**Ysgol Gynradd Afon y Felin Primary School-** **Pupil Deprivation Grant 2019-20**

Each year the school receives a grant to close the achievement and wellbeing gap between pupils who are eFSM (eligible for Free School Meals) and pupils who are nFSM (non-Free School Meals). Below is a breakdown of the grant and proposed costings from 2019 -20.The % of pupils on FSM is still significantly higher than both LA and Wales. However the 3 year trend suggests that it has decreased by 10%. All pupils at Afon y Felin who are eFSM between Baseline and TA at Year 2 achieve either **expected/higher** or **much higher** in all three subjects. No real difference between nFSM/eFSM in achieving expected progress at KS2. However eFSM pupils do well against the LA in English.

**Pupil Deprivation Grant (PDG): £60,950 Early Years Pupil Deprivation Grant (PDG): £14,700**

**Target 1: To continue to raise standards in reading across the school and spelling/grammar in KS2- Literacy & English- SIP**

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| **School’s Key Areas for Improvement** | **Rationale (related to current performance)** | **Targets – Expected**  **Outcomes 2019-2020** |
| To continue to ensure all pupils make the best possible progress in reading across the school. | Pupil progress from their starting point is good in both the FP/KS2 However, a very small number of pupils especially boys fail to make the best possible progress. | End of Year  Year 6 L4+ 82 % L5+ 36.4%  Year 2 O5+ 78.2% O6+ 21.4% |
| To continue to improve reading skills of Year 1/2 pupils especially boys. | End of Reception/Year One data shows that 15 pupils performed below expected levels in LLC. | 85.7% of pupils performing at the expected level or above in LLC.. |
| To continue to improve reading skills in KS2 for eFSM. | End of Year 2 data shows that nFSM performed better than eFSM especially at 06. | All pupils to make the best possible progress. |
| To develop spelling /Grammar skills in KS2 who have moved to Support for Spelling/SWST to assist reading/writing. | End of year monitoring shows that comprehension/GGR and Support for spelling needs to be reviewed. | Spelling/grammar is impacting on reading /writing at KS2. |
| To further develop the roles of the PDG-funded LSOs in each team | LSOs in each class undertake specific activities targeted at FSM and LAC pupils to ensure they all make the best possible progress | All pupils to make the best possible progress |

**Target 1: To continue to raise standards in Numeracy & Mathematics.-SIP**

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| **School’s Key Areas for Improvement** | **Rationale (related to current performance)** | **Targets – Expected**  **Outcomes 2019-2020** |
| To ensure all pupils make the best possible progress in Maths | Standards are already good. However, a very small number of pupils fail to make the best possible progress. | End of Year  Year 6 L4+ 82% L5+ 54%  Year 2 O5+ 78% O6+ 22% |
| To improve relevance of pupils’ maths and numeracy by setting it in real life contexts. | Discussion with pupils indicated that some did not see the relevance of mathematical skills they are learning leading to lack of enthusiasm. | All pupils fully engaged in mathematical tasks, understanding the purpose of their work. |
| To ensure coverage of all numeracy skills across the curriculum by planning and undertaking ‘rich’ tasks. | Review highlighted some skills from the NNF were not being applied in cross-curricular settings. | All skills from NNF to be applied in cross-curricular settings. |
| To improve maths skills in KS2 for eFSM at L4+. | End of Year 2 data shows that nFSM performed better than eFSM especially at 06. | To improve maths skills in KS2 for eFSM at L4+ |
| To continue parental involvement in Maths/Numeracy through Activelearn at Key Stage 2. | Discussion with parents highlighted lack of parental knowledge of methods used to carry out calculations in school and/ or how they could support their child in mathematics at home. | Parents able to support pupils in mathematical computation at home |
| To improve mathematical skills in Year 6 especially in Procedural. | End of Year 5 NNT showed that Year 5 need to focus on developing Maths skills. | NNT results are improved for all learners. |
| To further develop the roles of the PDG-funded LSOs in each team | LSOs in each class undertake specific activities targeted at FSM and LAC pupils to ensure they all make the best possible progress | All pupils to make the best possible progress |

