

# Pupil Development Grant School 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

Detail	Data
School name	Llangedwyn
Number of learners in school	11
Proportion (%) of PDG eligible learners	18%
Date this statement was published	17.7.2023
Date on which it will be reviewed	17.7.2024
Statement authorised by	Catherine Hart
PDG Lead	Catherine Hart
Governor Lead	Debi Storey

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£4,600.00
<b>Total budget for this academic year</b>	<b>£172,681.00</b>

## Part A: Strategy Plan

### Statement of intent

You may want to include information on:

- What are your ultimate objectives for the children 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.

Intended outcome	Success criteria
Nearly all eFSM learners make at least expected progress during the year	<ul style="list-style-type: none"><li>▪ Identified gaps in learners' development in literacy and numeracy are identified.</li><li>▪ 'Closing gap' sessions ensure that targeted learners make progress in these areas.</li><li>▪ Application of this learning can be seen in work across the curriculum.</li><li>▪ Personalised assessment test demonstrate improvement in standardised scores from the start to the finish of the year for most eFSM learners.</li></ul>
All eFSM learners have access to residential trips during the year.	<ul style="list-style-type: none"><li>▪ Most eFSM learners take part in residential trips.</li><li>▪ Most eFSM learners can talk about the impact of attending the trip has had on them.</li></ul>
Emotion Coaching is used to support behaviour.	<ul style="list-style-type: none"><li>▪ All members of staff use emotion coaching techniques and scripts throughout the school day.</li><li>▪ The number of recorded behavioural concerns for eFSM learners is reduced during the year.</li><li>▪ Many learners can be seen responding positively to 'emotion coaching' conversations.</li><li>▪ Many learners can be seen to be using empathy when talking and working with their friends.</li><li>▪ Many learners can be seen to be using problem solving approaches to resolve difficult situations individually, or with their peers, independently</li></ul>

## Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

<ul style="list-style-type: none"> <li>Develop <i>closing the gap</i> group with focus on literacy and numeracy skills at KS2 to ensure all pupils, including eFSM are engaged and ready to learn. Focus on metacognition strategies to support learning. (5x 15 mins per week)</li> </ul>	£635
<ul style="list-style-type: none"> <li>Provide in class support for eFSM pupils by using targeted feedback and collaborative learning approaches</li> </ul>	£3,015
<ul style="list-style-type: none"> <li>Provide support for eFSM pupils to access residential trips</li> </ul>	£750
<ul style="list-style-type: none"> <li>Emotion Coaching training</li> </ul>	£200
	<b>Total: £4,630.00</b>

## Learning and teaching

Budgeted cost: **£3640.00**

Activity	Evidence that supports this approach
Develop closing the gap group with focus on literacy and numeracy skills at KS2 to ensure all pupils, including eFSM are engaged and ready to learn. Focus on metacognition strategies to support learning.	One to one tuition <a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> Metacognition and self-regulation <a href="http://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>
Provide in class support for eFSM pupils by using targeted feedback and collaborative learning approaches.	Feedback <a href="http://educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a> Collaborative learning approaches <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>

**Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)**

Budgeted cost: **£750**

Activity	Evidence that supports this approach
Funding for residential trips	Social inclusion and equity of opportunities for all pupils.

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

Budgeted cost: **£200**

Activity	Evidence that supports this approach
Trauma Informed Schools training	<a href="#">Trauma Informed Schools UK</a>

Total budgeted cost: **£4,630.00**

## **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 2022 to 2023 academic year.



PDG Impact  
Assessment 2022-23

### **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.

Programme	Provider
Trauma Informed Schools Diploma	TISUK
ELSA Training	Powys County Council
MLSA Training	Powys County Council

**Further information (optional)**

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.