

BRYN DERI PRIMARY SCHOOL



PUPIL DEPRIVATION GRANT SPENDING PLAN 2019-2020

PDG Spending Plan: Bryn Deri Primary School 2019-2020

Total Pupil Deprivation Grant (PDG) 2018-19	£10,150
Early Years PDG Allocation	£2,100
PDG Allocation	£8,050

In 2019-20, the school will receive £8,050 in Pupil Development Grant from Welsh Government for pupils aged 5 and above, and £2,100 to spend on supporting the learning of Early Years' pupils who are eligible for free school meals. This is a total allocation of £10,150. The school prioritises its' spending on developing pupils' Literacy, Numeracy and Well-being. This takes the form of intervention and supported programmes delivered either individually or in small groups. Pupil Development Grant funding is also used to fund whole school strategies which benefit all pupils including those who receive free school meals. In addition, the school allocates monies to support pupils eligible for free school meals to access extracurricular activities and residential visits ensuring equity for all our pupils.

Activities Funded by Early Years PDG	
Intervention support and programmes (teacher/LSA led)	£3,069
Staffing (including on costs)	
Activities Funded by Pupil Deprivation Grant (PDG)	
Literacy and Numeracy Intervention support and programmes (LSA led)	£7,050
Staffing (including on costs)	
My Concern	£548
Nessy	£120
Extra-Curricular activities	£1500
Total spend	£12,287

Targets:

1. **Improve outcomes for our vulnerable and disadvantaged pupils by implementing the ALNET and new code of practice**
 2. **Ensure effective identification and high levels of challenge for MAT pupils**
 3. **Increase the number of e-FSM pupils achieving above expected progress in LLC and Mathematics in line with non-eFSM pupils**
 4. **Further develop parents' capacity to support their own children through parental engagement and effective sharing of information**
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Priority 4: Additional Learning Needs

Source: **WAG 'Our National Mission 'Objective 3 (Inclusion, Equity & Wellbeing) CIF Area 4 Care support and Guidance**

Actions to be taken

1. Lead INSET to revisit PCP tools and approaches
Model & monitor One Page profiles and establish for all ALN Pupils
Class teachers in conjunction with the child where appropriate, write One page profiles
All meetings that take place regarding ALN pupils have a PCP approach
2. Continue to challenge MAT pupils through classroom differentiation, continuous and enhanced provision
Develop and embed opportunities for MAT pupils to be challenged through Royal Institute Masterclass
Participate in Mathematician of the Year Competition
Continue to attend cluster Masterclass days at Radyr Comprehensive School
3. Continued employment of TAs to implement systematic Literacy and Numeracy support programmes and provision for identified pupils (Wellcom, MathsFactor, STARs, SAIL Nussy)
Provide financial support for those pupils who are in receipt of FSMs to ensure equal access to curricular and extracurricular learning provision including those out of school hours (Music Services Storey Arms Residential)
4. Implement family engagement workshops to ensure greater awareness of how their child's needs are being met and involvement in pupil's education (one page profile and restorative approaches Beyond the Book Bag etc.)
Purchase My Concern to ensure effective communication and sharing of relevant information
Host parents' information evening/morning to discuss ALNET and implications for parents and pupils.

Impact / success criteria:

1. Pupils with additional learning needs make as much progress as they can in relation to their starting point, age and ability
 - a. **All staff have a sound understanding of the ALNET and new code of practice**
 - b. **All staff are familiar with graduated response**
 - c. **All staff feel confident in leading PCP meetings**
 2. MAT pupils are accurately identified using a range of information and achieve as much progress as they can in relation to their starting points
 - a. **MAT pupils achieve a standard score of 115+ in NNT NLT**
 - b. **MAT pupils achieve higher than expected FPO6/L5+**
 - c. **MAT pupils achieve high standards in identified areas of talent both inside and outside school**
 3. The number of e-FSM pupils achieving above expected progress is equal to the number of non e-FSM pupils achieving above expected progress
 4. Productive relationships with parents and highly effective communication with all relevant parties including outside agencies where necessary
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