

2021 – 22

**Pupil Deprivation Grant (PDG) Annual Spend Plan  
Grant Amddifadedd Disgyblion (GAD) Cynllun Gwariant Blynyddol**

**(INSERT SCHOOL NAME / NODWCH EICH YSGOL)**

**Ysgol Pen-y-Bryn**

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Contacts:

**Please return to:**

Departmental Management Support, Education Dept., Room 2.3.11, Civic Centre Swansea

NB: Please refer to the Welsh Government, Pupil Deprivation Grant, Short Guidance for Practitioners, Guidance Document No: 125/2013  
<http://wales.gov.uk/topics/educationandskills/publications/guidance/school-effectiveness-grant-2013-2015/?lang=en>

Continuum Key: C – Collaborative D- Developmental E – Evaluative ST – Strategic SU – Sustainable

<b>Total PDG / Cyfanswm GAD</b>	<b>£49,450</b>
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<b>Activity</b> – action required, for instance, recruitment of outstanding teachers (WA)		<b>Outputs</b> – evidence that activities have occurred, for instance the number of teachers that have received catch up training (WA)	<b>Outcomes</b> – the difference / impact made, for instance improvement in numeracy levels. (WA)	<b>Inputs</b> – resources, in this case the PDG funding and human resource required (WA)
<b>Activity supported</b> i.e. collaborative, evaluative and developmental ( This will form the basis of the Cluster Financial Spend Plan )	<b>Key</b>	<b>Intended Outputs</b> (evidence based)	<b>Intended Outcomes</b> i.e. Provision	<b>Cost</b>
PLCs / Professional Networks/ <b>To establish where we are in Language, Literacy and Communication across Ysgol Pen Y Bryn.</b>  <b>To become a Total Communicative school</b>		<ul style="list-style-type: none"> <li>• To audit Communication across Ysgol Pen Y Bryn through the use of learning walks, the Communication Team, planning and questionnaires.</li> <li>• To consider the results of the audit and impact on progress, teaching and outcomes.</li> <li>• To feedback the results of the audit to Head teacher.</li> <li>• To carry out learning walks to monitor use of UFFCULME, PECS, Talkabout and the use of Communication strategies across the curriculum</li> <li>• Monitor the inclusion of Communication across the new areas of learning in the new curriculum that is being devised</li> <li>• Ensure all staff are up to date with MAKATON training</li> <li>• Offer Makaton refresher sessions to staff</li> <li>• Introduce sign of the week in school assemblies</li> <li>• Award Signer of the week certificates to pupils who have demonstrated effort in signing</li> <li>• Timetable 2 day, refresher and follow up Makaton training for staff who need it</li> <li>• Raise profile of being a Total Communicative school</li> <li>• To train taxi drivers and escorts in approaches and raising awareness of our pupils communicative needs over 2 sessions</li> <li>• Audit the resources and strategies used in classes to deliver a total communicative approach and support all learners.</li> <li>• Ensure staff are placed appropriately to match their skills to the needs of the pupils</li> </ul>	Clearer knowledge of how the LLC curriculum is being delivered.  Action plans put into place to develop LLC will raise standards in literacy across Upper and Lower School  To have a consistent approach to monitoring and reviewing each aspect of Communication.  All staff use Makaton signing as an integral and natural part of communication with pupils and each other All pupils' communication needs are met and have access to an appropriate means of communication at all times	Salary costs

<p><b>A comprehensive and effective Speech Therapy provision meets the individual needs of our pupils</b></p> <p><b>There is a whole school understanding of and approach to Communication</b></p> <p><b>Staff are highly trained in areas of Communication</b></p>		<ul style="list-style-type: none"> <li>• Monitor the impact of both external and in house Language provision</li> <li>• Continue to work with New Service Delivery Model from Speech Therapy Team.</li> <li>• Identify groups of learners and their particular speech therapy needs through Language Link, Talk About and SALT assessments.</li> <li>• Continue to use Language Link to assess, deliver and record progress of pupils</li> <li>• Continue to ensure Pupils enjoy and make progress in Talkabout</li> <li>• Introduce WELLCOMM to all staff through group sessions with Tas and ADDS session for teachers</li> <li>• Staff to make WELLCOMM and Junior Link resources. Share responsibilities. Raise awareness of importance of using resources.</li> <li>• Meetings to compile a policy and 'HANDBOOK' to explain and aid the various forms of communication</li> <li>• Present the "Handbook" to whole school staff</li> <li>• Share Picture Exchange Communication / symbols Books that have been adapted so appropriate to the individual child with other staff</li> <li>• Staff to attend 2 day PECS training in Cardiff</li> <li>• PECS record sheets to be reintroduced to plan for progression</li> <li>• Develop a culture of sharing knowledge gained on training and reflect on training, evaluating its effectiveness and implementation in class/groups</li> <li>• Carry out an audit of staff knowledge and skills</li> <li>• Identify gaps and areas for development in staff training</li> <li>• Act as Critical Friends through 'Buddies' /Swaps and the sharing of good practice</li> <li>• Allow time to embed and consolidate communication strategies</li> <li>• Allow time for staff to produce visual resources or allocate a staff member to produce the visual resources to enable the implementation of the strategies.</li> <li>• Ensure all staff, teaching and support staff, are confident and competent in delivering AACs</li> <li>• Offer opportunities for staff to 'triangulate' in lesson observations &amp; deliver a range of communication through team teaching.</li> </ul>	<p>Pupils make progress and have access to appropriate and individualized programs to develop their speech and communication.</p> <p>Develop whole school awareness of the various aspects of Communication through a Communication policy</p> <p>Staff embrace the strategies that are available to ensure communication is effective and appropriate to the child</p> <p>Staff are trained in the various approaches to alternative communication and understand behaviour is also a form of communication</p> <p>Staff understand that expressive and receptive language do not always tally and adjust their language appropriately to meet the needs of each individual child and their level of communication</p> <p>Staff are competent, confident and appropriately trained to deliver the appropriate strategies for their new class including AACs such as: PECS; UFFCULME; SCERTS; Makaton; ELKLAN</p> <p>Knowledge is shared</p>	
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Intervention Programmes / Rhaglenni Ymyrraeth		Targeted interventions to support learners from deprived backgrounds achieve their potential e.g. Derbyshire Positive Play; Social Skills Programmes	<ul style="list-style-type: none"> <li>• Progress in wellbeing, self esteem and readiness to engage in learning.</li> <li>• Improved scores on Boxall profile</li> <li>• Higher attendance rates</li> <li>• Greater confidence in social situations and awareness of how to manage own behaviours.</li> </ul>	
School <i>and other</i> collaboration / Cydweithio ysgolion				
Central support / Systemau cefnogaeth				

