



## YSGOL BRO TAWÉ 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.

### School Overview

Detail	Data
School name	YSGOL BRO TAWÉ
Number of learners in school	200
Proportion (%) of PDG eligible learners	26
Date this statement was published	21/11/2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Body
PDG Lead	Bethan Evans
Governor Lead	Susan McNicholas

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 44,850
Early Years Pupil Development Grant	£9,200
<b>Total budget for this academic year</b>	<b>£ 54.050</b>

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**Part A: Strategy Plan**

**Statement of intent**

<p>At Ysgol Bro Tawe, the PDG Grant will be used:</p> <ul style="list-style-type: none"> <li>• <i>To improve standards of literacy</i> <ul style="list-style-type: none"> <li>○ To provide interventions that focus on improving the attainment of children from low income families, specifically for eFSM pupils</li> </ul> </li> <li>• <i>To improve standards of numeracy</i> <ul style="list-style-type: none"> <li>○ To provide interventions to boost eFSM pupils’ numeracy skills</li> </ul> </li> <li>• <i>To support pupils’ aspirations</i> <ul style="list-style-type: none"> <li>○ To help pupils from low income families access a wider range of opportunities to ensure their learning is supported by a range of knowledge, skills and experiences.</li> <li>○ To support children’s ambitions for the future.</li> </ul> </li> <li>• <i>To improve parental and family engagement</i> <ul style="list-style-type: none"> <li>○ To promote family engagement and support parents to play an active part in their children’s learning</li> </ul> </li> <li>• <i>To improve pupils’ wellbeing</i> <ul style="list-style-type: none"> <li>○ To help promote eFSM pupils’ social and emotional wellbeing</li> </ul> </li> <li>• To invest time into programmes that promote mental resilience, strengthen coping mechanisms and the ability to deal with anxiety and stress.</li> </ul>
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**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
<i>Improved standards of literacy</i>	<ul style="list-style-type: none"> <li>• Many pupils have improved National reading test scores</li> <li>• Teacher assessment indicates improved standards in oracy and writing for many pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher Assessment tracking shows decreased disparity between eFSM and non eFSM pupils' attainment</li> </ul>
<i>Improved standards of numeracy</i>	<ul style="list-style-type: none"> <li>Many pupils have improved National procedural and reasoning test scores</li> <li>Teacher Assessment tracking shows decreased disparity between eFSM and non eFSM pupils' attainment</li> </ul>
<i>Improved pupil aspirations</i>	<ul style="list-style-type: none"> <li>All pupils have accessed a wide range of activities that provide educational enrichment.</li> <li>All pupils have experienced trips, including sporting or outdoor activities.</li> </ul>
<i>Improved Parental and Family Engagement</i>	<ul style="list-style-type: none"> <li>Nearly all parents attend Parents' Evening</li> <li>All parents are given opportunity to share their views on school improvement.</li> <li>All parents are given opportunity to attend family engagement events.</li> </ul>
<i>Improved pupil wellbeing</i>	<ul style="list-style-type: none"> <li>Assessments show an improvement in PASS Factor outcomes for most pupils</li> <li>Pupil progress tracking shows improved wellbeing for most pupils</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.

<ol style="list-style-type: none"> <li>Employ Teaching Assistants 1.6 (FTE) to implement literacy, numeracy and wellbeing interventions for groups of pupils.</li> <li>Enrich the curriculum with a variety of activities, including Swans Community Trust and a wide range of extra -curricular clubs.</li> <li>Engage in a variety of wellbeing programmes.</li> <li>Support sporting and outdoor activities, including tournaments, day and residential trips</li> </ol>
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5. Purchase a number of licenses to enrich the curriculum in school and within pupils' homes, e.g Fit in Five.
6. Facilitate a number of training programmes (as well as their implementation and dissemination) associated with wellbeing for Teaching Assistants and Teachers.

## Learning and teaching

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach
FTE Teaching assistant employed to deliver numeracy, literacy and well-being interventions	<ul style="list-style-type: none"> <li>• Targeted interventions will help support eFSM pupils to achieve their literacy and numeracy targets and build on the narrowing the attainment gap of previous years.</li> <li>• ELSA and TiS strategies will help support our most vulnerable pupils and enable them to break down any barriers to their learning.</li> <li>• ELSA support will raise the self -esteem of our most vulnerable pupils.</li> </ul>
Purchase licenses to enrich the curriculum in school and at home.	<ul style="list-style-type: none"> <li>• Online learning platforms can be utilised within school and at home to support pupils' progress in literacy and progress.</li> </ul>
Curriculum enrichment through partnership working, e.g. Swans Community Trust	<ul style="list-style-type: none"> <li>• When surveyed nearly all pupils stated that they enjoy working with the Swans Community Trust and were keen for the partnership to continue. PLPS Impact report found that 75% of pupils felt the programme improved their physical wellbeing and 71% of pupils stated that it improved their interpersonal relationships.</li> </ul>

## Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £1500

Activity	Evidence that supports this approach
<i>Fund Parental Workshops for Parents</i>	<ul style="list-style-type: none"> <li>• "Parental engagement in children's learning makes a difference – it is the most powerful school improvement lever we have." Harris and Goodall (2007)</li> </ul>

	<ul style="list-style-type: none"> <li>• “Research shows that at age seven, the degree to which families engage with their child’s learning has six times more influence over the child’s educational attainment than the quality of the school.” Welsh Government FaCE Project.</li> <li>• When surveyed, all parents who attended workshops during the last academic year, were keen for them to continue.</li> </ul>
<i>To engage with a wide range of community events, including St Cynog’s Church, Local Care Homes etc.</i>	<ul style="list-style-type: none"> <li>• “It takes a whole village to raise a child.” African proverb</li> <li>• “Schools do not exist in isolation – they are a key part of a network of statutory, private sector and voluntary organisations that serve and support the local community. By developing community partnerships, schools can potentially tap into a great source of support that can strengthen their school.” Welsh Government FaCE Project.</li> </ul>

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

Budgeted cost: £ 20,550

<b>Activity</b>	<b>Evidence that supports this approach</b>
0.5 FTE Teaching assistant to deliver well-being and nurture interventions.	<ul style="list-style-type: none"> <li>• Nurture allows children to connect with others, to build important relationships and to develop a sense of self-worth. (Nurture-UK)</li> </ul>
To provide equity for pupils in low income families so that both day and residential trips can be accessed	<ul style="list-style-type: none"> <li>• “... outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.’ Education Endowment Foundation.’</li> </ul>
<i>Continuing Professional Development of well being and nurture practitioners</i>	<ul style="list-style-type: none"> <li>• Nurture allows children to connect with others, to build important relationships and to develop a sense of self-worth. (Nurture-UK)</li> </ul>

Total budgeted cost: £ 54,050

**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 2022 to 2023 academic year.

Activity	Impact
Targeted Literacy Support Interventions	<ul style="list-style-type: none"> <li>Teacher assessments and WAG data indicate that many (78%) of eFSM pupils made progress in literacy.</li> </ul>
Targeted Numeracy Support Interventions	<ul style="list-style-type: none"> <li>Teacher Assessments and WAG data indicate that many (76%) of eFSM pupils made progress in Numeracy</li> </ul>
Targeted Wellbeing & Nurture Provision	<ul style="list-style-type: none"> <li>ELSA, TiS and Nurture strategies supported our most vulnerable pupils, helping them to break down any barriers to learning, raising their self esteem and helping them with anger management issues.</li> </ul>
PASS Survey	<ul style="list-style-type: none"> <li>Analysis of PASS (Pupils' attitudes to self and School) survey enabled the identification of vulnerable and fragile learners and appropriate interventions were put in place to raise attainment and pupil well-being.</li> </ul>
Enrichment Activities	<ul style="list-style-type: none"> <li>Comprehensive program of enrichment activities inspired and engaged many learners and the majority of pupils reported that their self esteem and self confidence had improved.</li> </ul>
Purchase of licences	<ul style="list-style-type: none"> <li>Purchase of licenses to improve engagement, e.g Fit in Five, encouraged a healthy lifestyle and allowed pupils to access the program in school and at home.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>Continuing Professional development of Thrive, Trauma Informed Schools and ELSA allowed pupils to access Nurture, ELSA and Lego Therapy, providing learners with support programmes that are proven to have the greatest impact on learner well-being.</li> </ul>
Parental Engagement	<ul style="list-style-type: none"> <li>When surveyed nearly all parents agreed that the school considers their feedback and responds to it if necessary.</li> <li>When surveyed most parents stated that the school seeks their view as apparent / carer.</li> <li>Nearly all parents attended parents evening in Autumn and Summer Terms</li> <li>Most Parents attended 'book looks' alongside their children during the Summer Term.</li> </ul>
Supporting day and residential trips of eFSM pupils	<ul style="list-style-type: none"> <li>Supporting parents with the cost of day and residential trips enabled all pupils to attend, meaning no child was disadvantaged.</li> </ul>

### 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
Primary League Primary Stars	Swansea City Community Trust