

2020 – 21

**Pupil Deprivation Grant (PDG) Annual Spend Plan**  
**Grant Amddifadedd Disgyblion (GAD) Cynllun Gwariant Blynyddol**  
**Brynmill Primary School**

**School 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 Looked After Children (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 2020/21 Brynmill Primary School was provided with a PDG allocation of £ 44,850

At **Brynmill Primary School** we have a comprehensive plan, agreed and monitored by Swansea 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:

- provide intervention and support programmes for maximum impact
- Implement and use data tracking systems to identify learners' needs, target interventions and monitor impact.
- improve attendance of target group through the work of the School Attendance Officer including supporting families of identified pupils

Please find our plan for 2020/2021 Pupil Deprivation Grant below

<b>Total PDG / Cyfanswm GAD</b>	<b>£44,850</b>
<b>eFSM-,</b>	<b>£37,950</b>
<b>Early Years</b>	<b>£6900</b>

- *Green font signifies additions in response to Covid 19*

<p><b>Activity</b> – action required, for instance, recruitment of outstanding teachers (WA)</p>	<p><b>Outputs</b> – evidence that activities have occurred, for instance the number of teachers that have received catch up training (WA)</p>	<p><b>Outcomes</b> – the difference / impact made, for instance improvement in numeracy levels. (WA)</p>	<p><b>Inputs</b> – resources, in this case the PDG funding and human resource required (WA)</p>
<p><b>Activity supported</b> i.e. collaborative, evaluative and developmental ( This will form the basis of the Cluster Financial Spend Plan )</p>	<p><b>Intended Outputs</b> (evidence based)</p>	<p><b>Intended Outcomes</b> i.e. Provision</p>	<p><b>Cost</b></p>
<p>Intervention Programmes / Rhaglenni Ymyrraeth</p>	<p>Utilise Teaching Assistants specifically for the delivery of intervention programmes, drawing on best practice.</p> <ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy Intervention including rich task challenge for More Able pupils who are eligible for free school meals</li> <li>• To evaluate the effectiveness of interventions</li> <li>• Wellbeing interventions - bespoke if necessary</li> <li>• To target specific groups of pupils supporting those pupils to overcome identified barriers that prevent learners from disadvantaged backgrounds achieving their full potential</li> </ul>	<ul style="list-style-type: none"> <li>• To improve performance in Literacy and Numeracy skills of pupils that are eligible for free school meals</li> <li>• Impact of Literacy and Numeracy interventions measured through data e.g., National Test outcomes, Reading Ages, Spelling Ages, phonics assessments (age and stage dependent)</li> <li>• Wellbeing needs of disadvantaged pupils <i>arising from the forces closure and current safety arrangements</i>, are identified and responsive measures are planned and delivered.</li> </ul>	<p>TA delivery – 1 x 25 hours</p> <p>Family Wellbeing Leader (hours below)</p>
<p>School and other collaboration / Cydweithio ysgolion</p>	<p>Staff member seconded for 12.5 hours per week to work with EWO monitoring attendance, carrying out the role of School Attendance Officer</p> <p>Ensure parents are aware of procedures for nonattendance:</p> <ul style="list-style-type: none"> <li>• First point of contact for parents and carers of pupils identified as e FSM on all attendance related matters and concerns.</li> <li>• Monitor attendance / punctuality closely</li> <li>• Regular communication with parents of pupils identified as e FSM to promote and support good attendance and punctuality</li> <li>• Collaborate with EWO regularly and jointly</li> <li>• address issues via letters, home visits</li> </ul>	<ul style="list-style-type: none"> <li>• Actions impact positively on attendance and punctuality of disadvantaged pupils. Improvement in levels of attendance (and punctuality) of all disadvantaged pupils and where possible to increase the percentage of FSM pupils with an attendance percentage of 90%+</li> <li>• Actions impact positively on family and community engagement. Increased the involvement in school life of the parents and families of FSM students</li> </ul>	<p>12.5 hours a week</p>