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| **Key Actions**  What we need to do to bring about improvement  and achieve our targets | **Lead Respons-ibility** | **Timescale** | | **Developmental**  How does the activity enhance the capacity of the school?  **Collaborative**  Nature of collaboration and benefits to school  **Sustainable**  How will the work be developed & embedded | **Funding** | | |
| **Start Date** | **End**  **Date** | **Staffing & Resources** | **Cost** | **Source** |
| |  | | --- | | Leaders/SMT will analyse data to identify appropriate intervention strategies for individual pupils in FP & KS2. Termly meetings/pupil progress meetings to consider impact of interventions. | |  | |  | | NW/DJ/NH  All staff | Termly for Academic Year | | **Developmental**  Targeted support leads to improved outcomes for FSM and LAC pupils at transition  **Collaborative**  All teams aware of pupils and areas to target | SMT/Twilights | |  |
| Teachers will monitor the progress of their classes, groups and individual learners towards targets on a Termly basis as well as identifying next steps in subsequent teaching through differentiated planning. LSOs will be given targeted groups of pupils to deliver interventions with greater accountability to ensuring at least expected progress is made. | Class Teachers  LSOs | Termly for Academic Year | | SLT/ Teachers/ LSOs to review Pupil Trackers Termly to identify those pupils not making expected progress.  *1. Vulnerable pupils not making sufficient progress*  *2. Other pupils not making sufficient progress*  *3. Pupils making good progress but with emerging concerns*  *4. Other pupils* | Twilights | |  |
| **Monitoring of LSO Provision**  ALNCo devise a programme to monitor LSOs delivering interventions to groups of pupils as part of the Performance Management process. Strengths and Areas for Development will be discussed with each individual LSO. Improved delivery of Intervention programmes for identified groups of learners | NW/LSOs | Termly for Academic Year  PM- twice a year. | | Improved delivery of intervention programmes impacting on pupil standards.  In partnership with their line manager, LSOs are engaged with pupil data, leading to improved pupil outcomes. | LSOS- Supply days for assessment and analysis termly. | | PDG |

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| |  | | --- | | Autumn/Spring/Summer terms - LSO employed to support  KS2 FSM pupils’ basic skills development to help ensure all achieve their  full potential.  ELSA trained 1 day equivalent 2 xLSO employed to provide support for pupils with emotional difficulties in FP/KS2. Specific focus on FSM and LAC pupils. | | KS2-LSO | Autumn 19 | Summer  20 | **Developmental**  Targeted support leads to improved outcomes for FSM and LAC pupils  **Collaborative**  Good practice in each class is shared through discussion in PPA sessions  **Sustainable**  It is expected that these levels of LSO support can be maintained in future years. | LSO targeting FSM pupils | £15,385 | PDG |
| |  | | --- | | LSO in Y3/Y4 classes to focus on FSM pupils’ basic skills to help ensure all achieve their full potential especially in reading. | | LSO) | Autumn 19 | Summer  20 | |  | | --- | | **Developmental**  Targeted support leads to improved outcomes for FSM and LAC pupils  **Collaborative**  Good practice in each class is shared through discussion in PPA sessions  **Sustainable**  It is expected that these levels of LSO support can be maintained in future years. | | |  | | --- | | Targeting FSM pupils | | £15,385 | PDG |
| Family engagement Officer forges links with vulnerable families through FEO activities e.g. LAP, FAZ, Coffee mornings. 2 days a week.  FEO employed 1 day a week in Nursery to provide support to ensure all achieve their full potential. | FEO | Autumn 19 | Summer 20 | **Developmental**  Targeted support leads to improved outcomes for FSM and LAC pupils  **Collaborative**  Good practice in each class is shared through discussion in PPA sessions  **Sustainable**  It is expected that these levels of LSO support can be maintained in future years. | FEO-3 days a week. | £9500 | PDG |
| |  | | --- | | LSOs in Reception Y1/Y2 classes to focus on FSM pupils’ basic skills to help ensure all achieve their full potential especially in reading.. | | LSOs - 2 | Autumn 19 | Summer  20 | |  | | --- | | **Developmental**  Targeted support leads to improved outcomes for FSM and LAC pupils  **Collaborative**  Good practice in each class is shared through discussion in PPA sessions  **Sustainable**  It is expected that these levels of LSO support can be maintained. | | |  | | --- | | 2 LSOs targeting FSM pupils | | £3695 x2 | PDG |
| |  | | --- | | Dedicated LSO Spring/Summer Term for Nursery classes to target pupils who are capable of achieving, but are at risk of not achieving, the appropriate level. This includes more able pupils. | | LSOs (x1) | Autumn 19 | Summer  20 | |  | | --- | | **Developmental**  Targeted support leads to improved outcomes for FSM and LAC pupils  **Collaborative**  Good practice in each class is shared through discussion in PPA sessions  **Sustainable**  It is expected that these levels of LSO support can be maintained in future years. | | |  | | --- | | 1 LSO targeting FSM pupils | | £14,700 | Early Years PDG |

