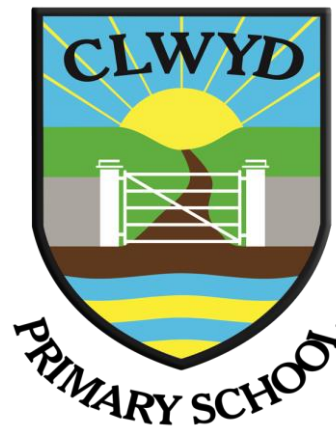


2020/21

**Pupil Development Grant (PDG) Annual Spend Plan
Grant Datblygu Disgyblion (GAD) Cynllun Gwariant Blynyddol**

Clwyd Community Primary School



Mr. S. Brown (Headteacher)

At Clwyd Community Primary School, we use the Pupil Development Grant in order to narrow the gap in both attainment and achievement for this targeted group. We fund a number of approaches aimed at developing self-esteem, practical skills and emotional resilience, as well as academic knowledge and skill. We track progress on a pupil-by-pupil basis and ensure that high quality teaching is in place day by day. Other interventions are targeted and specific and aimed at removing barriers to learning and enjoyment that social context and poverty can lead to.

Total PDG / Cyfanswm GAD	£204,700
PDG eFSM	£139,150
PDG early years	£65,550
PDG LAC (if applicable)	

NB: For 2019-20, we expect consortia to be clearly utilising assessment data to target inputs to activity and to be able to track resulting outputs against outcomes. **All consortia will be required to measure impact against outcomes in their reports for the 2019-20 year of EIG and PDG funding.**

Many of the targets and plans for 2020-21 and carried forward from 2019-20. Due to the impact of Covid 19 on the provision outlined in that plan being hindered by the pandemic.

Continuum Key: C – Collaborative D- Developmental E – Evaluative ST – Strategic SU - Sustainable

Activity – action required, for instance, recruitment of outstanding teachers (WA)		Outputs – evidence that activities have occurred, for instance the number of teachers that have received catch up training (WA)	Outcomes – the difference / impact made, for instance improvement in numeracy levels. (WA)	Inputs – resources, in this case the PDG funding and human resource required (WA)
Activity supported i.e. collaborative, evaluative and developmental (This will form the basis of the Cluster Financial Spend Plan)	Key	Intended Outputs (evidence based)	Intended Outcomes i.e. Provision	Cost
School Well Being Officer(JK)	C, D, ST, S	<ul style="list-style-type: none"> Increased attendance for FSM pupils Well Being plans allow FSM pupils attainment and achievement to improve/progress More families are engaged in education Questionnaires before and after to assess impact of family working 	<p>Well Being Officer (JK) will:</p> <ul style="list-style-type: none"> Track and support FSM pupils with attendance. Implement support groups to improve FSM pupils attendance Organise and facilitate an iPad club for FSM pupils' parents to work alongside their children in school Plan programmes of support for FSM pupils in term of their Well Being. Using THRIVE tool Run a 'SuperDads group to encourage FSM pupils Dads/Stepdads to become more involved in their education Mentoring FSM pupils Improve Family engagement through geocaching, cookery sessions, family fun sessions 	£19,014
Teaching Assistant Support (TI, SL, VT, CM)	D, ST, E, SU	<ul style="list-style-type: none"> Targeted support for FSM Learners Increased attainment of all supported FSM pupils Increased achievement of FSM pupils Decrease gap between target FSM pupils and their non FSM pupil peers Increased reading age with support group 	<ul style="list-style-type: none"> Two TAs placed where need of FSM pupils is greatest providing well being support using THRIVE Small group support to engage pupils, support with their work, give targeted literacy and numeracy intervention, catch up groups, well being support, extra reading in FP sessions(SDP priority) Allow FSM pupils to have a 'go to' member of staff –THRIVE Reading and Spelling support- Individual reading (SDP priority) 2 terms 	£45,643
Train another THRIVE practitioner		<ul style="list-style-type: none"> Train FP member of staff to deliver THRIVE throughout the FP 	<ul style="list-style-type: none"> THRIVE activities delivered to individual and groups of pupils weekly 	£1500

			<ul style="list-style-type: none"> • Improve Well being of Pupils targeted. • Trained member of staff to support other TAs to deliver THRIVE well being support 	
Teacher Support (KE, DF, MO'B)	D, ST	<ul style="list-style-type: none"> • Target FSM pupils to have greater input from teachers in small • Increased attainment and achievement of target pupils. • Focus on pupils in Y2 and Y5/6 	<ul style="list-style-type: none"> • Teachers to withdraw FSM pupils from Y2 and Y5/6 to support with Literacy and numeracy • FSM pupils to be given tailored support to suit their needs e.g. more practical work/learning outdoors (SDP priority) in a smaller Y3/4 support class • Target any FSM pupils who are potential Level 5 and provide challenge and support (MAT FSM) as identified in SER 	£65,765
Art/Creative Project (SDP)	D, C	<ul style="list-style-type: none"> • Develop target FSM pupils creative skills on a school based art project. • Before and after photos 	<ul style="list-style-type: none"> • Groups of FSM pupils to work with a graffiti artist to design and create and produce art work as part of redecoration of school hall. 	£2000
PDG Skills week (Focus on Outdoor Learning and Developing Oracy)	D, C, ST, SU	<ul style="list-style-type: none"> • FSM pupils to be given real life opportunities to develop social skills, aspirations and work experience. • THRIVE data will demonstrate positive impact on well being • Impact assessment via questionnaires • See PDG files for IMPACT 	<ul style="list-style-type: none"> • Y5/6 FSM pupils to have a week's work experience with various partner establishments to develop aspiration and literacy/numeracy skills • Practical opportunities to improve key skills during excursions and outdoor learning • Increase opportunities for more after school club options for FSM learners • Extra Forest School sessions for FSM pupils in FP • Aspiration visits to Swansea University, Swansea College and places of work for FSM pupils in KS2 • Pupils to work with Author to create school book on sports interviews (Oracy SDP Priority 2020-21) • Extra PE Support to improve well being of Pupils (CM) 	£4000
Early Years Provision (JR, KO, JG)	ST, SU	<ul style="list-style-type: none"> • Early intervention to limit impact of poverty • Extra staff to increase support from Early years. THRIVE data to assess and track well being • Increased attendance levels in Early Years 	<ul style="list-style-type: none"> • Increased Teacher support for Nursery and Reception classes to ensure positive early intervention • TA support in Breakfast Club to allow Nursery pupils to access provision. This will allow for greater attendance 	£65000 Including £2715 on breakfast club

			<ul style="list-style-type: none"> • TA support in nursery setting in am and pm session (JR) • Allow teacher greater time for liaison with Flying Start to plan for and support pupils who may be disadvantaged by poverty. 	
Family Engagement	SU, ST, C	<ul style="list-style-type: none"> • Increased number of families working with school 	<ul style="list-style-type: none"> • Twice weekly Homework club for parents and pupils. Encourage FSM pupils to attend • Weekly computer skills course for FSM parents and FSM pupils. Purchase any required hardware (2iPads) 	£2000 Staff HW club iPads £800
Network Groups/ Sharing Good Practice	C, SU, ST	<ul style="list-style-type: none"> • Share and implement good practice with partner schools, cluster schools and the region • Share work on website, case studies, ERW advisors etc 	<ul style="list-style-type: none"> • Empathy Lab Work (Cluster) • TA working group • 'Triad' teaching groups and TA with similar schools (Portmead Primary and Cadle Primary) 	10 days supply £1500
Cyfansymiau / Total Cost				£206,422