



Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

PUPIL DEVELOPMENT GRANT STRATEGY 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.

School Overview

Detail	Data
School name	Ysgol Llanhari
Number of pupils in school	683
Proportion (%) of PDG eligible pupils	7.6%
Date this statement was published	April 2023
Date on which it will be reviewed	March 2024

Statement authorised by	Meinir Thomas
PDG Lead	Meinir Thomas / Elen George
Governor Lead	Mrs Helen Sharkey

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£50,800
Total budget for this academic year	£50,800

Part A: Strategy Plan

Statement of Intent

Our aim at Ysgol Llanhari is to reduce the obstacles facing pupils from less privileged backgrounds. We offer support and provision that helps them achieve their full potential. We do this in the context of realising the Welsh Government's ambition in our National Mission of high standards and aspirations for everyone.

Our strategic plan focuses on specific aspects that will work towards realising the aim of reducing barriers e.g. ensuring high quality learning and teaching provision for all pupils, access to enrichment activities for pupils with free school meals, offering support and personal mentoring to meet the emotional needs of vulnerable pupils in accordance with the Framework for emotional and social

health and well-being.

The main principles of the strategy plan focus on ensuring equity for vulnerable pupils, It is intended to proceed in a robust way to identify need in relation to disadvantaged pupils, their circumstances, achievement and progress and plan interventions that will assist them to make progress and fulfill potential.

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
Concentrate on improving FSM pupils' attendance by implementing specific strategies in line with the school's usual tracking system	Target of 86% attendance for FSM pupils achieved
Tracking of attitude towards learning and progress made by FSM pupils across the school shows that pupils are achieving their potential. Create underachiever groups from the FSM pupils in each secondary year and in the secondary department	Tracking attitude to learning and progress data (in accordance with CfW requirements) highlight that the pupils are achieving their potential. External examination data showing that FSM pupils achieve potential
Develop staff's knowledge of good practice with regards to Teaching and Learning in line with the main principles of <i>When the Adults Change</i> by Paul Dix	Lesson observations and pupil voice ascertain that teaching and learning principles are evident in school and offer equity for all.
FSM pupils have access to the whole curriculum and extra curricular events, and that poverty is not a barrier to	Analysis of FSM pupils' participation in activities ascertain that this occurs naturally and frequently.

participation.	
Ensure that support by specialist staff is available to all pupils including vulnerable pupils.	Specialist support means that vulnerable pupils thrive in the school community with improvement in terms of attendance, personalisation of learning and evidence of a good attitude to learning leading to academic progress.

Activity in this academic year

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

1. Contribution to the salary of the Wellbeing and Inclusion administrative post
2. Provide *When the adults change* training and monitor the impact of the training
3. Set aside a certain amount of funding to contribute to curricular and extracurricular activities
4. Contribution to the salary of the whole school well-being officer and Level 3 Wellbeing and Inclusion assistant in the primary department

Learning and Teaching

Budgeted cost: £8000

Activity	Evidence that supports this approach
Provide <i>When the adults change</i> training and monitor the impact of the training.	This work was presented at a conference to RCT headteachers and it was decided as the Leadership Team that training on this would be suitable in terms of ensuring equal opportunities for all pupils, including the vulnerable pupils.
A group of staff to complete action research on the recommendations of Tom Bennett in <i>Running the Room</i>	This work was also presented at a conference for RCT heads. It was decided to pilot with a key group of staff in the first place before sharing with the rest of the staff.

Community Schools

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach
Contribution to the salary of the whole school well-being officer. An essential part of her work is to support parents and work with <i>Resilient Families</i> who support the pupils.	By employing a wellbeing offices, there is an opportunity to monitor the progress and emotional wellbeing of the pupils regularly.