Cont/d...

<b>Other / Arall</b>		Family Liaison Officer employed to develop school/home relationships, set up parent initiatives, organise parent/pupil workshops with Communi9ties First and Save the Children, organise training for staff, parents and community partners, develop electronic family pen portraits and attend annual reviews, child in need, LAC, PSP and child protection meetings.	<ul style="list-style-type: none"> <li>• Raised awareness of what the school can offer parents and carers</li> <li>• Improve confidence in parents and help them develop skills to support their child</li> <li>• Opportunities for parents and pupils to work together providing specific help for families with personal issues which could prevent children's learning and development</li> <li>• Opportunities for children to have 1:1 time with parents</li> <li>• Identify barriers parents face regarding external agencies and put in place measures to improve those relationships.</li> <li>• Overcome any barriers and concerns parents have about visiting the school for meetings, concerts etc</li> <li>• Greater engagement with vulnerable families</li> </ul>	<b>Salary costs</b>
<b>Cyfansymiau / Total Cost</b>				<b>£49,450</b>

<b>Hyfforddiant / Training CPD</b>	<b>No.</b>	<b>£</b>
Nifer yr athrawon i gael eu hyfforddi e.e. ymddiriedolaeth Sutton neu raglenni ymyrraeth Number of teachers to be trained in deprivation based activities e.g. Sutton trust or intervention programmes		

Nifer y staff cefnogi i gael eu hyfforddi e.e. ymddiriedolaeth Sutton neu raglenni ymyrraeth Number of support staff to be trained in deprivation based activities e.g. Sutton trust or intervention programmes		
Nifer y rhaglenni Dysgu i'r Teulu Number of Family Learning programmes		

<b>Effaith Gweithgareddau / Impact of activities (i gwblhau fel y bo'n briodol / complete as appropriate)</b>			
	<b>GWIRIONEDDOL / ACTUAL 2013-4</b>	<b>TARGED / TARGET 2014-5</b>	<b>GWIRIONEDDOL / ACTUAL 2014-5</b>
<b>Presenoldeb - % o ddisgyblion sy'n derbyn prydau ysgol am ddim / Attendance % of pupils in receipt of FSM</b>			
<b>Cyfnod Sylfaen / Foundation Phase</b> % o ddisgyblion sy'n derbyn prydau ysgol am ddim sy'n cyflawni FPOI % of pupils in receipt of FSM attaining FPOI			
<b>Cyfnod Allweddol 2 / Key Stage 2</b> % o ddisgyblion sy'n derbyn prydau ysgol am ddim sy'n cyflawni'r DPC % of pupils in receipt of FSM attaining CSI			
<b>Cyfnod Allweddol 3 / Key Stage 3</b> % o ddisgyblion sy'n derbyn prydau ysgol am ddim sy'n cyflawni'r DPC % of pupils in receipt of FSM attaining CSI			
<b>Cyfnod Allweddol 4 / Key Stage 4</b> % o ddisgyblion sy'n derbyn prydau ysgol am ddim sy'n cyflawni Lefel 2 gan gynnwys % of pupils in receipt of FSM attaining Level 2 inclusive			

*Mae'n bosib nad yw rhai eitemau gwirioneddol ar gael ar hyn o bryd, plis defnyddiwch ddata mewnol a diweddarwch y ffurflen nes ymlaen.  
Actuals may not currently be available, please use internal data where it is available and update later.*

Yn ogystal i'r dangosyddion yma, fe allech ychwanegu rhai eraill sy'n adlewyrchu amcanion eich ysgol. Er enghraifft, fe allwch gynnwys y niferoedd sy'n mynychu clybiau ar ôl ysgol neu efallai'r rhai sy'n dilyn gwersi offerynnol ac ati.

In addition to these indicators, you may wish to use others which reflect your school's aims for addressing the impact of deprivation. Examples may include the number of learners accessing after school clubs, taking music lessons etc.

Please note: ***“Schools are required to publish online their PDG allocation, together with details of how they have utilised the grant, the grant spend and its impact, to ensure that they are accountable for their performance to parents/carers and the wider community and that they have addressed the specific focus of the funding.”***

PDG Short Guidance for Practitioners, Guidance Document No.: 125/2013

**Please return to:** Helen Jones: (01792) 637166 [Helen.jones@swansea.gov.uk](mailto:Helen.jones@swansea.gov.uk)  
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