



## Penygaer Primary School PDG Statement 2024/2025



The Pupil Development Grant (PDG) and Early Years Pupil Development Grant (EYPDG) are allocated to schools with pupils who come from low-income families and are currently known to be eligible for free school meals (e-FSM) and pupils who have been looked after continuously for more than six months (LAC).

Schools are expected to make the best use of this funding to implement sustainable strategies that will quickly bring about changes for learners eligible for free school meals or who are LAC.

As a school we have agreed the following three steps:

1. to identify the target group of pupils, its characteristics and needs
2. to plan interventions which make the most effective use of resources
3. to monitor and evaluate the impact of resources

In 2024-25 Penygaer Primary School was provided with a PDG, EYPDG and PDGLAC allocations of approx. £,110,000 TBC

At Penygaer Primary School we have a comprehensive plan, agreed and monitored by Carmarthenshire Local Authority to promote progress and remove barriers to learning for students eligible for this funding.

We have used the funding available to provide intervention and support programmes that are proven to have the greatest impact and to be sustainable. A description of the programmes currently supported by the grant follows.

**Well-being Support** – the following programmes are delivered by teaching assistant to support children across the school with their well-being

- **Positive Play** is a one-to-one long-term programme delivered to children who we have identified as needing either social, emotional or behavioural support.
- **Emotional Literacy Support** is a new initiative delivered by a qualified **Emotional Literacy Support Assistant (ELSA)**. This short-term one-to-one programme supports children with issues such as bereavement
- **Relationship-based Play** equips children and their family with strategies to foster better inter-personal relationships and to co-regulate and de-escalate.
- **Trauma Informed Practice** – It aims to build positive relationships with children to implement strategies in dealing with trauma. It helps pupils to feel safe and develop trusting relationships in the school environment. It is a holistic approach that is able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.
- **Thinking Detectives** - small group work with Year 1 pupils developing emotional resilience skills to cope in school and class environment.
- **Jigsaw** – health and well-being programme for N-Yr6 that nurtures children to become confident and successful, increasing their capacity to learn and preparing them to meet challenges.

**Learning Support** – teaching assistants deliver targeted literacy and numeracy support to pupils in Junior classes.

**Physical Literacy** programmes and initiatives such as **SKIP-Cymru** and **Planning in the Moment** will support our youngest children develop their coordination and motor skills thus enabling them to better access future learning.

**We have also chosen to continue focusing on reading and writing for this year.**

**We will continue with:**

**ChATT** (Children’s Assessment and Teaching Tool) and **Phonological Awareness**. They are speech and language interventions, mainly for children in the Foundation Phase. Following termly assessments by teachers, children in need of support follow a targeted programme of support delivered by teachers and teaching assistants.

However, there will be greater focus on.

**The Read, Write, Inc programme:** It will be used daily across the whole school and will be reviewed in the Summer Term.

We have introduced:

**Helen Bowen Writing** – A programme to develop writing. It ensures that extended writing skills are applied in all areas of the curriculum using rich literature as stimulus to drive the teaching sequence. This will lead to 12 texts per year incorporating fiction and non-fiction text.

We will introduce in January 2025

**Talk for Writing** - The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through ‘talking the text’, as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Our detailed plan which includes details in respect to how we’re spending the grant is available upon request.