

## Pupil Development Grant School Statement

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	Llanmartin Primary School
Number of learners in school	110
Proportion (%) of PDG eligible learners	30.9%
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Victoria Curtis, Headteacher
PDG Lead	Victoria Curtis
Governor Lead	Richard Dale, Chair of Governors

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£44850
EYPDG	£4600
<b>Total budget for this academic year</b>	<b>£49450</b>

### Part A: Strategy Plan

#### Statement of intent

To ensure all our learners, including eFSM and identified vulnerable learners:

- Have access to well-being intervention support, to secure high levels of well-being and ensure that pupils feel safe and happy, enabling them to access the school curriculum

- Raise attainment of FSM and vulnerable learners through the additional support with basic skill acquisition to make good or better progress and reach their individual 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.

Planned Activities	Success criteria / Intended Outcomes
Learners will have access to ELSA support to improve well-being, and in doing so improve self-esteem	Pupils feel safe, happy and valued within the school and in their learning and will be able to access all aspects of education
Ensure access to all educational activities for all FSM pupils	Identified FSM learners will participate fully in all activities
Intervention support for FSM and vulnerable learners to support with basic skills in literacy, mathematics and digital competence	Intervention at pupil stage supports pupils to make additional progress  Development of transferrable skills

## 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: £47450

Activity	Evidence that supports this approach
Identified learners will receive literacy, numeracy and well being support through bespoke interventions according to their individual needs	EEF – Teaching and Learning – Teaching Assistant Interventions - +4 months  EEF – Teaching and Learning – Small group tuition - +4 months  EEF – Teaching and Learning – Social and emotional learning - +4 months

## Community Focused Schools

Budgeted cost: £1000

Activity	Evidence that supports this approach
Development of a Nurturing Programme to engage with parent and carers	EEF – Teaching and Learning – Parental Engagement - +4 months
Development of a Basic Skills Programme to engage with parent and carers of Nursery and Reception pupils	EEF – Teaching and Learning – Parental Engagement - +4 months

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

Budgeted cost: £1000

Activity	Evidence that supports this approach
Facilitate Termly pupil reviews for all classes (teacher:pupil) – discussion of what is working well for learners and set targets for future learning	EEF – Teaching and Learning – Social and emotional learning - +4 months
Further development of Pupil Voice Groups with involvement from FSM and vulnerable learners	Commissioner for Wales – Rights of the child

Total budgeted cost: £49450

## 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
Teaching Assistant to support intervention groups within each year group to raise pupil attainment in literacy and mathematics	Most pupils make good or better progress in literacy and numeracy and have increased confidence.
Termly Pupil / Teacher Progress Review meetings to discuss progress in learning and setting new individual targets.	Most pupils involved with self-evaluation processes and able to discuss work confidently. Most pupils are able to set their own 'next step' targets. All teachers are able to differentiate appropriately for the learners in their classes.
Ensure access to all educational activities for all FSM pupils	Identified FSM and vulnerable learners participated successfully in the residential for our Year 6 pupils which supported independence and life skills.

### 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
Nessy	Nessy Learning