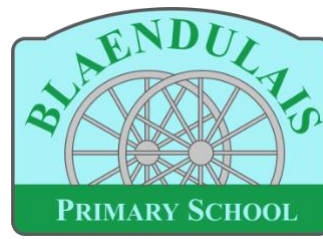




## **South West and Mid Wales Consortium ERW**

### **Pupil Deprivation Grant 2020 - 21 School Spending Plan**



**Blaendulais Primary School**

The School Effectiveness grant (SEG) and Pupil Deprivation Grant (PDG) are the Welsh Government's principal means of providing financial support for the three national priorities:

- Improving standards of literacy
- Improving standards of numeracy; and
- Reducing the impact of poverty

Where funding is delegated to schools it is a requirement that schools produce a costed annual programme and demonstrate that they are effectively carrying out the responsibility given to them under the programme and that all activities meet the priorities as outlined in the guidance documentation and that schools are able to evidence an impact on learner outcomes. **In drafting this plan schools should refer to the accompanying guidance.**


This spending plan ensures that schools are accountable for using the grant funding effectively and efficiently to support activity that clearly promotes and is focused on national priorities.

## Summary of proposed spend to improve the performance of pupils eligible for FSM

Pupil Deprivation Grant	<b>£54,050 (PDG) + £6,098 (PDG Local Authority Led Funding) = £60,148</b>
Early Years PDG	<b>£8,050</b>
Total PDG Fund	<b>£68,198</b>

FSM per year group			
	Number of children in Class	Number of Children entitled to FSM	% Mainstream Pupils entitled to FSM in each Year Group
			59 FSM Mainstream pupils across the whole school = 53%
Reception	11	3	27%
Year 1	6	5	83%
Year 2	15	6	40%
Year 3	24	17	71%
Year 4	10	4	40%
Year 5	17	11	65%
Year 6	22	10	45%

Activities to be funded from PDG	Cost (including any additional staffing)
<b>Teaching Assistant to support targeted FSM pupils in Years 1 and 2 on individual targets, Language, Literacy and Communication</b> Identify groups of learners in Years 1 and 2 who are eligible for FSM Work on pupils' IEP targets with individuals on a daily basis	<b>£25,196</b>

<p>Set up a group identifying the lower ability pupils (writing) in the data tracking system through analysis of phonic rocket data, spelling and reading tests</p> <p>Look at pupil's current attainment using INCERTS</p> <p>Analysis of individual pupil progress (Incerts: establish baseline)</p> <p>Deliver Phonic Rocket activities / programme under the direction of the class teacher</p> <p>Interim monitoring of pupil progress at regular intervals</p> <p>Work with the pupils on various aspects of Literacy – Oracy, Reading and Writing under the direction of the class teacher to improve standards in Language, Literacy and Communication</p> <p>Fluid movement of pupils on and off the programme dependent on progress being made by individuals</p>	
<p><b>Full-time Nurture/ELSA TA to deliver sessions to targeted pupils</b></p> <p>Identify pupils across the school with SEBD and prioritise their need for support and intervention</p> <p>Carry out NBAR for the targeted pupils</p> <p>Look at pupil's current attainment using INCERTS</p> <p>Identify the area of need to be worked on</p> <p>Deliver sessions weekly for a period of 8 weeks minimum depending on the individual's needs</p> <p>Complete sessions and carry out a second NBAR</p> <p>Look at pupil's current attainment using INCERTS and compare to previous</p> <p>Report to class teacher</p>	<b>£21,917</b>
<p><b>TA (0.9)to deliver sessions to Key Stage 2 pupils</b></p> <p>Support the implementation of 'In the Moment Planning' and its delivery within Foundation Phase</p> <p>Support the delivery of Key Stage 2 thematic curriculum with an emphasis on the eFSM learners</p> <p>To ensure that progress of pupils eligible for FSM make appropriate progress in relation to their individual targets and starting point</p> <p>To ensure that all pupils eligible for FSM develop the skills required to access the whole curriculum</p> <p>Report to class teacher</p>	<p><b>£8813 – 0.5 Early Years Support</b></p> <p><b>£7050 – 0.4 Key Stage 2 Support</b></p>
<p><b>0.5 TA Improving Reading Skills of FSM pupils (Rapid Reading and Code X)</b></p> <p>TA to deliver Rapid Reading afternoons per week</p> <p>Assess all pupils in Years 1-6 using the Salford Reading Test</p> <p>Analyse results of Salford Test as well as National reading Tests where applicable</p> <p>Identify those pupils who require intervention and deliver the programme</p> <p>Interim monitoring after approx 10 weeks</p> <p>Fluid movement of pupils on and off the programme dependent on progress made</p>	<p><b>£6,877</b></p> 
<b>TOTAL spend:</b>	<b>£69853.00</b>

## LINKS TO: School Improvement Priorities –


1. To improve pupils' reading skills;
2. To ensure KS2 pupils' basic numeracy skills are secure;
3. To improve pupils independence skills through metacognitive development;
4. To develop the use of experiential and active learning to motivate and stimulate pupils to develop their literacy and numeracy skills in Upper FP.

Resources (including ICT)	
	<b>Cost</b>
First News Annual Subscription	£204
<b>Total spend on Resources</b>	<b>£204.00</b>
<b>Total PDG Spend</b>	<b>£70,057.00</b>

Impact of activities			
	TARGET	ACTUAL	ACTUALS TO BE REPORTED AT END OF PROGRAMME
<b>Attendance</b>			
2018 - 19	95%	93.2%	
2019 – 20	95%	88.58% (Covid-19)	
Fixed term exclusions < 5 days (2018-19)	0	4 (2 FSM, 2 nFSM)	
Fixed term exclusions >5 days	0	0	
Permanent Exclusions	0	0	
Fixed term exclusions < 5 days (2019-20)	0	9 (5 eFSM, 1 nFSM)	
Fixed term exclusions >5 days	0	2 (1 eFSM, 1nFSM)	
Permanent Exclusions	0	1 (1 eFSM)	
2020 – 21	0		
<b>Foundation Phase (Aggregated)</b>			
% of pupils in receipt of FSM attaining FPOI	<b>2019 - 20</b>	<b>2019 - 20</b>	
	50%	44%	
	<b>2020 - 21</b>	<b>2020 - 21</b>	
	79%		
<b>Key Stage 2 (Aggregated)</b>			
% of pupils in receipt of FSM attaining CSI	<b>2019 – 20</b>	<b>2019 – 20</b>	
	75%	70%	

	<b>2020 - 21</b>	<b>2020 - 21</b>	
	44%		

<b>Impact Narrative</b>	The impact of all activities/intervention programmes funded by PDG will ensure that all pupils entitled to FSM achieve their full potential. Targets have been set for pupils to achieve FPOI/CSI at the end of FP and KS2 with a structured timetable for programmes and a clear focus being placed, to ensure that this is possible.
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Signed		Post title	<b>Head Teacher</b>
Name	<b>Mr G. Phillips</b>		
Date	<b>12<sup>th</sup> October 2020</b>		