

Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2024 to 2025 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.

School Overview

Detail	Data
School name	Llantarnam Community Primary School
Number of learners in school	360: 321 statutory age 39 nursery
Proportion (%) of PDG eligible learners	TPFSM – 22% EFSM – 12%
Date this statement was published	July 2024
Date on which it will be reviewed	March 2025
Statement authorised by	L. Perrett
PDG Lead	A. Spencer
Governor Lead	D. Phillips

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£55,200
pupil deprivation grant EY	£4,600
PDG top up - LA	£17,000
Total budget for this academic year	£76,800



Pupil Deprivation Grant (PDG) Plan 2024-25

Part A: Strategy Plan

Statement of intent

- To enhance wellbeing and accelerate learning in personal, social and emotional skills, literacy and/or mathematics.
- To provide enriched experiences which support wellbeing and learning.
- To provide equity and close the gap in learning and wellbeing.
- The plan and provision will provide a range of experiences and one to one and/or small group additional interventions to support targeted development and/or accelerated learning in literacy, mathematics and personal, social and emotional skills.

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
Accelerated learning/achievement of pupil targets in, Literacy and or numeracy.	Achieve accelerated learning targets (literacy, numeracy, personal, social and emotional). Achieve individual attendance target. Learning gap in relation to expected reduced.
Accelerated development of PSED skills and wellbeing.	Achieved PSED targets. Improved wellbeing.
Enhanced wellbeing and broadened immersion in authentic real-life experiences.	Enhanced wellbeing, learning and PSED development through enhanced and broadened experiences.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above.

Intervention Programmes to support equity, enhance wellbeing and provide breadth and depth of experiences, accelerate learning in literacy, numeracy and personal, social and emotional skills.

Staff to provide programmes including blank levelling COMIT communication, RWI, Fresh Start, bespoke literacy, CLIC for number and calculation.

Nurture, talk about, circle of friends, dog therapy, play therapy and play service provision, care equity and support and family and community engagement focused work to enhance wellbeing and personal, social and emotional skills.

Learning and teaching

Activity	Evidence that supports this approach
<p>Interventions to accelerate learning, wellbeing and personal, social and emotional skills (to provide equity)</p> <p>Staff £50,092</p>	<p>EEF Sutton toolkit</p> <p>Reading comprehension strategies: impact in months - 6</p> <p>Oral language interventions: impact in months - 6</p> <p>Phonics: impact in months 5</p> <p>One-to-one tuition: impact in months 5</p> <p>Teaching assistants interventions: impact in months 4</p> <p>Social and emotional interventions: impact in months - 4</p> <p>Behaviour interventions: impact in months -4</p> <p>Small group tuition: impact in months 4</p>
<p>Additional provision/interventions to support improved wellbeing and personal, social and emotional skills</p> <p>Dog Therapy - £2,000</p> <p>Play therapy - £2,400.50</p> <p>Play service - £6,000</p>	<p>Social and emotional interventions: impact in months - 4</p> <p>Behaviour interventions: impact in months - 4</p> <p>The benefits of a school dog:</p> <p>School dogs have been proven to help develop Pupils' reading skills, improve behaviour, attendance and academic confidence, as well as increasing student understanding of responsibility and in the development of empathy and nurturing skills.</p> <p>Play therapy:</p> <p>Improved cognitive, physical, social and emotional well-being of children. They learn about the world and themselves. They also learn skills for study, work and relationships such as confidence.</p>

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

Activity	Evidence that supports this approach
Family and community engagement officer £16,307.50	EEF Sutton tool kit Parental engagement: impact in months 4 In Wales, research from Estyn, the Educational Inspectorate, has identified that schools that are most effective in overcoming the impact of poverty on educational attainment are those that, as well as having excellent teaching, learner support and leadership in place, reach out to families and the community (Estyn, ...26 Sept 2023
Care, equity and support – focus on Attendance Family and community engagement activities and focus work.	

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 2023 to 2024 academic year.

Activity	Impact
Interventions to provide equity and accelerated learning	Most learners made the expected progress.
Dog therapy	Nearly all targeted learners achieved progress targets
Communication friendly schools – blank levelling	Effective provision for teaching and assessing development of early communication skills.

Externally provided programmes

Programme	Provider
Dog Therapy	Caring Canines
Communication Friendly Schools	SEN COM (COMIT)