

# YSGOL GYNRADD HERBERT THOMPSON

## SCHOOL COSTED PLAN

SUMMARY OF THE DEPLOYMENT OF THE  
PDG GRANT 2023-2024



## Summary of the Deployment of the PDG Grant 2023-2024

### Whole School Priority

To recognise and implement actions to overcome the additional barriers that disadvantaged learners experience to strive to improve their wellbeing and progress and therefore impact positively on their life chances.

- Emotional Health and Wellbeing Provision - so that learners are in the right frame of mind to learn.
- Support with developing literacy and numeracy skills in order to close the gap. It is really important to note that whilst eFSM pupils are targeted across the school, there are another band of learners who are from low income families (who are also disadvantaged and require support).

<b>Pupil Development Grant</b>	<b>£269,100.00</b>	<b>Early Years Pupil Development Grant</b>	<b>£72,450.00</b>	<b>Total = £341,550</b>
--------------------------------	--------------------	--	-------------------	-------------------------

### **Objectives:**

1. To provide daily emotional support provision to targeted pupils to improve their Emotional, Health and Wellbeing.
2. To support targeted parents/carers to understand the social and emotional development of a child's brain to help them to support children at times of challenge and high levels of need.
3. To further improve attendance rates and punctuality across the school, including within particular cohorts.
4. To provide targeted support via focused interventions and in class support to raise standards in English and Mathematics.
5. To track progress and provision implemented through rigorous review systems (Learning Reviews/Mini-Learning Reviews/SLT Progress Reviews).

**\*See Main School Improvement Plan and Three Year Plan for further details of strategically planned tasks related to key actions and objectives.**

Objectives	Staff	Success Impact Criteria	Funding		Evaluation
			Cost	Grant	

<p>1.To provide daily emotional support provision to targeted pupils (nearly all will be eFSM or from lower income families) to improve their Emotional, Health and Wellbeing.</p> <p><b>Key Actions:</b></p> <ul style="list-style-type: none"> <li>➤ Provide support to learners with a range of EHW needs in Y Cwtch provision, based on their individual needs.</li> <li>➤ Hold EHW meetings to identify pupils' individual needs.</li> <li>➤ Create individual action plans/group action plans for pupils based on their levels of need (THRIVE Assessment).</li> <li>➤ Joint Parent Support Planning meetings to discuss provision needs.</li> <li>➤ Provide a lunchtime self referral provision known as 'Time to Talk' sessions to support learners to talk about things that are worrying them.</li> <li>➤ Reflect to Respect, Lunchtime 'check in' provision for ALN pupils with BESD with SLT.</li> <li>➤ Other check ins with focus pupils.</li> <li>➤ Provide a range of provision, including: <ul style="list-style-type: none"> <li>-THRIVE</li> <li>-ELSA</li> <li>-Lego Therapy</li> <li>-Volcano in my Tummy</li> <li>-Invisible Walls.</li> </ul> </li> <li>➤ Recruit for an EHW.</li> </ul>		<p><b>Y Cwtch Provision Reparative Work (Group Thrive, 1:1 Thrive Interventions and a range of school based EHW interventions):</b></p> <ul style="list-style-type: none"> <li>● There will be improved emotional developmental scores for key pupils targeted (nearly all will be eFSM or from lower income families).</li> <li>● Children's engagement levels in class and learning will improve for nearly all children receiving the support; improving the progress that they make in learning.</li> <li>● Targeted pupils will be closer to their right time development profiles.</li> <li>● All identified learners will have tailored and targeted support to help them and this will be monitored and reviewed for effectiveness and adapted as needed.</li> <li>● There will be a reduction in</li> <li>● Children will access support as needed to talk about their worries and self refer as needed.</li> <li>● Over 100 pupils will access support over the three terms and nearly all will benefit and show improvements, either in development scores or key areas such as confidence levels.</li> <li>● All pupils requiring support will be able to access appropriate interventions as needed.</li> <li>● There will be ongoing links made with the learning friend programme, where children access Y Cwtch on a rolling programme (post intervention) so that learners can continue to have connections with the key adults in Y Cwtch over time.</li> </ul> <p><b>Dosbarth Enfys Emotional Support Provision:</b></p> <ul style="list-style-type: none"> <li>● An additional member of staff will be recruited to provide additional support for EHW and will successfully complete the Thrive Practitioner</li> </ul>	<p>Emotional Health and Wellbeing Team Staff - support across the school. R2R and Check ins 1 day equiv weekly .</p> <p>£102, 334.30 + £17,699.50</p>	<p>PDG</p> <p>PDG</p>	
---	--	--	---	-----------------------	--