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

Budgeted cost: £ 22,800

Activity	Evidence that supports this approach
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Following a higher demand during 2022-23, increase the amount available for a contribution to instrumental IT/ digital learning resources, instrumental lessons/clubs/educational visits for those pupils facing financial obstacles. Cost should not be a barrier to any pupil who wants to aim high (£5000)	Vulnerable pupils have equal opportunity for provision that is available to all pupils
A contribution to the salary of a Welfare and inclusion administrative officer in order to ensure robust processes to monitor and improve the attendance of FSM pupils so that they reach their full potential. Collaboration with agencies and families. (£9000)	Closer monitoring offers an opportunity to improve the % attendance of PYD pupils and the target group of vulnerable pupils.
Contribution to the salary of a teaching assistant who is responsible for Hafan (welfare) in the primary department. The establishment of the primary Hafan in September 2022 has meant that there is a specific point of contact for well-being in the primary department, where pupils receive emotional support such as ELSA. (£8,800)	The Hafan welfare provision since September 2022 has been excellent support for a number of vulnerable pupils and there is a great need for this to continue in 2023-24

Total budgeted cost: £ 50,800

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 2020 to 2021 academic year.

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
n/a	

Further information (optional) – evaluation of PDG Plan 2022-23

Focus Area	Actions	Who	Start date	End date	Cost	Monitoring	Evaluation Summer/ Sept 2023
2,7	Ensure systematic and robust processes to monitor and improve FSM pupil attendance to ensure they reach their potential. Liaise with agencies and the families.	ELG	April 2022	March 2023	£5,000 towards salary of Attendance Officer	ELG	The gap between the attendance of the school's PYD pupils and the other pupils has slightly improved this year. A gap of 10% in 2021-22 reduced to gap of 8% 2022-23. Despite working closely with external agencies and RCT's welfare officer, the gap remains. This remains an action issue for 2023-24 again. Earlier intervention is still needed
2,3,5	<p>Develop a systematic method of intervention:</p> <ul style="list-style-type: none"> Learning Support Staff to review and ensure appropriate intervention for pupils who are below expected standards. <p>Contribution towards LSA/TA from Foundation Phase to KS3 salary.</p>	EHS	April 2022	March 2023	£23,050 towards LSA/TA salaries	EHS Regular tracking and reviewing intervention	Consistent tracking and a comprehensive program this year. Pupils will be retested in June 2023 to check the impact of the literacy and numeracy interventions. The team structure is effective and the leadership is excellent. Pupils have been consistently rewarded in assemblies in order to foster a sense

	Promote a feeling of success: Rewards, eg attendance, certificates etc.	ASL	April 2022	March 2023	£1000	ELG	of success.
3	Arrange provision of a high quality to disadvantaged learners – e.g visiting speakers PSE, improving teaching and learning; feedback to pupils,(cost of releasing to sctutinise books), Elsa INSET, parents information/ training evenings, , photocopying, resources.	ASL/EHS/ ELG	April 2022	March 2023	£3,000	SLT	All pupils, including vulnerable pupils have benefited from this year's comprehensive PSE programme. Refinement is needed for 2023-24 to ensure appropriate attention to all statutory elements of the curriculum. Other aspects of the provision have also been successful.
4 a 5	Contribution towards tuition/ equipment – eg music, ICT/Digital Learning, clubs, enabling residential / educational visits for target groups	ELG	April 2022	March 2023	£3,000	SLT	A number of pupils have benefited e residential courses to the Bay, Llangrannog and Glanllyn together with one PYD pupil on an A Level Welsh course to Glanllyn. There is an increasing demand for support so th amount will be increased for the 2024 grant
1 5 6 a 7	Contribution towards Health and Wellbeing Manager's salary. Contribution towards HLTA salary to run the wellbeing intervention and support Hafan	ELG ELG	April 2022 April 2022	March 2023 March 2023	£15,000 £7,450	ELG ELG Regular monitoring of progress and emotional wellbeing	The support of these two members of staff is key when trying to support pupils emotionally. There has been more focus this year on evaluating th impact of the support. The termly meetings bear witness to this.

