



"Roots to Grow,

Wings to Fly"



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	Coed Glas Primary
Number of pupils in school	496
Proportion (%) of PDG eligible pupils	34%
Date this statement was published	10.10.22
Date on which it will be reviewed	1.4.23
Statement authorised by	
PDG Lead	Nicole Shapley
Governor Lead	TBC

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 184,000
PDG	£143,750
EYPDG	£40,250
Total budget for this academic year	£ 2,497,513

Part A: Strategy Plan

Statement of Intent

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
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To improve the emotional and social wellbeing of groups of pupils.	Improved attendance of targeted pupils. Fewer instances of dysregulation Improved NT scores/teacher assessment
To develop sustained parental engagement.	Improved attendance of targeted pupils. Fewer instances of dysregulation Improved NT scores/teacher assessment
Improved learning progress of youngest children. Improved emotional and social skills from targeted learners. Improved learning progress in Year 5 2022-23.	Improved attendance of targeted pupils. Smaller class sizes
To close the attainment gap between socially disadvantaged learners and their peers.	The attainment gap is reduced.

Activity in this academic year

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

Learning and Teaching

Budgeted cost: £131,148

Activity	Evidence that supports this approach
Employing a teacher for an additional class in Reception academic year 2021-22	The youngest children missed the most early years education due to covid. This particular cohort has the highest numbers of eFSM. All eFSM pupils regardless of whether they meet the threshold of intervention or need for wellbeing support will be discussed at Pupil Progress meetings. . Where possible barriers to learning are discussed with parents e.g., if a laptop is needed for home learning or support need to access enrichment activities eFSM pupils are supported to access school trips/residential trips where needed.
Employing a teacher for an additional	Very large classes (33/34 in each Year 4 class 2021-22)

class in Year 5 academic year 2022-23	Highest levels of social and emotional difficulties and eFSM eFSM pupils are supported to access school trips/residential trips where needed.
Specific, individualised targeted support for identified pupils	Setting up a Wellbeing class to support identified eFSM pupils

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

Budgeted cost: £67,997

Activity	Evidence that supports this approach
Setting up and staffing a wellbeing class 2022-23	Growing number of pupils requiring additional bespoke emotional support
Training for additional Thrive Practitioners	Growing number of pupils requiring additional bespoke emotional support

Total budgeted cost: £ 199,145

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
Thrive Practitioner training	Thrive

Further information (optional)

- Re-introduction of Pupil Progress meetings for targeted groups of learners
- Additional spaces in Breakfast Club
- Two members of staff training as Family Thrive Practitioners
- SIP priorities with bridging the gap actions weaving throughout
- School vision linked to inclusion
- Involvement of all stakeholders in rewriting the Behaviour Policy in line with our school ethos, Thrive and changes to curriculum