

Headteacher

This week, the Minister for Education and Skills wrote to the Regional Consortia reminding us of the need for schools to publish details of their PDG allocation and spend online. It is not always appropriate for schools to publish their plans in detail due to the risk of identifying individuals. Therefore, in order to meet the grant requirements, we suggest that you complete the following template.

*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.*

Ysgol Maes Y Coed PDG Statement

The Pupil Deprivation Grant (PDG) is allocated to schools with pupils who come from low-income families and are currently known to be eligible for free school meals (e-FSM) and pupils who have been looked after continuously for more than six months (LAC).

Schools are expected to make the best use of this funding to implement sustainable strategies that will quickly bring about changes for learners eligible for free school meals or who are LAC.

As a school we have agreed the following three steps:

1. to identify the target group of pupils, its characteristics and needs
2. to plan interventions which make the most effective use of resources
3. to monitor and evaluate the impact of resources

In 2014-15 Ysgol Maes Y Coed was provided with a PDG allocation of £24,786.

At Ysgol Maes Y Coed we have a comprehensive plan, agreed and monitored by Neath Port Talbot Local Authority and ERW, to promote progress and remove barriers to learning for students eligible for this funding.

We have used the funding available to:

- Enhance teaching and learning by allocating staff to attend training on PECs. This programme is used across the school and will support pupils with communication needs.
- Provide intervention and support programmes that are proven to have the greatest impact and to be sustainable-staff are to be trained and retrained in the TEACCH approach to learning. This method helps and aids the curriculum both with pupils with Autism and SLD
- Provide specific high quality training for school staff, including Intensive Interaction, Numicon and behaviour techniques

- Implement and use data tracking systems to identify learners' needs, target interventions and monitor impact. School have been looking at the Sleuth tracking programme which would help staff keep a better track of incidents and look for triggers and common factors
- Work in partnership with other schools, the community and other organisations-Peer assisted learning. Giving mainstream school opportunities to share resources and to give two way integration into schools. Providing Intensive Interaction/ Signalong training for teachers and parents from our school and Mainstream units.
- Look at including HLTA's in SLT meetings to improve scope
- Look at family values scheme across school. Include in planning and speak with parents.
- Individual ICT assessment for those pupils who have physical difficulties and for whom electronic equipment would aid progress and give full access to curriculum
- After school club- to enhance pupil activity-many pupils do not access out of school groups and this would be an opportunity for them.

Regular termly feedback to Govs ensures monitoring of funding

