

## Pupil Development Grant Strategy School 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.

Where pupil numbers are 5 or below, a \* has been inserted instead of the allocation to protect the identification of children.

### School Overview

Detail	Data
School name	Ysgol Dyffryn Trannon
Number of learners in school	98 (September 2024)
Proportion (%) of PDG eligible learners	*
Date this statement was published	July 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Headteacher – Mrs C Harries
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>	£*

## Part A: Strategy Plan

### Statement of Intent

At Ysgol Dyffryn Trannon, our aim is to ensure that teaching and learning opportunities meet the needs of all eligible. Our plan is to ensure appropriate provision is made for learners who belong to vulnerable groups. We recognise that not all learners who may be eligible for free school meals, are registered. We therefore aim to support any learner or groups who may not be officially recognised and that there is equity of opportunity and experience.

Our current strategy plan includes:

- providing quality interventions.
- developing effective classroom practice.
- providing 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.

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 learner progress. We support our disadvantaged and vulnerable learners 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
Improve attainment and progress in literacy, numeracy and digital skills.	Monitoring interventions and support to evidence that many learners make progress in developing their reading, numeracy and digital skills, in line with their age and ability.
Learners are provided with high quality social and emotional support.	Many learners will be ready to learn in a safe and secure environment and be able to identify their feelings and self-regulate.
Enhance creative, physical and independent skills through community engagement.	Many learners will have developed their creative skills effectively and will be more engaged in their learning.

### 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 / individual intervention support with additional TA.
- working alongside groups of individuals to develop their literacy skills with focus on reading.
- working alongside groups of individuals to develop their digital skills with particular focus on Coding.
- supporting learners to become more engaged by developing their creative and physical skills alongside their independence.

### Learning and Teaching - Budgeted cost: £ \*

Activity	Evidence that supports this approach
ELSA / TA support	On entry to the school, many learners' basic skills correspond to, or are lower than, what is expected for their age. During their time at school, many learners, including those with additional learning needs, make good

	<p>progress in their learning. The targeted interventions delivered by ELSA / TA, supports this.</p> <p>Timely and purposeful feedback is provided for learners and time for them to refine and improve their work.</p> <p><i>Sutton Trust</i></p> <p><i>EEF:</i> Feedback is a well evidenced and has a high impact on learning outcomes.</p> <p><i>EEF: Reading interventions:</i> Benefit from explicit teaching strategies to comprehend the text.</p> <p><i>John Hattie:</i> Timely and purposeful feedback.</p>
--	---

**Wider Strategies** - Budgeted cost: £ \*

Activity	Evidence that supports this approach
<p>Educational visits and activities whilst supporting well-being.</p>	<p>Educational visits offer lots of different benefits for our learners. Not only do they provide an opportunity for learners to learn outside the classroom, but they also help to develop their social skills, increase confidence, and encourage personal development.</p> <p><i>EEF: Effective Social and Emotional Learning (SEL)</i> can lead to learning gains of +4 months over the course of a year.</p>

## 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.

<p>The school employed a full-time teaching assistant to enable the targeted groups of learners to be supported. Groups of learners were accurately identified to improve their basic literacy and numeracy skills and to have access to emotional literacy support (ELSA). This additional support had a positive impact on standards. For example, most e-FSM learners made good progress with their extended writing skills.</p> <p>Most learners made strong progress with their well-being, and this is evidenced through informal lesson observations and learning walks. The support provided by the TAs has been effective and there are strong relationships between the learners and the TAs as they support them effectively with their varying needs.</p>
---

## Externally provided programmes

Programme and Provider
Sum Dog
Nessy Fingers
Nessy
Corbett Maths (free online resource)