WG programme of universal free meals began in September 2022, resulting in parents not registering for FSM.
Proportion (%) of PDG eligible learners	43.81%
Date this statement was published	25 <sup>th</sup> September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Lindsay Smith (Headteacher)
PDG Lead	
Governor Lead	

### **Funding Overview**

Detail	Amount
PDG funding allocation this academic year	£180,550
EYPDG	£65,550
<b>Total budget for this academic year</b>	<b>£ 246,050</b>

In 2023 PLASC we had 157 statutory aged pupils entitled to FSM. WG programme of universal free meals began in September 2022, resulting in parents not registering for FSM.

## Part A: Strategy Plan

### Statement of intent

*FSM and other vulnerable learners feel safe, happy and secure with high levels of wellbeing. They receive appropriate academic and/ or wellbeing intervention and support in order to achieve their full potential.*

*Improved outcomes and increased attainment for targeted learners.*

*Teaching and learning is suitably adapted and appropriately differentiated to meet the needs of learners.*

### 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 further develop the schools' provision for enhancing social and emotional development and well-being through Play Therapy.	Identified pupil are able to access support from full time play therapist. Pupils demonstrate increased emotional regulation within lessons.
To further develop the school's provision for social and emotional development and for families and wider community	Continue to develop the role of the Family Engagement officer within the school. Develop a wider range of support programmes for families and pupils. Increase punctuality of pupils. Develop wider links with support groups who can offer support for families.
To strengthen procedures and systems to improve levels of attendance of pupils.	Increase in school attendance when compared to last academic year. Improved punctuality of pupils compared to last year.
Additional interventions in place to raise standards of achievement. All learners make good progress in basic skills as a result of high-quality support and intervention when needed. To continue to develop provision of small group and individual interventions to raise standards in literacy, numeracy skills and wellbeing. Including: Bespoke maths interventions, Fresh Start, Read, Write, INC, COMIT, additional reading support and specific handwriting and phonics support,	All learners make at least expected progress in development of their reading, writing and numeracy skills relevant to their starting point.

TIS.	
To enhance the delivery of early interventions to accelerate the acquisition of early skills- EY PDG	All learners make at least expected progress in development of their reading, writing and numeracy skills relevant to their starting point.
Wellbeing lead and ALNco to engage with vulnerable families.	Identified eFSM learners will participate fully and not be disadvantaged in relation to educational activities.  School will have strengthened relationships with pupils and families.

### Activity in this academic year

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

- Identify groups of learners and track their progress in reading, writing and numeracy.
- Use the school's assessment system to identify barriers to learning, plan for next steps and monitor the impact of intervention.
- Additional support staff members employed to deliver academic and wellbeing interventions.
- Plan and deliver effective interventions to meet the needs of vulnerable learners and their families across all phases.
- Monitor eFSM learners and identify support needed to ensure they reach their potential.
- Ensure that learners and families are supported to ensure they have the information and resources to succeed.

### Learning and teaching

**Budgeted cost: £219,522**

Activity	Evidence that supports this approach
Identified learners will receive bespoke literacy, numeracy, wellbeing support or interventions, according to their specific needs.	Making best use of teaching assistants – Education Endowment Foundation (EEF)  Teaching & Learning Toolkit – teaching assistants interventions (EEF)
To further develop the schools' provision for enhancing social and emotional development and well-being through Play Therapy.	Making best use of teaching assistants – Education Endowment Foundation (EEF)  Teaching & Learning Toolkit – teaching assistants interventions (EEF)
Identified learners will receive bespoke literacy, numeracy, wellbeing support or interventions, according to their specific needs within Reception and Nursery	Making best use of teaching assistants – Education Endowment Foundation (EEF)  Teaching & Learning Toolkit – teaching assistants interventions (EEF)

**Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)**

Budgeted cost: £ 27,095

Activity	Evidence that supports this approach
School will ensure identified learners / families are engaged/ represented / have equity of opportunity in all aspects of school life.	Estyn – Community School: families and communities at the heart of school life. WG 2022 Community Focused Schools.
To further develop the school's provision for social and emotional development and for families and wider community	Estyn – Community School: families and communities at the heart of school life. WG 2022 Community Focused Schools

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

Activity	Evidence that supports this approach
School ensures identified vulnerable learners have a voice and are involved in decision making through pupil groups and whole school consultation activities.	Children's Commissioner for Wales' guide 'Participation: How? What? Why? A guide for professionals.

Total budgeted cost: £ 266,617

**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.

Activity	Impact
<b>Resources to support the development of reading skills- Read, write Inc. RW Inc lead undertook</b>	An audit of resources and replenished as identified; in order to continue the running of the programme at a whole school level.  Most pupils made progress from their starting point in September (following assessments). Intervention programmes were developed as needed targeting identified pupils. Staff received professional development from RWI lead throughout the year. All staff have now had the RWInc training and are confident in running their specific group.

