

Annex 1. Pupil Development Grant School Statement template

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	Maes Ebbw
Number of learners in school	158
Proportion (%) of PDG eligible learners	31%
Date this statement was published	May 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Governing Body
PDG Lead	Nicola Allan
Governor Lead	Rob Hay

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 64,415
Total budget for this academic year	£ 4,760,292

Part A: Strategy Plan

Statement of intent

In line with WG guidance the funding for pupils made available through Pupil Development Grant is focussed on vulnerable pupils primarily those who are entitled to Free School Meals and Looked After pupils to ensure that the funds are targeted to improve outcomes for these pupils. The PDG grant for 2024/25 is being used to support development of the MOVE programme. It is also being used to improve communication skills for vulnerable pupils. The PDG grant is also targeted on improving engagement with parents through family support workers, as well as strategies to improve communication and engagement for parents/carers of vulnerable pupils.

Please see the School Development Plan for details of specific objectives and strategy.

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
Monitor and review the physical independence of all pupils who would benefit from this approach in order to establish the MOVE programme throughout the school.	Nearly all pupils included in the MOVE programme demonstrate sound physical independence skills given their starting points.
Provide effective links between Maes Ebbw Communication Support worker and SALT from health board to ensure that pupils receive worthwhile and timely support for their communication needs.	Most pupils communicate successfully using the most appropriate communication system for their own needs.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

Contribution towards TLR post holder for developing MOVE and physical and sensory skills. HLTA with a focus on communication development.

Learning and teaching

Budgeted cost: £ 40 000

Activity	Evidence that supports this approach
<i>Communication support HLTA</i>	Supporting pupils to be able to communicate effectively is fundamental to their engagement in learning and education.

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: £ N/A

Activity	Evidence that supports this approach

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

Budgeted cost: £ 24,415

Activity	Evidence that supports this approach
TLR – Post holder	Pupils mobility, physical skills and wellbeing are linked to their effective engagement in education and learning.

Total budgeted cost: £ [64 415]

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
TLR post holder MOVE	This allowed us to engage with parents and professionals and conduct meetings to review pupils' physical development needs. As a result, pupils on the MOVE programme made good progress relative to their starting points.

Communication Support Worker	This post allowed effective liaison with the SALT team from health. It also allowed us to develop staff knowledge, skill and understanding. It was effective in supporting timely advice and implementation of SALT programmes. As a result, pupils with communication needs made good progress overall relative to their starting point, due to the communication support worker.
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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
N/A	

Further information (optional)

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