

BRYN DERI PRIMARY SCHOOL



PUPIL DEPRIVATION GRANT SPENDING PLAN 2020-2021

PDG Spending Plan: Bryn Deri Primary School 2020-2021

Total Pupil Deprivation Grant (PDG) 2020-2021	£17,250
Early Years PDG Allocation	£3,450
PDG Allocation	£20,700

In 2020-21, the school will receive £17,250 in Pupil Development Grant from Welsh Government for pupils aged 5 and above, and £3,450 to spend on supporting the learning of Early Years' pupils who are eligible for free school meals. This is a total allocation of £20,700. 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 school uniform & equipment necessary for extracurricular activities and residential visits ensuring equity for all our pupils.

Activities Funded by Early Years PDG	
Intervention support and programmes (teacher/LSA led)	£3,450
Staffing (including on costs)	
Activities Funded by Pupil Deprivation Grant (PDG)	
Literacy and Numeracy Intervention support and programmes (LSA led)	£15,750
Staffing (including on costs)	
Reading Bugs	£650
Nessy	£100
Extra-Curricular activities	£750
Total spend	£20,700

Targets:

- To develop coherent and consistent approach to pupil well-being and personal development (2.1)
- Continue to Improve outcomes for our vulnerable and disadvantaged pupils ensuring equity and wellbeing (4.2)
- Further develop parents' capacity to support their own children through parental engagement and effective sharing of information (4.4)

Priority 2: Health and Wellbeing

SOURCE: WAG 'Our National Mission' Objective 3 Equity & Wellbeing 'Wellbeing of Future Generations Act (2015).' CSC Relationships and Wellbeing, CIF Area 2 Wellbeing and Attitudes to Learning, Area 4 Care, support & Guidance

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. Continue to provide effective Emotional Health and Wellbeing support (Thrive, ELSA)
Deliver and Assess Right Time Learning
2. Continue to provide highly trained TAs to deliver catch up programmes
Continue to provide targeted interventions to identified eFSM pupils in literacy and numeracy (Wellcom, Language Links, Speech Links, Sound Discovery, SAIL, STARS, Maths Factor, NESSY)
Continue to implement Reading Bugs/Active Learn and Nessy to support learners including ALN eFSM pupils to access learning at home
3. Continue to provide eFSM pupils with devices on loan to support digital deprivation
4. Further engage parents and carers through participation in Thrive for Parents and Carers via CSC
5. Continue to provide financial support to ensure eFSM pupils are able to participate in extracurricular opportunities including music tuition, residential visits and sporting events, School uniform including coats and shoes; School sports kit including footwear; Uniform for enrichment activities, including but not limited to, scouts; guides; cadets; martial arts; sports; performing arts or dance; Equipment e.g. school bags and stationery; Specialist equipment where new curriculum activities begin such as design and technology; and Equipment for out of school hour's trips such as outdoor learning

Impact / success criteria:

1. Highly motivated pupils who are ready to learn and be the best that they can be. Improved emotional well-being for all pupils including those pupils who are eligible for free school meals and those pupils who are Looked After Children (CLA) in Education
 2. Highly Quality Professionals
Ambitious capable learners
The number of e-FSM/CLA pupils achieving above expected progress is equal to the number of non e-FSM pupils achieving above expected progress
 3. Equity of education for e-FSM/CLA pupils in accessing digital learning
 4. Productive relationships with parents and pupils and highly effective communication with all relevant parties including outside agencies where necessary. Healthy confident individuals and improved emotional wellbeing
 5. Equity and equality of opportunity for all e-FSM pupils and Children Looked After (CLA) in Education
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