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| |  | | --- | | Specific resources purchased which have a proven record of supporting eFSM pupils at KS2. Resources for Maths intervention e.g. online homeworking (ActiveLearn) plus LEXIAUK for reading | | All staff | Annual  Subscription | **Sustainable**  It is planned that these resources will be used in future years | ActiveLearn  Lexiauk | £3000 | PDG |

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| |  | | --- | | Intervention Delivery across FP from Nursery to Year 2:  WellCom, SpeechLinks, Language Links, Language Support, Maths Support, Early Years ELSA, LEXIAUK. | | LSOs (x4) | Autumn 19 | Summer  20 | |  | | --- | | **Developmental**  Targeted activities lead to improved outcomes for selected pupils  **Collaborative**  LSOs to meet and discuss successful strategies  **Sustainable**  It is hoped to continue these activities in the future | | Salaries | £3695 | PDG |
| |  | | --- | | Intervention Delivery across KS2 from Year 3 to Year 6:  ELSA, Language Support, Maths support, LEXIAUK. | | LSOs (x1) | Autumn 19 | Summer  20 | **Developmental**  Targeted activities lead to improved outcomes for selected pupils  **Collaborative**  LSOs to meet and discuss successful strategies  **Sustainable**  It is hoped to continue these activities in the future | Salaries |  | PDG |
| Subsidise Dance Tutor/school trips for pupils that are at an economic disadvantage | HT | Autumn 19 | Summer  20 | **Sustainable**  It is hoped to continue these activities in the future |  | £2500+ | PDG |
| Attendance monitoring – Headteacher to share own attendance analysis with EWO (Mrs. C Connolly) every three weeks. Strategies put in place to improve individual pupils’ attendance will be reviewed and amended if not making a difference.  Headteacher to embed termly attendance reports for parents so that information is shared. Improved pupil progress is linked to good attendance – communicating their child’s attendance % at the end of each term is aimed at raising standards in Literacy and Numeracy. | HT / EWO | Autumn 19 | Summer  20 | HT to monitor pupil attendance on a weekly basis – analysis made explicit through, Attendance trophy awarded for ‘Class of the Week’,rewards including certificates for excellent attendance. Data shared with parents through weekly newsletter.  EWO to monitor school’s policy is put into practice and to assess whether strategies implemented are making a difference. Pupils with poor attendance (below 92%) followed up through EWO | Twilights |  |  |

**Summary of spending to support the PDG Plan/SIP.**

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|  |  | **EIG** | **Early Years - PDG** | **PDG** | **CSC**  **Hub Grant** | **Professional**  **Learning** | **Total Spend** |
| **Target 1** | To raise standards in reading across the school and spelling/grammar in KS2. | £12,843  Staffing | £3,675  Staffing | Lexus Intervention Programme- £1000  Staff- £3695  Staff £15,385 |  | £941 | £22,154 |
| **Target 2** | To continue to raise standards in Numeracy/reducing the impact of poverty on educational attainment | Staffing  £12,843 | Staffing  £3,675 | £15,385  Staffing-£3695  Intervention |  | £941 | £51,984 |
| **Target 3** | To improve wellbeing/reducing the impact of poverty on educational attainment. | Staffing  £12,843 | Staffing  £3,675 | FEO-£9,500  Staffing-£3695  Myconcern costs-£2400 |  | £941 | £33,054 |
| **Target 4** | To improve teaching and learning/ reducing the impact of poverty on educational attainment through the implementation of the new Curriculum for Wales. | Staffing  £12,843 | Staffing  £3,675 | Dance Programme-£2500  Staff-£3695 | £5,000 | £941 | £28,654 |
| **Total** |  | **£51,373** | **£14,700** | **£60,950** | £5,000 | **£3765** | **£135788** |