<p>➤ <i>Staff member to complete Thrive Practitioner training</i></p> <p>➤ <i>Establish ongoing Learning Friend programme to aid children;s connections and emotional development over time.</i></p>		<p>training.</p> <ul style="list-style-type: none"><li>● A new classroom provision will be set up and will be monitored and adapted over the course of the year to meet the needs of the school as well as particular cohorts.</li><li>● There will be a reduction in the number of incidents where children leave their learning environment.</li><li>● In situations where learners become dysregulated they receive support and containment to regulate and access the learning again, in nearly all cases.</li><li>● Positive relationships will continue to be strong across the school.</li><li>● FTEs will remain low.</li></ul>			
--	--	---	--	--	--

<p>2. To support targeted parents/carers to understand the social and emotional development of a child's brain to help them to support children at times of challenge and high levels of need.</p> <p><b>Key Actions:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Run at least three Family THRIVE programmes.</i></li> <li>➤ <i>Promote the programme across the school community, targeting specific families as needed.</i></li> <li>➤ <i>Adapt programmes to meet the individual needs of families.</i></li> <li>➤ <i>Collect data in a range of ways, including questionnaire responses to measure the impact on families.</i></li> <li>➤ <i>Devise ways to measure impact on pupils over time.</i></li> </ul>	<p><b>Family Thrive Programmes:</b></p> <ul style="list-style-type: none"> <li>● At least three Family THRIVE courses will take place across the year targeting families (especially those with pupils eFSM or for low income families) to support their children at home with their EHW.</li> <li>● Increased awareness of how relationships can impact a child's emotional development.</li> <li>● Provide parents with tools to support their children through challenging times.</li> <li>● Raise awareness of the importance of play in healthy emotional development.</li> <li>● Parents will begin to be introduced into the Thrive setting to be part of Y Cwtch sessions.</li> <li>● Increased understanding of children's brains and how nervous systems develop.</li> <li>● How to understand behaviour as communication.</li> <li>● How to support children at times of challenge and change as well as own coping strategies.</li> </ul>	<p>£8731.50</p>	<p>PDG</p>	
<p>3.To improve attendance rates and punctuality across the school, including within particular cohorts and for groups of learners (eFSM and low income families).</p> <p><b>To begin to re-establish a culture of good attendance and punctuality across the whole school community.</b></p> <p><b>To improve attendance for identified pupils and groups of learners.</b></p> <p><b>Key Actions:</b></p>	<p><b>Attendance and Punctuality:</b></p> <ul style="list-style-type: none"> <li>● There will be improved perceptions of attendance amongst parents and pupils.</li> <li>● There will be an improvement in whole school attendance from 2021-2022 (with a target of above 90%).</li> <li>● Attendance will have a high priority in meetings for all stakeholders.</li> <li>● There will be a reduction in the number of pupils who are late to school.</li> <li>● Communication for parents regarding attendance will be very good</li> <li>● There will be a reduction in the number of persistent, low attenders.</li> <li>● There will be an increase in attendance for identified learners and groups of learners.</li> </ul>	<p>Administration &amp; SLT time =£33,699.50</p>	<p>PDG</p>	

<ul style="list-style-type: none"> <li>➤ <i>Re-establish and increase communication on the importance of attendance and punctuality.</i></li> <li>➤ <i>School Administrator to continue to monitor attendance and punctuality and analyse on a weekly basis, providing weekly updates to the Headteacher and School Attendance Officer (SAO).</i></li> <li>➤ <i>Weekly strategic attendance meetings with Headteacher, School Administrator and School Attendance Officer (SAO) - identifying learners, emerging trends and agreeing actions. Increase parent support planning meetings with identified families; setting targets for improvement and providing support as needed.</i></li> <li>➤ <i>Ensure governors continue to be well informed of attendance trends/emerging themes.</i></li> <li>➤ <i>Review communication for attendance such as letters and leaflets as well as reviewing first response procedures.</i></li> <li>➤ <i>Continue to provide support to individual families this year who may require more support such as through accessing services or provision for them.</i></li> <li>➤ <i>Learning reviews to continue to include a focus on attendance.</i></li> </ul>		<ul style="list-style-type: none"> <li>● There will be a partnership approach at raising attendance and support will be provided to families as needed (including families who have EAL).</li> <li>● There will be a reduction in the number of pupils who are late to school.</li> <li>● There will be clear progress in attendance for most pupils who have had parent support planning meetings.</li> <li>● A reduction in the percentage of 'persistent absentees'</li> <li>● Data analysis will enable staff to assess attendance of individual and groups of learners (eFSM, SEN, EAL) and identify actions to support improvement.</li> </ul>			
---	--	--	--	--	--