	Coaching and monitoring continues of a daily basis for me as a subject lead.
<b>To further develop the schools provision for outdoor learning and skills for life through engaging Curriculum</b>	<p>Increased opportunities for pupils to engage in forest school programmes, outdoor learning experiences, experiences in the local community (American gardens). All pupils reported that they enjoyed the experiences.</p> <p>Parenting and gardening session were attended by many of the parents- increase from previous years.</p> <p>CPD of staff resulted in all classes increasing experience for pupils to engage in lessons in the outside.</p> <p>Development of a Gardening Club, gardening area. Successfully securing a grant from Pontypool Community Council</p> <p>Identified pupils were provided with experiences – paddle boarding, kayaking, den and fire building. All pupils report that this was highly enjoyable.</p>
<b>Outdoor resources for engaging Curriculum</b>	Purchased resources to support the forest school programme and Outdoor learning.
<b>Developing links with families and community- Family liaison Officer</b>	<p>Family Liaison Officer links with the community grew last year, increased contact with vulnerable families. FLO meet regularly with parents to offer support with finance, food, clothing housing.</p> <p>All families report that the support was highly impactful and supportive. Circle of security course run for parents; all parents reported a positive impact on behaviour at home and improving relationships.</p>
<b>Rising aspirations of learners- Brilliant Squad</b>	<p>Pupils identified for the programme (FSM, no family history of University education) undertook work with Cardiff university, focusing on Climate Change.</p> <p>Sessions were held fortnightly. All pupils graduated from the programme, 1 child gained a 2.1. All pupils enjoyed the programme, felt that it was worthwhile.</p>

<p><b>Further enhance the school's provision for emotional development.</b></p> <p><b>Wellbeing lead and ALNco/Safeguarding lead to engage with vulnerable families and to develop pupil voice within the school.</b></p>	<p>1 full time LSA delivering TIS support throughout the school and identified pupils accessing nurture provision.</p> <p>Grant used to fund wellbeing lead to be released in order to establish pupil Senedd (pupil voice groups). All pupils from Yr. 4-6 are part of the Senedd.</p> <p>1 full time TWS practitioner deployed to support in Grasshoppers, developing breakfast check in system daily to support emotional</p> <p>Grant used to support the release of ALNCo/Safeguarding lead to undertake role.</p>
<p><b>To develop resilient and self-esteem- Newport County Programme- Yr 2-Yr 6</b></p>	<p>Most pupils showed increased engagement with reading following the end of the programme.</p> <p>Teaches reported increased concentration and improved attitudes to reading.</p>
<p><b>To continue to develop the emotional resilience and wellbeing of pupils. Play therapy</b></p>	<p>Play Therapist has worked with 20 last year. Pupils accessed weekly sessions, parents/carers attended sessions.</p> <p>Pupils made good progress, in regulating feelings and emotions- emotional outpouring situations are infrequency and pupil used quiet space and strategies developed in the sessions.</p> <p>Most pupils are able to maintain control of emotions and behaviour in class for most of the time. Feedback from families highly positive.</p>
<p><b>To enhance the delivery of an engaging curriculum early interventions to accelerate the acquisition of skills.</b></p>	<p>Staff used to support the delivery of teaching and learning.</p> <p>Support for pupils with challenging behaviour and self-help skills- 1 pupil offered full time place accessing grasshoppers for and additional PM session.</p> <p>Highly successful in developing pupils understanding of routine, rules etc.</p> <p>Range of interventions offered within the classroom and are bespoke to the needs of the learners within the cohort.</p>

### 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.

Programme	Provider
Brilliant Squad- Pupils identified for the programme (FSM, no family history of	The brilliant Club

University education)	
To develop resilient and self-esteem- Newport County Programme- Yr 2 to Yr 6	Newport County Football Club

### Further information (optional)

At Penygarn Community Primary School we offer a wider range of support for all learners. We strive to build relationships and break down barriers in order to work effectively with the broader family network. We are keen to work with Mental Health In-Reach Practitioners and external agencies.

Senior leaders focus on inclusion, equity and wellbeing. They keep abreast of developments in these areas and how to tackle aspects of poverty by:

- Reviewing the school year with affordability in mind. Spacing out events and activities and monitoring the number of charity days / PTA events held.
- Reviewing what resources are needed from home to complete homework/ projects and take part in events and activities.
- Keeping stocks of school supplies, clothes and other basic necessities for learners who may need them.
- Keeping stocks of food and other basic necessities for families who might need them.
- Considering how school uniform could be less expensive.
- Setting up a pre-loved uniform shop and promoting this as a form of environmentalism, thus challenging the stigma of second-hand clothing.
- Recycling lost property/ items of uniform that are no longer needed.
- Providing an electronic system to make payments so that debt and non-payment is not evident to learners and their peers.
- Not discussing any costs or debts with learners or sending debt letters home with learners.
- Free school lunches for all learners (Infants 2022-23 & all learners 2023-24).
- Promoting the PDG access grant and eligibility for free school meals regularly in school communications.