



## **Ysgol Gymraeg Dyffryn y Glowyr PDG Statement 2023-2024**

The Pupil Deprivation Grant (PDG) is allocated to schools with pupils who come from low-income families and are currently known to be eligible for free school meals (e-FSM) and pupils who have been looked after continuously for more than six months (LAC).

Schools are expected to make the best use of this funding to implement sustainable strategies that will quickly bring about changes for learners eligible for free school meals or who are LAC.

As a school we have agreed the following three steps:

1. To identify the target group of pupils, its characteristics and needs.
2. To plan interventions which make the most effective use of resources.
3. To monitor and evaluate the impact of strategies and resources.

In 2023-2024 Ysgol Gymraeg Dyffryn y Glowyr was provided with a PDG allocation of £57,500

At Ysgol Gymraeg Dyffryn y Glowyr, we have a comprehensive plan, agreed and monitored by Powys Local Authority, to promote progress and remove barriers to learning for students eligible for this funding.

We have used the funding available to:

- create new, nurturing and relaxing spaces for our most vulnerable pupils where they can work and socialise in a calm environment. The space will be especially beneficial for those pupils who have difficulty with larger groups of children, those who are not always 'ready to learn' or who need space to gather their thoughts and develop their personal, social and emotional skills. Learning support assistants will supervise the pupils and the day to day running of the area and its activities will be overseen by the school's additional learning needs co-ordinator and senior management team. The impact of this area on pupil wellbeing and pupil progress will be closely monitored.
- continue assessing pupils in terms of their personal, social and emotional development. Interventions are then implemented depending on the level of need. Pupils may receive support on a 1:1 basis, within very small groups or within their classes. Team meetings are held to determine the barriers to learning that some individuals may be experiencing, support strategies are explored and implemented. Further staff information sharing sessions evaluate the effectiveness of strategies and pupil development. Pupils are then tracked and re-assessed to evaluate their progress;
- provide specific early intervention programmes and packages of support to strengthen and expand pupils' literacy and numeracy skills in small groups;

- consider the whole child through planning and review meetings. Pupils' one page profiles contribute to this process;
- formulate action plans, for both home and school, working primarily with pupils identified as being 'at risk'. A structured monitoring programme is utilised, including TAF meetings, to promote communication amongst relevant personnel and outside agencies, to ensure effective evidence gathering in terms of pupil progress, and to plan relevant next steps;
- develop nurturing strategies to further support pupils' specific needs including social time, 'time to talk' sessions and an after school club for those who are anxious, withdrawn, dealing with attachment or trauma.
- continue with the Boxall assessment to develop and extend staff skills and knowledge;
- employ part time staff who can act as a 'key workers' for those pupils most at risk. This person will be available to support pupils at the start and end of their school day, in ensuring that school is a positive experience for individuals and in talking through any barriers to learning they may experience;
- ensure that the 'key worker' tracks the development of individuals, their attendance levels, attainment and identified barriers to learning, and responds to pupil needs by developing suitable support packages in collaboration with the headteacher and senior management team;
- provide extra-curricular and community experiences and activities in collaboration with local partnerships as the need arises.
- provide resource packs for pupils to aid them in the completion of their homework and reading activities, and offer study clubs for those who'd benefit most.

Our detailed plan, which includes details in respect to how we're spending the grant, is available from the headteacher.