

PUPIL DEVELOPMENT GRANT STRATEGY 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.

School Overview

Detail	Data
School name	Nant-Y-Parc
Number of pupils in school	201
Proportion (%) of PDG eligible pupils	46%
Date this statement was published	01/09/24
Date on which it will be reviewed	31/03/25
Statement authorised by	Governing Body and EAS (SIP – Bev Cole)
PDG Lead	Kirsty Nelson
Governor Lead	Camilla James

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£
PDG-FSM	104650
EYPDG	16100
Total budget for this academic year	£120,750

Part A: Strategy Plan

Statement of Intent

Pupil Development Grant is allocated to all schools and settings. The elements of the grant are:

- Early Years Pupil Development Grant (EYPDG) allocated to non-maintained settings and schools with early years (primary and infant schools)
- Pupil Development Grant to support those learners who are entitled to 'Free School Meals' (FSM) - allocated to both primary and secondary schools.
- EOTAS Pupil Development Grant is aligned to support education provision to meet specific needs of pupils who, for whatever reason, cannot attend a mainstream or special school.
- The Pupil Development Grant (LAC) is aimed at supporting those who are in the care system and those who are known to be adopted. This grant is delegated to schools on a Cluster basis.

The purpose of the PDG is to improve outcomes for learners eligible for free school meals (eFSM) and Looked After Children (LAC). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

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
Teaching & Learning	<p>At least 80% of pupils to make the expected progress during their time in intervention sessions.</p> <p>At least 20% of pupils to make above the expected progress in intervention sessions.</p> <p>Nearly all pupils taking part in the sessions will make an improvement in their baseline assessment. (Baseline assessment to be created by Spanish lead and Literacy Coordinator). Clear assessment opportunities in place to ensure pupil progress against the progression steps for international languages.</p>
Wellbeing	<p>Clear understanding of pupils' emotional wellbeing through analysis of PASS survey and appropriate interventions put in place.</p> <p>Pupils taking part in wellbeing interventions will show an improvement in their individual PASS survey data. Overall percentiles to be equally as or more positive than the population in the majority of areas surveyed.</p>
Family & Community Engagement	<p>Families involved with workshops will be reflected in their responses to online surveys. Attendance of families involved in the workshops will improve by at least 5% from 2023-2024.</p> <p>Strengthened relationships between school and families, fostering a supportive community.</p> <p>Increased parental involvement in workshops and/or events, positively impacting pupils' academic achievement.</p>

	<p>Pupils not attending on a regular basis are identified, and discussions are held with parents/carers to manage and improve attendance. CoG will lead attendance meetings for persistent absenteeism—reduction in persistent absenteeism (<80%) from 6.7% to 6%.</p> <p>The gap between FSM and non-FSM attendance will be less than 2%</p> <p>Target for whole school attendance for 2024-2025 - 93%</p> <p>Increased participation in after-school events, e.g., Christmas Market and SNEGFEST.</p>
Wider Curriculum Experiences	<p>After-school clubs: improved attendance in after-school clubs/trips</p> <p>Calzaghe Boxing: Cohorts selected for the programme show an improvement in their PASS survey score - results will be in line with or better than the national averages. Pupil attendance will increase by at least 1% over time.</p> <p>Upbeat: improved engagement levels from pupils taking part in expressive arts. Nearly all pupils respond positively to the music questionnaire.</p>

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: £73,729

Activity	Evidence that supports this approach
Further develop intervention programmes to support literacy, numeracy and wellbeing	EEF states the activity should have between moderate to high impact for low cost.

Community Schools

Budgeted cost: £32,521

Activity	Evidence that supports this approach
To further develop the Family Learning Programme.	Moderate impact for very low cost.
To provide fair access to after-school clubs.	Moderate impact for moderate costs

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach
Introduce Triple Lit Programme – accessing Spanish Tuition	High impact for very low cost
Access to Upbeat Music Provision	Moderate impact for low cost
Access to Calzaghe Boxing	Moderate impact for low cost

Total budgeted cost: £120,750

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.

Intervention programmes developed targeted learners' literacy and numeracy skills.

PASS Survey data was used to inform wellbeing interventions.

Improved engagement levels from pupils taking part in expressive arts and physical activities.

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
Spanish Tuition	Kidslingo
Music Provision	Upbeat
Fitness	Calzaghe Boxing