

## Pupil Development Grant Strategy Statement

This statement details our school’s use of the PDG for the 2023 to 2024 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.

*\*where pupil numbers are below specific criteria to enter amount*

### School Overview

Detail	Data
School name	Ysgol Dyffryn Trannon
Number of pupils in school	100
Proportion (%) of PDG eligible pupils	*
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	CofG – Mr D Jerman
PDG Lead	Headteacher – Mrs C Harries
Governor Lead	TBC

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£*
<b>Total budget for this academic year</b>	£*

### Statement of Intent

- *What are your ultimate objectives for the pupils being supported?*
- *How does your current strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Ysgol Dyffryn Trannon, we will ensure that all teaching and support staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school with particular focus on Literacy and Numeracy skills across the curriculum.

Our ultimate objectives for the pupils are to ensure that:

- teaching and learning opportunities meet the needs of all eligible pupils.
- appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of disadvantaged pupils are assessed and addressed.

We recognise that not all pupils who may be eligible for free school meals, are registered. We therefore aim to support any pupil or groups who may not be officially recognised and that there is equity of opportunity and experience.

Our current strategy plan includes:

- Providing high quality intervention
- Developing highly effective classroom practice
- Providing high quality social and emotional learning
- Providing enriching activities for disadvantaged pupils.

To identify key principles, we have drawn on best practice, previous success and well-established interventions to develop our whole school strategy. We have clear expectations from our interventions and monitor progress and evaluate their effectiveness. We understand that classroom teaching has the greatest influence on pupils' learning. To support, quality improvement systems include monitoring teaching as part of staff performance management and professional learning opportunities, linked to our school priorities.

Processes to evaluate the effectiveness of provision are well-established and based on a wide range of first-hand evidence through monitoring activities, evaluating and recording systems. We are developing effective systems and processes for tracking pupil's progress. We support our disadvantaged and vulnerable pupils with a strong focus on providing a safe and nurturing environment where pupils feel secure and happy.

## 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
Improved Literacy and Numeracy for e-FSM pupils	<ul style="list-style-type: none"> <li>▪ Most pupils make progress in developing their extended writing skills and in applying their numeracy skills across the curriculum, in line with their age and ability.</li> </ul>
<p>Pupils are provided with high quality social and emotional support.</p> <p>Enhance creative, physical and independent skills of e-FSM pupils e.g educational visits, creative projects and experiences.</p>	<ul style="list-style-type: none"> <li>▪ Most pupils can learn effectively within a safe and secure environment.</li> <li>▪ Most pupils can identify their feelings and regulate appropriately.</li> <li>▪ Most pupils can develop their creative skills effectively.</li> </ul>

## Activity in this academic year

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

The range of provision will include:

- Providing in-class small group support / 1:1 support with experienced TA.
- Work alongside groups of individuals to develop their literacy skills with focus on small steps and extending their writing.

- Work alongside groups of individuals to develop their numeracy skills across the curriculum and in line with their mathematical ability.
- Support e-FSM in developing their creative and physical skills alongside independence.

## Learning and Teaching

Budgeted cost: £ \*

Activity	Evidence that supports this approach
ELSA / TA support	<p>On entry to the school, many pupils' basic skills correspond to, or are lower than, what is expected for their age. During their time at school, most pupils, including those with additional learning needs, make good progress in their learning.</p> <p>The targeted interventions by ELSA / TA, supports the above.</p> <p>Timely and purposeful feedback is provided for pupils and time for them to refine and improve their work.</p> <p><i>Sutton Trust</i>  <i>EEF:</i> Feedback is a well evidenced and has a high impact on learning outcomes.  <i>Oral language interventions:</i> On average these have a high impact on pupil outcomes  <i>John Hattie:</i> Timely and purposeful feedback.</p>

## Review of outcomes in the previous academic year

### PDG outcomes

This details the impact that our PDG activity had on pupils in the 2022 to 2023 academic year.

The school employed a full-time equivalent teaching assistant to enable the targeted groups of pupils to be supported. Groups of pupils were accurately identified to improve their basic literacy and numeracy skills and to have access to emotional literacy support (ELSA) from the teaching assistant. This additional support had a positive impact on standards. For example, most e-FSM learners made good progress with their written skills.

Most pupils made strong progress with their well-being, and this is evidenced through informal lesson observations and learning walks. The support provided by the TAs and subsequent ELSA has been effective and there are strong relationships between the pupils and the TAs as they support them effectively with their varying needs.

## Externally provided programmes

Programme and Provider
Sum Dog
Nessy Fingers
Nessy
Corbett Maths