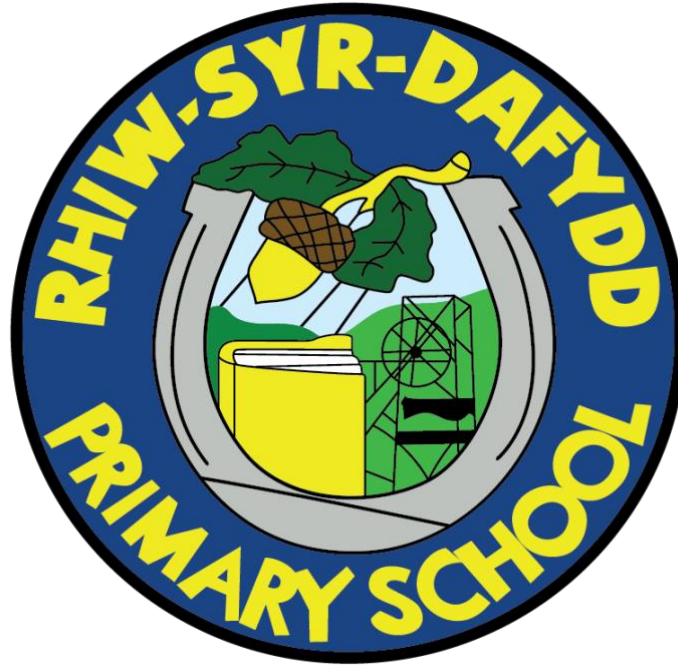


Rhiw Syr Dafydd Primary School



Pupil Development Grant School Statement

Academic year 2024 - 2025

This statement details our school's use of the PDG for the 2024 - 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	Rhiw Syr Dafydd
Number of learners in school	582
Proportion (%) of PDG eligible learners	12.7%
Date this statement was published	7 th October 2024
Date on which it will be reviewed	April 2025
Statement authorised by	
PDG Lead	Headteacher
Governor Lead	Chair of Governors

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£83,950
EYPDG funding allocation this academic year	£18,400
Total budget for this academic year	£102,350

Statement of intent

Our school vision at Rhiw Syr Dfaydd Primary School is to create a happy and productive community of learners who are:

Respectful of everybody and everything

Sharing our knowledge and understanding

Determined to make a difference

Passionate about life-long learning

We stand firmly by these words and endeavour to teach our pupils to be ambitious, capable learners, ready to learn throughout their lives. We want our children to embrace daily challenges and to use the experiences to make them stronger. Our children are encouraged to work beyond their expectations so that only then will they realise that the impossible is indeed possible.

Our Islwyn Cluster Vision:

The Islwyn cluster is committed to realising the four purposes of the curriculum through:

- Instilling pride in our learners, of their communities and identity, developing their sense of '**Cynefin**'
- Placing wellbeing at the heart of our schools, in order to shape positive futures
- Nurturing success in order to open a world of opportunities
- Promoting equity and equality whilst celebrating diversity
- Inspiring curiosity and igniting a love of lifelong learning
- Empowering learners to build connections across their learning, enabling achievement for all.

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.

Intended outcome	Success criteria
Additional practitioners employed to deliver TISUK intervention to identified pupils across the school. Pupils who have experiences Trauma are fully supported.	Improved levels of well-being for all learners and increased levels of engagement in school. There is a high impact for relatively low cost.
School administrator supports and challenges families with issues around attendance and school engagement leading	Increased levels of attendance amongst vulnerable groups of learners. The

to increased levels of attendance. The percentage of unauthorised absences falls below 1%	differential in attendance between e-fsm and non-fsm pupils is less than 5% Level of unauthorised absence across the school are less than 1%
Provide targeted support and intervention for identified groups of vulnerable learners in the early years. For example, sensory play sessions, bucket time, POPAT	Increased levels of wellbeing and independence evident among pupils.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

<ul style="list-style-type: none"> ▪ TISUK Intervention ▪ Sensory Play ▪ Bucket Time ▪ POPAT ▪ Small Group Intervention ▪ Attendance Workshops ▪ Residential Visits

Learning and teaching

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach
Literacy and Numeracy intervention sessions provided for targeted groups of pupils.	Identified pupils make progress with their literacy and numeracy skills. National test performance shows an upward trend for identified pupils.
POPAT sessions provided for targeted pupils.	Identified pupils make progress with sequencing and blending sounds.

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £ 17,254

Activity	Evidence that supports this approach
School administrator supports and challenges families with issues around	Increased levels of attendance amongst vulnerable groups of learners. The differential in attendance between e-fsm and non-fsm pupils is less than 5%

attendance and school engagement leading to increased levels of attendance. The percentage of unauthorised absences falls below 1%	Level of unauthorised absence across the school are less than 1%
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ 49,698

Activity	Evidence that supports this approach
Additional practitioners employed to deliver TISUK intervention to identified pupils across the school. Pupils who have experienced Trauma are fully supported.	Improved levels of well-being for all learners and increased levels of engagement in school. There is a high impact for relatively low cost.

Total budgeted cost: £ 105,952

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
More than flags and rainbows	Ian Timbrell
Be proud of you / Planet boy and girl	Ian Timbrell

Further information:

In addition to the information provided above, we reserve a small amount of our PDG grant to support Year 6 pupils with the cost of the residential visit during the summer term.