

YSGOL GYNRADD PARC PRIMARY SCHOOL

PUPIL DEVELOPMENT GRANT PLAN 2024-2025

Overview

The Pupil Development Grant (PDG) is allocated by Welsh Government to schools with the purpose of reducing the impact of poverty on educational attainment.

This document outlines Parc Primary School's key areas for improvement as well as the PDG spending plan for the academic year 2024-2025.

Page 2: Key Areas for Action & Targets

Page 3: PDG Action & Spending plan 2024-2025

Detail	
School name	Parc Primary
Number of pupils in school	228
Proportion (%) of PDG eligible e-FSM pupils	27.1%
Date this statement was published	September 5 th 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Headteacher & Chair of Governors
PDG Lead	Headteacher
Governor Lead	Janet Guy, Claire Mackey

Detail	Amount
PDG funding allocation this academic year	£82800
PDG predicted expenditure as outlined on action plan	£87692

Statement of Intent

Parc Primary will use its PDG in variety of ways to improve outcomes for learners particularly those eligible for free school meals (eFSM) and also Looked After Children (CLA). However, whilst the funding will be used for disadvantaged learners to overcome the many barriers that would otherwise restrict them from fulfilling their potential, the grants will ultimately be used to improve outcomes for all learners.

If you wish to discuss this document in further detail, please contact the school on

Telephone: 01443 776601

Email: admin@parcprimary.rctcbc.cymru

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KEY OBJECTIVES & SUCCESS CRITERIA

Objectives	Success Criteria
<p>To continue to embed strategies to 'close the gap' between e-FSM and n-FSM pupils through:</p> <p>Identifying pupils and parents/carers in need and providing them with interventions, both emotionally and academically;</p> <p>Providing academic and emotional support for pupils after school to reduce the risk of underachievement.</p> <p>To help families respond to the cost of living crisis.</p>	<ul style="list-style-type: none">● Pupils at risk from underperforming academically and emotionally are identified and provided with support.● The disparity between the performance of e-FSM and n-FSM pupils is narrowed. This will relate to many areas including attendance and punctuality, academic skills (with a strong focus on literacy, numeracy and digital competency) and well-being.● Learners have appropriate access to ICT equipment enabling them to access online enrichment activities including homework.● Parents/carers needs are successfully identified and appropriate support is provided both by school staff and external agencies.● Successful and effective partnership working with outside agencies is evident.● A wide range of free after-school provision is available for all learners.
<p>To serve the needs of all stakeholders, including the local community, thus ensuring Parc Primary is a '<i>Community Focused School</i>.'</p>	<ul style="list-style-type: none">● School staff have a good understanding of the challenges faced by the community.● There is effective strategic collaboration and shared ownership of community strategies.● The school in works collaboratively and effectively with partners to further raise leadership, resilience and ambition within the community.● Family learning, particularly programmes which will help parents and carers develop their confidence to support their children's learning are embedded and successful.● Co-located services organised from the school enables families and residents to access a range of support in an and local accessible place.

<u>Key Actions</u> What we need to do to bring about improvement and achieve our targets?	Monitoring Are we on track?	<u>Developmental</u> How does the activity enhance the capacity of the school? <u>Collaborative</u> Nature of collaboration and benefits to school <u>Sustainable</u> How will the work be developed & embedded	Cost
<u>Identification of need</u> Undertake in-depth analysis of individual and collective needs of all stakeholders through surveys, meetings & data analysis. Subscription to Speech & Language Link which allows diagnostic testing and relevant interventions.	Review progress throughout the year Data to be analysed and interventions put in place for targeted pupils.	Research will identify the specific needs of stakeholders. Speech Link will improve earlier identification of barriers to learning. Staff will have access to assessment data and will collaborate to ensure appropriate intervention is in place.	£154
<u>Support, Intervention & Engagement</u> Employment of staff to provide a wide range of intervention and support to pupils and families. This will include: <ul style="list-style-type: none"> • literacy interventions; • numeracy interventions; • speech and language interventions; • emotional and mental health interventions; • Forest School experiences and activities. ELSA Service Level Agreement ensuring high quality well-being sessions are provided to pupils. Subscription to online Seesaw & provision of ICT equipment to vulnerable families and pupils. Provision of emergency food parcels and monetary contributions to school trips and experiences.	Monitored in line with Monitoring, Evaluation and Review timetable Intervention staff & Subject Leaders to monitor & provide impact reports to Headteacher & Governors Monitored in line with Monitoring, Evaluation and Review timetable Monitored in line with Monitoring, Evaluation and Review timetable Monitored in line with Monitoring, Evaluation and Review timetable	Support for targeted pupils and families will enhance academic and emotional standards. Increased ELSA sessions will ensure more pupils are provided with appropriate wellbeing support. Staff will collaborate through sharing data and expertise. Provision of ICT equipment enables all pupils to access online learning materials and platforms including homework. FEO to assist families with the cost of living crisis through provision of emergency care packages. School experiences subsidised for vulnerable families.	Staffing costs £84753 £100 £1185 £1500