



## 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.

### PUPIL DEVELOPMENT GRANT STRATEGY 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**

Details	Data
School name	Ysgol Llanhari
Number of pupils in school	652
Proportion (%) of PDG eligible pupils	6.1%
Date this statement was published	April 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Meinir Thomas

PDG Lead	Meinir Thomas / Elen George
Governor Lead	Mrs Helen Sharkey

### **Funding Overview**

<b>Details</b>	<b>Sum</b>
PDG funding allocation this academic year	£46,000
<b>Total budget for this academic year</b>	£46,000

### **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.

<b>Intended Outcomes</b>	<b>Success Criteria</b>
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
Embed 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 following INSET February 2024	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 participation.	Analysis of FSM pupils' participation in activities ascertain that this occurs naturally and frequently.
Respond strategically to National priority of <i>Tackling Poverty</i>	Campaigns have taken place regularly during the year which means that the financially less privileged pupils' experience of

	school is a more positive one. Monitoring through the pupil's voice will be key in this.
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.

<ol style="list-style-type: none"> <li>1. Contribution to the salary of the Wellbeing and Inclusion administrative post</li> <li>2. PLC to act on training <i>When the adults change</i>, share good practice and monitor effect of the professional learning</li> <li>3. Set aside a certain amount of funding to contribute to curricular and extracurricular activities</li> <li>4. Tackling Poverty campaigns take place throughout the year</li> <li>4. Contribution to the salary of the whole school well-being officer</li> </ol>
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### Teaching and Learning

**Budgeted Cost : £2000**

Activity	Evidence that supports this approach
Staff to complete action research on the recommendations of <i>When the adults</i> change and share good practice with other members of staff	The principles were presented in a cluster INSET Under the guidance of an Assistant Head of Learning and teaching we will trial with a key group of staff in the first place before cascading to the rest of the staff.

### Community Schools

**Budgeted Cost** : £ 25,000

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
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 officer, 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: £ 19,000

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
Following a higher demand during 2023-24, increase the amount available for a contribution to instrumental IT/ digital learning resources, instrumental lessons/clubs/educational visits for those pupils facing	Vulnerable pupils have equal opportunity for provision that is available to all pupils

financial obstacles. Cost should not be a barrier to any pupil who wants to aim high (£8000)	
Refine strategies to Tackle Poverty by promoting various aspects such as free period sanitation, school uniform swap shop, hygiene products scheme etc (£1000)	Pupil voice notes that assistance is available without this being obvious to others.
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. (£10,000)	Closer monitoring offers an opportunity to improve the % attendance of PYD pupils and the target group of vulnerable pupils.

**Total budgeted cost: £ 46,000**

**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.

***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.*

<b>Programme</b>	<b>Provider</b>
Cluster INSET <i>When the adults change</i>	Paul Dix Company

### **Further information (optional) – evaluation of PDG Plan 2023-24**

Aspects of the PDG form part of the school's improvement plan. The gap between the attendance of the school's FSM pupils and the other pupils has improved slightly this year. Gap of 7% 2022-23 reduced to a gap of 6% in 2023-24. RCT's gap is 7%. Despite working closely with external agencies and RCT's welfare officer, the gap remains. So this will continue to be a strategic priority for 2024-25 again with flexibility coming from funding an administrative officer from the grant. In order to reduce the impact of poverty on pupils, a number of pupils have benefited e.g. residential courses to Cardiff Bay, Llangrannog and Glanllyn. There is an increasing demand for support so the amount will be increased for the 2024-25 grant. An INSET on *When the adults change* was held with the cluster. The feedback was positive and we will continue this work this year. Using PDG funding on staff who support pupils in accordance with the Framework's requirements on a whole school approach for emotional and mental well-being is key. There has been more focus this year on evaluating the support. The termly meetings are evidence of this.