# Annex 1. Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2023 to 2024 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.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

## 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 | Sept 2023 |
| Date on which it will be reviewed | April 2024 |
| Statement authorised by | Governing Body |
| PDG Lead | Nicola Allan |
| Governor Lead | Rob Hay |

## Funding Overview

| Detail | Amount |
|---|---|
| PDG funding allocation this academic year | £ 57,500 |
| EY funding allocation this academic year | £ 6,900 |
| Total PDG funding allocation this academic year | £ 64,400 |
| | |
| **Total budget for this academic year** | £ 4347665 |

## Part A: Strategy Plan

### Statement of intent

In line with WG guidance the funding for pupils made available through Pupil Deprivation 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 2023/24 is being used to support development of the MOVE programme. It is also being used to improve communication skills for 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 |
|---|---|
| To improve pupils' physical skills and mobility | Identified and targeted pupils to achieve or exceed their MOVE of physical skills targets |
| To improve pupil's communication skills | Most targeted 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 skills. Contribution towards HLTA with a focus on communication development.

### Learning and Teaching

Budgeted cost: £ *24,400*

| Activity | Evidence that supports this approach |
|---|---|
| *Communication support HLTA* | Supporting pupils to be able to communicate effectively is fundamental to their engagement in learning and educations. |

Budgeted cost: £ *40,000*

| 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: £ *[64 400]*


## 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. |

### 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 | |