**Pupil Deprivation Grant (PDG) Annual Spend Plan 2016 – 2017 Cwmrhydyceirw Primary School**

NB: Please refer to the Welsh Government, Pupil Deprivation Grant, Short Guidance for Practitioners, Guidance Document No: 125/2013

<http://wales.gov.uk/topics/educationandskills/publications/guidance/school-effectiveness-grant-2013-2015/?lang=en>

Continuum Key: C – Collaborative D- Developmental E – Evaluative ST – Strategic SU - Sustainable

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| **Total PDG / Cyfanswm GAD** | **£ 77,900** |

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| **Activity** – action required, for instance, recruitment of outstanding teachers (WA)  |  | **Outputs** – evidence that activities have occurred, for instance the number of teachers that have received catch up training (WA) | **Outcomes** –the difference / impact made, for instance improvement in numeracy levels. (WA) | **Inputs** –resources, in this case the PDG funding and human resource required (WA) |
| **Activity supported** i.e. collaborative, evaluative anddevelopmental( This will form the basis of the Cluster Financial Spend Plan ) | **Key** | **Intended Outputs** (evidence based) | **Intended Outcomes** i.e. Provision  | **Cost** |
| Intervention Programmes / Rhaglenni Ymyrraeth  |  CStSu | * Speech and Language Link (EY)
* Catch-up Numeracy groups continue. To use Catch –up maths intervention programme to improve targeted pupils basic computational and remembered facts. (NFER SS 85-95)
* Catch-up Literacy and phonic support groups continue. To use intervention programme to improve targeted pupils reading (National Tests SS 85-95) and phonic support for EY and Year 1.
* Improved literacy and numeracy skills of FSM and vulnerable pupils as evidenced by tracking system.
* Support staff highly trained / skilled to support identified pupils.
* Improved pupil self-esteem and efficacy.
 | * To support training for teachers and TAs to allow time for joint planning, monitoring and evaluating a range of specific interventions.
* To use data to track pupil progress.
* To encourage pupil self-confidence and motivation to monitor and evaluate their own learning.
* Improved numeracy and literacy levels and outcomes.
* Improved National Test performance.
* Improved Foundation Phase and Key Stage 2 core subject indicators.
* To use guided reading Intervention programme to raise standards of letter sound recognition for targeted pupils.
* Targeted support for EY pupils – Speech Link
* Early identification of Speech and Language difficulties via Language Link screening and implementing Speech and Language programme to support identified pupils.
 | £30,072£5,388 |
| PLCs / Professional Networks/Cymunedau Dysgu Proffesiynol / Rhwydweithiau Proffesiynol | StSuDC | * Provide team around the family sessions and parenting classes for families of vulnerable learners across the school.
* Link with local schools to strengthen provision for vulnerable learners.
 | * Improved communication with families of vulnerable learners.
* Improved parenting skills leading to more engagement with school of parents and learners.
* Improved attendance of vulnerable learners.
* Closer links established with local schools to promote good practice.
 | £0 (included in family liaison officer’s timetable) |
| School *and other* collaboration / Cydweithio ysgolion  | StDC | * Improve attendance of vulnerable learners.
* Improve relationships and facilitate support for families of vulnerable learners.
* Updating subscriptions for pupils to access IT programmes at home.
* Museum program aimed at Year 5 FSM learners.
* To run a fortnightly extra curricular practical science club aimed at KS2 FSM learners (Sept-Easter)
* To provide 2 x weekly after school activities (Spring and Summer terms) to support pupils’ basic reading, punctuation and computational maths skills of FSM learners in Years 3-6.
 | * Continuation of Family Liaison Officer post to work directly with pupils and families.
* Provision of ‘Gingerbread’ groups (2 afternoons a week) to work with vulnerable learners in Years 1 and 2.
* Improved IT access for pupils at home.
* Improved confidence and literacy skills of Year 5 FSM learners through an enrichment programme at the Egypt centre.
* ‘Mad Science’ club will provide enrichment and consolidation in basic science skills for FSM learners across KS2.
* Enrichment of literacy and numeracy skills.
 | £22,937£3,388£2,350£1,500£4,000£2,200 |
| Central support /Systemau cefnogaeth |  |  |  |  |

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| **Hyfforddiant / Training CPD** | **No.** | **£** |
| Nifer yr athrawon i gael eu hyfforddi e.e. ymddiriedolaeth Sutton neu raglenni ymyrraethNumber of teachers to be trained in deprivation based activities. | 2 | £900 |
| Nifer y staff cefnogi i gael eu hyfforddi e.e. ymddiriedolaeth Sutton neu raglenni ymyrraethNumber of support staff to be trained in deprivation based activities (Trauma and attachment training, family engagement, TAF training, interviewing vulnerable parents training. | 2 | 3,500 |
| Nifer y rhaglenni Dysgu i’r Teulu Number of Family Learning programmes | 2 | 3,500 |

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|  | **Effaith Gweithgareddau / Impact of activities (**i gwblhau fel y bo’n briodol / complete as appropriate) |
|  | **GWIRIONEDDOL / ACTUAL** **2015-16** | **TARGED / TARGET****2016-17** | **GWIRIONEDDOL / ACTUAL** **2016-17** |  |
| **Presenoldeb - % o ddisgyblion sy’n derbyn prydau ysgol am ddim** **/ Attendance** % of pupils in receipt of FSM( pupils 15/16) | 94.4% | 94.7% |  |
| **Cyfnod Sylfaen / Foundation Phase**% o ddisgyblion sy’n derbyn prydau ysgol am ddim sy’n cyflawni FPOI % of pupils in receipt of FSM attaining FPOI (10 pupils FSM 2015/16) | 100% | 91.5% |  |
| **Cyfnod Allweddol 2 / Key Stage 2**% o ddisgyblion sy’n derbyn prydau ysgol am ddim sy’n cyflawni’r DPC % of pupils in receipt of FSM attaining CSI (16 pupils FSM 2015/16) | 81.3% | 88.9% |  |

In addition to these indicators, you may wish to use others which reflect your school’s aims for addressing the impact of deprivation. Examples may include the number of learners accessing after school clubs, taking music lessons etc.

Please note***: “Schools are required to publish online their PDG allocation, together with details of***

***how they have utilised the grant, the grant spend and its impact, to ensure that they***

***are accountable for their performance to parents/carers and the wider community***

***and that they have addressed the specific focus of the funding.”***