



PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2022 to 2023 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	Cwm Glas Primary School, Swansea
Number of pupils in school	267
Proportion (%) of PDG eligible pupils	83 pupils / 40% (Y1-Y6) 38 pupils / 73% (N2 & Rec) 121 pupils / 46% (school population)
Date this statement was published	03.10.22
Date on which it will be reviewed	September 2023
Statement authorised by	N B Craven-Lashley
PDG Lead	Neil Craven-Lashley & Rebecca Edwards
Governor Lead	Mrs D Coates (ChoG)
School Improvement Adviser (SIA)	Mrs S Hope (from Sept 2022)

Funding Overview

Detail	Amount
LAC PDG	£5,115.06
EY PDG	£43,700
eFSM PDG	£95,450
Total budget for this academic year	£144,265.06

Part A: Strategy Plan

Statement of Intent

It is our intention to use the grant to improve the attainment and strengthen progress of identified learners. Such learners who benefit from the grant are those from 'low income' backgrounds. They will enjoy high quality interventions and support both academically and emotionally. Cwm Glâs will balance whole school and targeted interventions to ensure that every eFSM learner benefits as an individual and the school as a whole improves its capacity to support all learners to reach their full potential.

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
Improve attendance and punctuality of identified learners	Improved attendance of identified learners – most identified learners securing 90%+ Better engaged families
Improve attainment and achieve good or better progress in the key skills of reading, writing, speaking & listening and number, of identified learners	Progress data of identified learners to show good or better progress Regular assessments and evaluation Daily intervention sessions Early Intervention Records (EIR)
To improve the wellbeing and resilience of identified learners through access to Nurture Provision and quality outdoor learning	Boxall Profiles to show good or better progress of identified learners Daily observations Evaluative feedback to staff and parents / carers
To strengthen provision of creative and expressive activities of identified learners	Re-established choir, violin, guitar, ukulele and drum provisions Better engaged learners Strengthened wellbeing

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: £5,000 (Tutor/Teacher) £2,332 (Music Service) £15,274 (0.5 HLTA x2) £77,460 (KS2 LSAs x4)
= £100,066

Activity	Evidence that supports this approach
<i>One day per week of quality music tuition</i>	Access to creative activities which are often beyond the financial capacity of low-income families
<i>One hour of choir and one hour of violin tuition per week</i>	Access to creative activities which are often beyond the financial capacity of low-income families These activities raise self-esteem, social skills and ultimately their attainment
<i>Four half-days per week of targeted, focused interventions:</i> <ul style="list-style-type: none"> - RWInc - Speech & Lang - Extra Reading - Basic Maths - Dyslexia - DCD - Project X (Boys Reading KS2) 	Barriers to learning exist, including access to digital equipment, to resources to support and extend learning within and beyond the school day Progress data will be closely and carefully monitored
<i>Access to well qualified and trained LSAs in KS2 classes, offering general learning support</i>	Reducing barriers to learning and offering individual, paired or grouped support. Increased adult:pupil ratios increase self-esteem, wellbeing and attitudes to learning Cl.5 & Cl.6 Share Cl.8 & Cl.9 Share Cl.10 f/t LSA Cl.11 f/t LSA

Community Schools

Budgeted cost: £16,228 (Attend Off) £3,221 (B'fast Club) £1,872 (FoodBank)
= £21,321

Activity	Evidence that supports this approach
<i>Highly effective personnel to monitor, challenge & support better attendance, daily</i>	SIMs attendance data Monitoring meetings with EWO ERW / Partneriaeth Letters to parents / carers Challenge & support meetings with parents / carers Punctuality monitoring

<i>A well-staffed Bfast Club provision with strong ratios, half-an-hour per day</i>	Reducing the impact of poverty by ensuring all eFSM learners have the best start to their day and are fed, ready to learn. Learners who eat breakfast are twice as likely to do well, as those who do not Daily registers and catering numbers
<i>Establish an onsite Foodbank Service 'Cwpwrdd Cwm Glâs'</i>	Signpost parents / carers to external sources of help with food Reduce financial pressures on households Ensure equity of access to food, in partnership with FareShare, supermarkets etc

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

Budgeted cost: £15,274 (0.5 HLTA x2)

= £15,274

Activity	Evidence that supports this approach
<i>Five half-days per week of quality Nurture Group Provision</i>	Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class
<i>Specialist-led Outdoor Learning & Forest Schools activities, incl. training / support</i>	Outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding, while research found an increase in children's self-esteem, self-confidence, ability to work cooperatively and positive attitude to learning following Forest School experience

Total budgeted cost: £ 136,661

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 2020 to 2021 academic year.

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

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Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.