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**Ysgol GG Johnston CP School**

**Pupil Development Grant 2022-23**

**School Spending Plan**

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| **2022/23 Allocation** | **Amount** |
| Continuum of statutory school age PDG allocation (based on January 2021 FSM per Welsh Government 36 pupils)  (11 Pupils LRC 1& 2 = £12,650) | £39,100 |
| Additional resource for PDG Early Years allocation  (4 year old FSM/4year olds x 3&4 year olds x £1,150 per pupil) | £18,400 |
| **TOTAL PDG ALLOCATION INCLUDING EARLY YEARS PDG** | **Total PDG 22-23** £57,500  **(£55804 2021-22)** |

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| **EYPDG OBJECTIVES**  **Priorities to be addressed.** | **Actions to be taken** | **Desired Outcomes** | **Actual Outcomes** | **Staffing costs** | **Other costs** |
| **Early Years PDG**  Support PDG with intervention/nurture during Early years. Use of LSA to support new learners’ introduction to school. | LSA to deliver the following activities to support FSM pupil within the Early Years Setting  Sessions during the Week will involve:-  ELSA  Sally  Read Write Inc.  Hands on Literacy  Fine motor tool kit Activities  BUCKET – activity | Measure pupils base line entry accurately. Measure progress over nursery / Reception Appropriate sub level movement.  Attendance 95%  Parental Engagement  RADY data. | Base line pupils to close the gap. Preparation for full time.  Developing independence and resilience.  Improvement in language development. | £5751  £11807 |  |
| **Early Years PDG**  Family Liaison Officers (FLO) Support. | F.L.O. to support pupils to improve transition of children joining the school.  - FLO will, support families with reading.  - Support families to access grants and home learning.  - FLO will support the Early Years team to improve relationships with parents.  - Implement the school attendance policy. | - Improve attendance in Early Years.  -Support E.Y. team to improve communication. | -Improved attendance.  - Improved transition to full time.  - Increased uptake of the home reading lending library.  -Support with school uniform.  -Support with screening. | £842 |  |
| Parent engagement  Springboard (Total £9000) on designated sessions | Establish parental evolvement with school and to support pupils learning. Provide skills for parents to support their children at the start of their schooling and identify parental need. - Training opportunities for parents/ | How to support children learn in school and at home. (Level2)  Attendance  Engagement with FSM families. | Improved attendance.  Improved relationship between families and school.  Improved engagement in curriculum and learning at school. | **£9000** |  |
| LRC PDG allocation  Planned, monitored and evaluated by CW LRC lead.  £12650 PDG allocation for LRC pupils | POPAT Programme  UFFCULM Reading Programme  Numicon programme  Numicon Programme  RWI  Reading Eggs subscription (Contribution)  \*LRC pupils/parents also access Springboard family working activities – including dedicated sessions/units to their needs. (£1000)  Parent liaison officer LG – undertaking work with LRC pupils. 10% (£1265)  Sara Howell – support 1-1 mainstream integration OD –Y4 25 hours | Pupils accessing appropriate programmes additional to LRC provision  A few accessing increasing mainstream provision  Nearly all make good progress in relation to starting points. | To enhance and develop opportunities for inclusion.  To support and enhance the progress of pupils integrating with mainstream classes. | Supporting Mainstream integration.  £5810 |  |
| **PDG OBJECTIVES**  **Priorities to be addressed.** | **Actions to be taken** | **Desired Outcomes** | **Actual Outcomes** | **Staffing costs** | **Other costs** |
| Targeted interventions and support.  Literacy support guided reading and additional support | Additional support to be provided to year one for reading.  Additional support to be provided for accelerated literacy (y4)  Interventions:  Phonics intervention  Accelerated Literacy  Success at arithmetic. | Accelerated progress (pupils making gains on SAS).  Closing the gap between reading ages and chronological ages.  Improved confidence in maths. | Accelerated progress (pupils making gains on SAS).  Closing the gap between reading ages and chronological ages. | £10,000 |  |
| Early Years Support | Additional phonics support to target pupils.  Additional support to target reading support.  Additional support to provide social skills groups.  Additional support to implement welsh MARSEARS approach. | Improved Progress against starting points as measured against the baseline. | Improved progress against Reading Assessment Policy. | £5000 |  |
| Early Years Support | Additional phonics support to target pupils.  Additional support to target reading support.  Additional support to provide social skills groups.  Additional support to implement welsh MARSEARS approach.  Elklan Training delivery KL (Backfill)  Reading Eggs subscription | Targeting pupils to make accelerated progress against starting points.  Improvement in progress against the baseline. | -Improvement in progress against the baseline.  -Improved in progress based upon entry levels. | £5000 |  |
| Universal Provisions. | * EduKey. * Wix * Altitude podcast. * Taith 360 * Unicef – Rights Respecting Schools   R.M. Easy Maths. | Improve communication with parents.  System to track ALN provisions is used accurately in line with the new framework. Podcasting software creates opportunities for pupils to develop skills in a real life context.  Taith 360 is used to track new curriculum provisions accurately.  Rights Respecting Schools becomes a key part of the school curriculum. | Strong communication from SLT facilitates parental involvement with the school.  ALN Provision is well monitored across the school.  Taith 360 is used to monitor new curriculum implementation.  Pupils are aware of their rights, Rights are taught in classes and the Rights Pupil Voice group has a strong voice in the school. | Total: £4290 |  |