	<ul style="list-style-type: none"> <li>• Collaborate with the school's own Family Wellbeing Leader to support families of pupils who are eFSM</li> <li>• Rewards/ certificates/ prizes presented for excellent attendance on weekly, termly and annual basis. (pre and post Covid arrangements).</li> </ul>		
Family Wellbeing Leader	<p>To reduce the impact of disadvantage and to engage with the families of the most vulnerable pupils by:</p> <ul style="list-style-type: none"> <li>• offering practical help and emotional support to pupils and families experiencing various problems.</li> <li>• Supporting pupils and their families in school with any concerns involving parenting, education, behaviour, attendance and health.</li> <li>• Providing a friendly, approachable, and confidential point of contact for families</li> <li>• Working with families to encourage excellent home/school links.</li> <li>• Explore/create and implement relevant Health &amp; Wellbeing interventions in the light of current situation</li> <li>• Liaise with families of pupils identified as eFSM to ensure digital inclusion with regards to distance learning</li> <li>• To collaborate with the School Attendance Officer in order to improve the attendance of identified disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Actions impact positively on family and community engagement. Increased the involvement in school life of the parents and families of FSM students</li> <li>• Actions impact positively on well-being of pupils. Identified disadvantaged pupils demonstrate improved behaviour &amp; self-esteem.</li> <li>• Actions impact positively on behaviour or attendance. Through close collaboration with the Inclusion &amp; Behaviour Team, and the School Attendance Officer, identified disadvantaged pupils begin to overcome barriers to learning to achieve their full potential. <ul style="list-style-type: none"> <li>• Wellbeing needs of disadvantaged pupils arising from the forces closure and current safety arrangements, are identified and responsive measures are planned and delivered.</li> </ul> </li> </ul>	27.5 hour per week
Early Years	<p>To reduce the impact of disadvantage by supporting identified eFSM pupils in Lower Foundation Phase</p> <ul style="list-style-type: none"> <li>• Key identified focus is precursive handwriting skills</li> </ul>	<p>To improve the Literacy and numeracy skills of disadvantaged pupils in lower Foundation Phase including:</p> <ul style="list-style-type: none"> <li>• Improved precursive &amp; cursive handwriting skills</li> </ul>	TA delivery 7.5 hour per week Early Years

**Education Improvement Grant  
2020/2021**

Source of Funding	Purpose	Sum
Education Improvement Grant Including funding for Foundation Phase associate staff	Improving Literacy Improving Numeracy Breaking the link between disadvantage and educational attainment	£119,955

<b>Activity</b> – action required, for instance, recruitment of outstanding teachers (WA)	<b>Outcomes</b> – the difference / impact made, for instance improvement in numeracy levels. (WA)	<b>Inputs</b> – resources, in this case the EIG funding and human resource required (WA)
To fund Foundation Phase associate staff in accordance with the recommended ratios To deliver high quality Foundation Phase.	<ul style="list-style-type: none"> <li>• FP staff contribute to the delivery of a high-quality foundation phase in many ways including:</li> <li>• Participate in and contribution to the planning process</li> <li>• <b>Creation of on demand content to support distance learning</b></li> <li>• Reflecting on the professional standards for teaching assistants and actively participate in performance management.</li> <li>• Engaging in professional development training and events</li> <li>• Supporting identified groups of learners for Literacy and numeracy, supporting the learning process by mitigating a range of barriers to learning.</li> <li>• Supporting the wellbeing needs of pupils leading to improved wellbeing outcomes</li> <li>• Working as part of a team to improve Literacy Languages &amp; Communication, Numeracy, Digital, expressive arts, Health and Wellbeing outcomes for pupils</li> <li>• <b>Working as part of a team to maintain a safe learning environment for all.</b></li> </ul>	6.7 FTE Teaching Assistants funded