<p>4.To provide targeted support via focused interventions and in class support to raise standards in English and Mathematics across the school (for eFSM learners and those from low income families).</p> <p><b>Key Actions:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Key focused interventions/support provision provided based on identified needs across the school.</i></li> <li>➤ <i>Collect baseline data and target key children for intervention across the school (focusing on eFSM pupils and those from low income families.</i></li> <li>➤ <i>Increase use of Taith 360 for progress trackers and focus on these in Pupil Progress reviews.</i></li> <li>➤ <i>Monitor data closely and tweak provision as needed.</i></li> </ul>	<p><b>Targeted Interventions:</b></p> <ul style="list-style-type: none"> <li>● Clear progress evident in rigorous tracking of all pupils, particularly those who are eFSM or from low income families.</li> <li>● Nearly all pupils will develop basic literacy skills as a result of focused interventions.</li> <li>● Clear evidence of progress for all pupils including FSM pupils who have attended the interventions/support sessions in data tracking/pupil profiles etc.</li> <li>● Learners who are considered part of a low income family to be targeted for intervention.</li> <li>● Reduce the gap in relation to progress made by eFSM and nFSM.****<b>In most cases, gaps tend to be in favour of non free school meals pupils. This is not surprising as when you look at individual data, at least a majority of children who have made less progress would be considered as lower income families, who are not entitled to/in receipt of free school meals. Most gaps are negligible.</b></li> </ul> <p>Most significant gaps:</p> <p><u>English</u> In Y2 the girls who are eFSM outperform nFSM pupils. In Y3 and Y5 the boys who are eFSM outperform nFSM pupils.</p> <p><u>Maths</u> In Reception, Y2 and Y3 , the girls who are eFSM outperform nFSM pupils. In Y2 and Y5, the boys who are eFSM outperform nFSM pupils.</p>	<p>Y5 LLC &amp; M&amp;N Interventions x 5 days Y6 LLC &amp; M&amp;N x Reception Reading Intervention x 5 days Y1 Reading Intervention x 2 days Nursery LLC Intervention x 3 days Nursery LLC Intervention x 5 days Rec LLC Intervention x 3 days Targetted LLC support (groups)</p> <p>= £163,048.05</p>	<p>PDG</p> <p>PDG</p> <p>EYPDG</p> <p>EYPDG</p> <p>EYPDG</p> <p>EYPDG</p> <p>EYPDG</p> <p>PDG</p>	
---	--	--	---	--

<p>6. To track progress and provision implemented through rigorous review systems (Learning Reviews/Mini-Learning Reviews/SLT Progress Reviews/regular Progress &amp; Provision discussions.</p> <p><b>Key Actions:</b></p> <ul style="list-style-type: none"> <li>➤ Continue very good practice in Learning reviews and mini-learning reviews.</li> <li>➤ Pupil Progress meetings to occur near learning Reviews.</li> </ul>		<ul style="list-style-type: none"> <li>● Rigorous data analysis has taken place and progress made by pupils is tracked closely.</li> <li>● Further actions are identified for pupils who are underachieving or where there are barriers to learning.</li> <li>● Interventions tracked and at least good progress made by at least many of the targeted pupils.</li> <li>● Pupil Progress meetings held and clear progress made by nearly all pupils.</li> <li>● Groups of learners tracked - eFSM/low income families/LAC and MAT etc.</li> <li>● Tracking of data for vulnerable learners.</li> <li>● Pupil profiles highlight individual graduated response to needs and involvement of key specialist teams and services.</li> </ul>	<p>1 day = £16,036.70 weekly</p>	<p>PDG</p>	
<p><b>Total =£341,550</b></p>					