



*Aim to learn, learn to succeed ~ Anelu at ddysgu, dysgu i lwyddo*

## Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2024 to 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	Ysgol Maes Owen
Number of learners in school	207
Proportion (%) of PDG eligible learners	44%
Date this statement was published	17 <sup>th</sup> September, 2024
Date on which it will be reviewed	Spring/Summer 2025
Statement authorised by	Catrin Foulkes
PDG Lead	Catrin Foulkes
Governor Lead	Morris Jones (Chair of Governors)

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£100, 050
<b>Total budget for this academic year</b>	£100, 050

## Part A: Strategy Plan

### Statement of intent

You may want to include information on:

- What are your ultimate objectives for the children being supported?
- How does your current strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

### 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
Development of skills and learners engagement throughout the school, with an additional focus on the development of Numeracy skills, (School Improvement Plan)	<ul style="list-style-type: none"><li>• Increased opportunities for pupils to apply and develop their numeracy skills across the curriculum</li><li>• Increased learner and parental engagement – promote a ‘a love of maths’</li><li>• Monitoring shows the needs of learners effectively met with coverage of skills.</li><li>• Learners make good progress from their starting point with an improvement in their Numeracy Reasoning Test results.</li><li>• Improved consistent provision for learners to apply and develop numeracy skills across the curriculum.</li><li>• Learner’s progress increased with applying their skills across the curriculum. Coverage across the whole school will be tracked and progress monitored.</li></ul>
Learners more aware of their personal targets, progress and how to improve, (School Development Plan).	<ul style="list-style-type: none"><li>• Assessment Tracking Systems tracking learner progress easily and accurately, becoming more consistent across the school</li><li>• Monitoring shows improved Feedback throughout the school</li><li>• Learners’ progress is tracked accurately from their starting point</li><li>• Learners make good progress from their starting point</li><li>• Teachers’ expectations of pupils’ outcomes and their responses to pupils’ work are consistent across the school</li><li>• All learners can confidently identify personal targets/next steps in learning and lead their own learning. Consistent processes in place across the school.</li></ul>

## Activity in this academic year

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

See School Development Plan, along with the break-down below.

## Learning and teaching

Budgeted cost: £90, 000 (staffing). £5, 050 (resources)

Activity	Evidence that supports this approach
Wages for JR, TD, TM, TJ and JMc (TA L2 hrs). Intervention groups (learning and emotional support), supporting these learners to access the Curriculum/learning or extend the learning in the classroom, attendance improvements/support for these families.	<p><i>'Support all eFSM learners via early identification and tracking. This includes the more able learners.'</i> – (taken from PDG documentation).</p> <p>Once individual and group needs have been identified for all eFSM learners, the TAs funded via this grant strategically support these learners. Progress is tracked closely and regularly by teachers and the Assessment coordinator. Intervention is amended depending on the progress being made. Although this support will be targeted depending on the identified needs,</p> <p>Resources will be purchased as they are deemed appropriate, depending on the targeted approach/support.</p>

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:

Activity	Evidence that supports this approach

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £5, 000

Activity	Evidence that supports this approach
Time for Deputy Assessment Lead Person, (MOC), to develop, refine and implement a fresh	<p><i>'Encourage pupils to become independent and resilient learners'.</i>  <i>'Support all eFSM learners via early identification and tracking. This includes more able learners.'</i> – (taken from PDG documentation).</p>

<p>approach to learner-led learning across the school and also refine the self-assessment in relation to 'Learning Superpowers'. Train staff accordingly. Monitor effectiveness of the approaches throughout the year.</p>	<p>Resources and Professional Development will be purchased and sourced as necessary.</p>
<p>Time for Deputy Assessment lead Person, (MOC), to develop and refine the whole-school approach to assessment. Train staff accordingly. Monitor effectiveness of the approaches throughout the year.</p>	<p><i>'Support all eFSM learners via early identification and tracking. This includes more able learners.'</i> <i>'Using effective diagnostic and tracking systems to tailor support.'</i> – (taken from PDG documentation). Resources and Professional Development will be purchased and sourced as necessary.</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

## Part B: Review of outcomes in the previous academic year

### PDG outcomes

This details the impact that our PDG activity had on pupils in the 2023 to 2024 academic year.

Activity	Impact
<p>Focus on the improvement of Numeracy skills (yr 1)</p>	<ul style="list-style-type: none"> <li>• Year 3: decrease in the number of FSM learners scoring below 85:  Procedural 38 decrease in percentage  Reasoning 38 decrease in percentage  For procedural FSM learners have improved more than non-FSM learners scoring between 85-115 and above 115. FSM at 27% increase compared to Non FSM 4% increase.</li> <li>• Year 4: eFSM learners have decreased the % of learners scoring below 85 across in Procedural and Reasoning tests at a higher rate than non-FSM learners.</li> <li>• Year 5: Procedural tests Year 5 FSM learners have gone from no learners scoring above 115 in Year 4 to 20% in Year 5.  In procedural and reasoning tests there is a higher percentage of eFSM learners compared with non-eFSM learners scoring above 115.</li> <li>• eFSM learners have shown a significant decrease in learners scoring below 85 from Year 4 to Year 5 in Procedural and Reasoning: Procedural a decrease 27% and Reasoning a decrease 25%</li> </ul>

	<ul style="list-style-type: none"> <li>Year 6: eFSM learners have also increased those scoring above 115 in Procedural. For Procedural, eFSM learners have a higher percentage of learners scoring above 115. For Reasoning, eFSM learners have less learners scoring below 85</li> </ul>
Targeted intervention and support, (learning and wellbeing)	The gap between FSM and Non-FSM learners compared with the previous year has closed.
Assessment/tracking	Amendments to the assessment tracking system, along with staff training has seen a clear improvement in accuracy and across the school consistency. This has ensured that intervention happens at the earliest time.

### 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

### Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.