Maes Yr Haul Primary School - PDG Strategy Statement

Grant Purpose

The Pupil Development Grant (PDG) is used to reduce the impact of poverty on educational attainment and wellbeing, ensuring that learners affected by disadvantage are able to achieve their full potential. Expenditure is aligned to the school's self-evaluation processes and School Improvement Plan priorities.

How We Use the Grant

In line with Welsh Government guidance, our PDG expenditure is carefully planned to align with our School Improvement Plan and focuses on:

1. **Teaching and Learning**
   Improve outcomes for vulnerable learners through high-quality teaching, effective assessment and targeted intervention.
2. **Wellbeing, Care, Support & Guidance**
   Improve wellbeing, attendance, inclusion and family engagement for vulnerable learners and families.
3. **Leading & Improving**
   Develop leadership capacity and professional learning to improve outcomes for vulnerable learners.

Monitoring and Evaluation

We regularly evaluate the effectiveness of our PDG-funded actions through a range of self-evaluation activities, including:

- Assessment Data Analysis
- Pupil Progress Meetings
- Attendance Analysis
- Intervention Reviews
- Lesson Observations
- Learning Walks
- Book Scrutiny
- Pupil Voice
- Parent Voice
- Staff Feedback
- Family Engagement Records
- Governor Monitoring
- SIP Reviews

PDG (LEAG Equity) Expenditure Summary (£50,094)

Additional LSO (Intervention Support) – £25,000 (contribution)
Emotional Literacy Support - £15,000 (contribution)
Professional Learning – £1600 (contribution)
Family Engagement / Wellbeing Release (Cover) – £3,200 (contribution)
Assessment Release (Cover) - £3,200 (contribution)
Literacy & Numeracy Digital Resources – £2094 (contribution)

Teaching & Learning		
Priority Focus	**Activities & Expenditure**	**Intended Impact**
To improve pupil progress through high-quality teaching, effective assessment and targeted intervention in literacy and numeracy.	**Additional Learning Support Officer** • Targeted intervention programmes in literacy, numeracy, language development and emotional literacy. • Additional support for identified vulnerable learners within classrooms. **Staff Release Time** • Professional learning and implementation of whole-school approaches to formative assessment. • Development of consistent approaches to assessment, feedback and learner progress. **Digital Learning Resources** • Continued subscription to literacy and numeracy platforms that support learning in school and at home.	• Vulnerable learners make strong progress from their starting points. • Improved literacy and numeracy outcomes for targeted pupils. • Staff make increasingly effective use of assessment information to support learner progress. • Reduced attainment gaps between vulnerable learners and their peers.
Education Endowment Foundation Additional support staff, targeted intervention programmes and professional learning will strengthen literacy, numeracy, language and self-regulation skills for vulnerable learners. Expected benefits are aligned to EEF evidence including Teaching Assistant Interventions (+4 months), Oral Language Interventions (+6 months), Feedback (+6 months) and Metacognition & Self-Regulation (+7 months)		

Wellbeing, Care, Support & Guidance		
Priority Focus	**Activities & Expenditure**	**Intended Impact**
To strengthen wellbeing, inclusion, family engagement and attendance for vulnerable learners and families.	**Family Engagement Officer Release Time** • Development of family engagement strategies. • Direct support for families experiencing barriers to attendance, wellbeing or learning. • Coordination with local authority and external support services **Pastoral and Wellbeing Support** • Additional provision for emotional wellbeing and emotional literacy. • Targeted support for pupils requiring enhanced wellbeing interventions. **Early Years Intervention** • Additional Learning Support Officer provision supporting programmes including WellComm, Language Link and ELSA approaches.	• Improved engagement between home and school. • Improved attendance and reduced persistent absence amongst targeted learners. • Improved emotional wellbeing and readiness to learn. • Earlier identification and support for emerging needs. • Improved outcomes for vulnerable learners.
Education Endowment Foundation Family engagement, wellbeing provision and early intervention programmes will strengthen attendance, emotional wellbeing and readiness to learn. Expected benefits are aligned to EEF evidence including Parental Engagement (+4 months), Social & Emotional Learning (+4 months) and Oral Language Interventions (+6 months).		

Leading & Improving		
Priority Focus	**Activities & Expenditure**	**Intended Impact**
To strengthen leadership capacity and professional learning in areas that support improved outcomes for vulnerable learners.	**Leadership Release Time** • Monitoring and evaluation of PDG-funded provision. • Professional learning linked to effective teaching, wellbeing and inclusion. • Evaluation of intervention impact and value for money. **Professional Learning** • Development of staff knowledge and confidence in formative assessment, inclusion and evidence-informed practice. • Support for leadership of school improvement priorities linked to vulnerable learners.	• Leaders effectively evaluate the impact of interventions and provision. • Staff confidence and expertise continue to develop. • School improvement activities are increasingly informed by evidence of impact. • PDG resources are targeted effectively to improve outcomes for vulnerable learners.
Education Endowment Foundation Leadership and professional learning activities support the successful implementation and evaluation of evidence-informed approaches across the school. While leadership activities do not attract a direct EEF progress measure, they enable the effective implementation of high-impact strategies such as Feedback (+6 months) and Metacognition & Self-Regulation (+7 months)		