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| **Total Pupil Development Grant** | £39,100 |
| Early years allocation | £18,400 |
| Total PDG & EY PDG | **Total Allocation £57,500** |

**Next steps**

By improving the quality of teaching, leadership and in particular Numeracy Oracy and Reading as well as supporting emotional development we are trying to implement low cost strategies that have the highest impact

Attendance: look for outside funding within the community to make sustainable beyond PDG e.g Springboard funding application GT/CW to coordinate. \***adjust budget to include EDU KEY – if LEA no longer fund**

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| Signed | Gareth L Thomas | Post title | Head teacher |
| Name | Gareth Luke Thomas & Ross Williams | | |
| Date | 13/4/22 (Update March 2022 ) | | |

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

From 2022-2023 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

## 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.

*If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.*

## School Overview

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| --- | --- |
| Detail | Data |
| School name | Johnston CP School |
| Number of pupils in school |  |
| Proportion (%) of PDG eligible pupils |  |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | 13/4/22 (Update December 2022 ) |
| Statement authorised by |  |
| PDG Lead | Gareth L Thomas |
| Governor Lead |  |

**Funding Overview**

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| --- | --- |
| **Detail** | **Amount** |
| PDG funding allocation this academic year |  |
|  | £39,100 |
| Early years allocation | £18,400 |
| **Total budget for this academic year** | ££57,500 |

# Part A: Strategy Plan

## Statement of Intent

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| *You may want to include information on:*   * *What are your ultimate objectives for the pupils being supported?* * *How does your current strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?* |

## 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 |
| *Add or delete rows as needed* |  |
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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.

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### Learning and Teaching

Budgeted cost: £ *[insert amount]*

|  |  |
| --- | --- |
| Activity | Evidence that supports this approach |
| *Add or delete rows as needed.* |  |
|  |  |

**Community Schools**

Budgeted cost: £ *[insert amount]*

|  |  |
| --- | --- |
| Activity | Evidence that supports this approach |
| *Add or delete rows as needed.* |  |
|  |  |

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

Budgeted cost: £ *[insert amount]*

|  |  |
| --- | --- |
| Activity | Evidence that supports this approach |
| *Add or delete rows as needed.* |  |
|  |  |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# 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 2020 to 2021 academic year.

## 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 |
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# Further information (optional)

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| *Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.* |