



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.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

Detail	Data
School name	Llantilio Pertholey Primary School
Number of learners in school (Sept 2023)	197
Proportion (%) of PDG eligible learners	21.1%
Date this statement was published	20 th September 2023
Date on which it will be reviewed	Ongoing as PDG activities are undertaken
Statement authorised by	Helen King
PDG Lead	Helen King
Governor Lead	Kirsty Flynn

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£42 550
EYPDG	£6 900
Total budget for this academic year	£49 400

Part A: Strategy Plan

Statement of intent

The Pupil Deprivation Grant (PDG) and Early Year Pupil Deprivation Grant (EYPDG) is additional funding to help schools close any attainment gap between children who are educationally disadvantaged because they come from low-income homes or are looked after children and their peers.

We use the grant to help support learners to overcome any additional barriers that learners from disadvantaged backgrounds may face which prevent them from attaining as well as their peers, whatever their ability.

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
The gap in attainment between e-FSM learners and non e-FSM learners will decrease.	Effective tracking systems developed which identify needs and help practitioners to design tailored solutions which can be monitored and evaluated for impact.
The gap in attainment between LAC and all learners will decrease.	Effective tracking systems developed which identify needs and help practitioners to design tailored solutions which can be monitored and evaluated for impact.
Attendance levels for e-FSM and LAC learners supported by the grant will improve.	Effective tracking systems and working with parents improves attendance of e-FSM and LAC pupils.
Pupil engagement of eFSM and LAC pupils will improve.	Pupil surveys will demonstrate improved engagement, including PASS Survey.

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: £ [23 541]

Activity	Evidence that supports this approach
Employ teaching assistant to provide regular literacy, numeracy & wellbeing support for FSM Reception pupils 45 mins each day	Communication and language approaches
Employ LSA for catch-up in Year 3-6 for literacy, reading and maths	Teaching Assistant Interventions

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: £ [7 997]

Activity	Evidence that supports this approach
Release time for ARR Lead to track, attendance and attainment of eFSM pupils and meet with parents as necessary (1/2 day each week)	Parental engagement

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

Budgeted cost: £ [17 912]

Activity	Evidence that supports this approach
Release time for 2 members of staff (7 sessions a week) to run a lunchtime Games Club for social development such as turn taking, learning to lose, following rules.	Health and Well-being Metacognition and self-regulation
Funding Outdoor Learning Course and release time for TA to work with pupils to develop outdoor learning spaces	Social and Emotional Learning
Employ ELSA trained HLTA for emotional and behaviour support for 1 1/4 days per week.	Health and Wellbeing Social and emotional learning

Total budgeted cost: £ [49 450]

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
Procure Outdoor Learning Resources for teaching and learning and playtimes	Behaviour in the yard improved Pupil voice demonstrated that pupils were engaging with resources
Employ teaching assistant to provide regular literacy, numeracy & wellbeing support for FSM Reception pupils 45 mins each day	Overall a good rate of individual pupil progress was made
Employ LSA for catch-up in KS2 for literacy, reading and maths	Overall a good rate of individual pupil progress was made
Release time for ARR Lead to track, attendance and attainment of eFSM pupils and meet with parents as necessary (1/2 day each week)	Meetings were held with parents and carers of pupils where attendance was low. Meetings with EWO identified parents, carers and families where attendance was low Support was put in place for families in need of improvement
Release DHT to plan and present the Parents Forum Sessions	Parents' attendance was poor. Different times were offered. Next year change the 'title' to Coffee Morning.
Release time for 2 members of staff (7 sessions a week) to run a lunchtime Games Club for social development such as turn taking, learning to lose, following rules.	Pupil voice demonstrated that engagement with the Games Club was high Incidents of negative pupil behaviour reduced
Funding Outdoor Learning Course and release time for TA to work with pupils to develop outdoor learning spaces	Outdoor learning area was developed

Wellbeing Resources for each class. Resourcing fiddle boxes	Resources procured Pupil voice demonstrated that fiddle toys were supporting pupils with emotional needs
Funding of Roots of Empathy course Release time for TA to train and present the course	Pupil survey demonstrated an improvement in emotional literacy of pupils who were involved
Resources for outdoor learning in Y3-6 to ensure FSM pupils have access to high quality resources to develop independence and engagement.	Pupil voice demonstrated an improvement in engagement Independent learning was developed School approved to work with EAS to support other schools
Employ ELSA trained HLTA for emotional and behaviour support for 1 1/4 days per week.	Pupils in need were supported Pupils continued to attend school and successfully engaged in lessons
Resources for Year 3-6 maths library to improve parental engagement of FSM pupils with numeracy skills	Pupil voice demonstrated that engagement with resources and pupil confidence in maths improved