

Consortiwm GwE, Gogledd Cymru / North Wales



Grant Amddifadedd Disgyblion (GAD) Pupil Deprivation Grant (PDG)

2015-16

PDG Plan for Ysgol Bryn Gwalia



Consortiwm Addysg Gogledd Cymru / *North Wales Education Consortium*

PDG Plan: 2015 - 2016

School		Total delegated PDG	
		£42,000	

PRIORITY 2 : REDUCE THE EFFECT OF POVERTY AND DEPRIVATION ON EDUCATIONAL ACHIEVEMENT

Activity supported		Source of funding and planned spend £	Outcomes	Targets	Projected (to be completed by SEPT 2015)	Actual (to be completed by March 2016)
Literacy and Numeracy Identifier	Details of activities					
2.1 Promote effective family and community engagement	<p>Continue Temporary appointment of 1.0 additional LSA to act as a Home school well-being and learning co-ordinator (L4 2.4)</p> <p>The goals of the activity are:</p> <p>To maximise active participation of FSM children in school (link to 2.2 b)</p> <p>To promote active engagement between home, school and relevant community agencies</p> <p>To support and develop parents' ability to enhance their children's learning and well-being assisting them to develop relevant skills.</p> <p>To encourage self development &, literacy skills of parents in order to support their children and be positive role models in encouraging the educational and personal advancement of their children in particular those who might be at risk of failure.</p> <p>To support the identification of learners at risk and participate in the Multi Agency meetings.</p> <p>To disseminate the positive outcomes of the</p>	£23762 (JW)	No of schools that have used PDG to funded initiatives to promote parental and community engagement and partnership working, including early education settings	1	1	1
			Number of planned activities to engage parents within this grant	Weekly drop in +6 activities	Weekly drop in +6 activities	25
			Number of parents attending	30	30	30
			Number of schools conducting community inclusive activities within this grant	1	1	1
			Number of schools with formal structures to promote partnership working within this grant	1	1	4
			Number of e-FSM children supported	63	65	65

	<p>'initiative' throughout the school and community.</p> <p>Set up drop in Cafe to engage and support parents in a welcoming school environment</p> <p>Gain the Investors In Families standard working collaboratively with 3 other schools</p>	<p>£200.00</p> <p>Funded from a separate budget</p>				
<p>2.2(a) Narrow the impact between the attainment of e-FSM / in-work poverty pupils and non e-FSM pupils with reference to the Sutton Trust Toolkit (STT)</p>	<p>Temporary appointment of 0.5 additional LSA (1.2 Learning Support 2- 17.5 hrs) to act as Key workers to support FSM pupils.</p>	<p>£5976 (RJ)</p>	<p>Number of schools using the Sutton Trust Toolkit (or a similar toolkit)</p>	<p>1</p>	<p>1</p>	<p>1</p>
	<p>Temporary appointment of additional LSA (1.2 Learning Support 2 12.50 hrs 9.30am – 12pm) to act as Key workers to support FSM pupils.</p> <p>'Key worker group' is a form of 'mastery learning' (STT) as groups of learners have work differentiated in both lower and higher level steps receiving additional support in order to progress in both skills and content. This refers to special targeting of the interventions in the classes where the disadvantaged individual children attend.</p>	<p>£5400 (AJ)</p>	<p>Number of schools able to demonstrate that the gap in attainment between e-FSM pupils and non e-FSM pupils has decreased over the 3 year period based on:</p> <p><u>In KS2 2011-2012 FSM pupils outperform non-FSM pupils and in 2012 -2013 FSM performed marginally below non FSM but above LA & Wales and there is no pattern of under-attainment in FSM</u></p>	<p>Foundation Phase Assessments, End of KS2 and KS3 Teacher Assessments</p> <p>70% Of FSM pupils to attain Foundation Phase Indicator (82% non fsm to attain FPHI)</p> <p>50% Of FSM pupils to attain CSI (76.5% non fsm to attain CSI)</p>	<p>70% Of FSM pupils to attain Foundation Phase Indicator (82% non fsm to attain FPHI)</p> <p>50% Of FSM pupils to attain CSI (76.5% non fsm to attain CSI)</p>	<p>52% Of FSM pupils to attain Foundation Phase Indicator (82% non fsm to attain FPHI) 2014/15</p> <p>75% Of FSM pupils to attain CSI (76.5% non fsm to attain CSI) 2014/15</p>
	<p>Temporary appointment of additional LSA (1.2 Learning Support 2 8.00 hrs per week) to act as Key workers for challenging the MAT learners in Foundation Phase & KS 2.</p> <p>Ensuring that targeted support and provision is available to stretch our more able and talented pupils (including where reading and numeracy test data indicates performance over and above the expected range)</p>	<p>£3300 (DC)</p>	<p>Reading and numeracy test data</p> <p>Annual performance data for achievement of LT2+ at the end of key stage 4</p> <p>Leaving schools without qualifications</p> <p>Attendance data</p>	<p></p> <p></p> <p></p> <p>0%</p>	<p></p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p>

	Purchase of digital resources & training to enable Teaching Assistants to support pupil tracking, assessment and digital learning	£1362	<i>Exclusions data</i>			
2.2(b) <i>Narrow the impact between the attendance and exclusions of e-FSM and non e-FSM with reference to the Sutton Trust Toolkit (STT)</i>	Engage hard to reach parents through the ‘Drop in Café’ and other parental involvement initiatives in order to address attendance issues in targeted group.	Casted above				
Remission	Contribute towards the costs of enrichment activities for some vulnerable families e.g. fund individual costs for trips and residential school trips, provide uniform and school PE/swimming kit. Contribute to the cost of community clubs as appropriate.	£2000				
	TOTAL	42,000				