



# Pupil Development Grant 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.

## School Overview

Detail	Data
School name	Llantilio Pertholey Primary School
Number of learners in school	202
Proportion (%) of PDG eligible learners	24.25%
Date this statement was published	26 <sup>th</sup> September 2024
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	£35 583
EYPDG	£4 600
<b>Total budget for this academic year</b>	<b>£40 183</b>

## 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 achieve the intended outcomes listed above

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### Learning and teaching

Budgeted cost: £4 600 + £7 716 = £12 316

Activity	Evidence that supports this approach
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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: £8 522

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: £6 200 + £13 145 = £19 345

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 Social and emotional learning
Employ ELSA trained HLTAs for emotional and behaviour support for 2 days per week.	Health and Wellbeing Social and emotional learning

Total budgeted cost: **£40 183**

**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.

Activity	Impact
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 for Y3-Y6 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 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
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