

Pupil Development Grant (PDG) REVIEW 2018/19
Grant Datblygu Disgyblion (GAD) Cynllun Gwariant Blynyddol

Christchurch, Swansea



Headteacher- Mrs Helen-Marie Davies

At Christchurch 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	£26,100
PDG eFSM	£18,400
PDG early years	£7,700
PDG LAC (if applicable)	

NB: For 2018-19, 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 2018-19 year of EIG and PDG funding.**

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	Review Sept 19
1-1 reading support for pupils in Foundation Phase and a few pupils in key stage 2	D	Pupils reading at an appropriate level for their age by the end of the academic year.	Pupils make 12+ months progress	On average, the pupils receiving support made 14 months progress. The number of children receiving support in Key stage 2 reduced as a result of early intervention.
1-1 Maths support in Key stage 2	D	Pupils at risk of not achieving level 4 by the end of key stage 2 are supported with missing skills.	Pupils achieve level 4 Maths at the end of Key stage 2	100% of pupils achieved the expected level 4 in Maths 2018-19
General support for independent Learning in Foundation Phase	ST	Staff support all pupils with the new way of teaching and learning in Foundation Phase. Pupils are challenged with effective questioning skills and supported to embed skills in EPiC activities independently.	Pupils develop the ability to work independently and receive the right support and challenge to reach their potential.	During observed sessions, pupils in Foundation Phase are now working far more independently as a result of the new way of teaching and learning and the provision/support for EPiC activities.

Intervention support for pupils in key stage 2	ST	Pupils are withdrawn for small group support in science and support to work on individual targets.	Pupils develop appropriate skills to access the whole curriculum	Pupils in Key Stage 2 are making good progress. On average pupils make the expected 2 levels progress but a few pupils make 3 levels progress and in some cases 4 levels progress throughout their time in Key Stage 2.
Emotional well-being support for all pupils when required.	D	Music therapy provided for pupils when required. EG. Bereavement, behaviour etc. Well-being assessment and intervention using 'Exchange Counselling' Resources.	Pupils have strategies to cope and develop resilience. Pupils reach their potential	When needed, music therapy has been an excellent way of supporting pupils experiencing emotional turmoil.

Cyfansymiau / Total Cost	£32,041 Part funded from school budget
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