

Appendix 2

Compendium of PDG spending 2016 for FY 2016-2017 primary schools

Use of PDG in Swansea primary schools

Defnydd o'r GAD yn ysgolion cynradd Abertawe

Autumn Core Visit/ Ymweliad Craidd yr Hydref

2016

School	Compliant Y/N	CV1 2016	Publish Y/N
Birchgrove Sarah Loydon (SL)	Y	<p>The school uses PDG to employ teachers to support vulnerable pupils, including pupils eligible for free school meals (eFSM), in order to improve their basic skills, with a view to meeting their full potential and their performance matching their chronological age. During core visit one 2016, a range of information on the performance of these vulnerable pupils was reviewed. The school demonstrates pupil progress very effectively through the records maintained of these pupils' assessments. Progress is rigorously reviewed, at least termly, through assessing pupil progress meetings. Improvements in pupils' basic skills were demonstrated well, through examples of individual pupils' work from the beginning and end of the academic year.</p> <p>Since 2011/2012, the performance in Foundation Phase of eFSM pupils has increased dramatically from 21.4% to 85.7% (Foundation Phase Outcome Indicator - FPOI) in 2015/2016. Although performance was slightly down in 2015/2016 on the previous year, this was by approximately one pupil. The gap in performance between eFSM and those pupils not eligible has narrowed every year since 2011/2012. In 2014/2015, eFSM pupils out-performed those pupils not eligible for the first time. Although, this has reversed in 2015/2016, the performance of eFSM pupils is stable and the gap in performance is minimal (5.6%), which is by the equivalent of less than one pupil. This is the case in all areas of learning at Outcome 5. At Outcome 6, historically since 2011/2012 eFSM pupils have not attained Outcome 6. However, in 2013/2014, eFSM pupils attained Outcome 6 in PSD and in 2014/2015 eFSM pupils attained Outcome 6 in LLC and MD for the first time. By 2015/2016, the gap between the performance of eFSM pupils and those pupils not eligible had narrowed considerably in LLC and MD and performance was on a par. In PSD, in 2015/2016, eFSM pupils out-performed those pupils not eligible at Outcome 6.</p> <p>At key stage 2, since 2011/2012, the performance of eFSM pupils has improved steadily and the gap has narrowed. There was a slight dip in performance in mathematics and science at Level 4 in 2015/2016, which led to a slight decline in the core subject indicator (CSI). However, performance is stable and the gap in performance has narrowed considerably over time. Performance of eFSM pupils at Level 5 was less favourable in 2015/2016. The gap widened in performance between eFSM pupils and those pupils not eligible. However, having reviewed this during core visit one 2016, the eFSM pupils in Year 6 had additional</p>	

		learning needs, which was addressed through intervention programmes and all reached the targets set and made at least expected progress.	
Bishopston Donna Caswell (DC)	Y	<p>In 2015-16 Bishopston Primary School was provided with a PDG allocation of £17,700</p> <p>The school has completed a plan to promote progress for students eligible for this funding.</p> <p>The school has used the funding available to:</p> <ol style="list-style-type: none"> 1. Provide additional TA support to eFSM pupils under the direction of the school's support teacher 2. Offset costs of educational visits <p>The intended impact of the above actions is to:</p> <ol style="list-style-type: none"> 1. Improve attainment for targeted pupils. 2. Offer equal opportunities and access to extra-curricular activities 3. Improve attendance of eFSM Pupils <p>20 pupils were identified as eFSM across the school.</p> <p>Measurable pupil outcomes for 2015-16 were:</p> <ul style="list-style-type: none"> · 66% of pupils made at least expected progress (2 sub levels) · 44% of eFSM pupils made 1 sub-level progress. · 100% of eFSM pupils accessed residential school trips · 57% of eFSM pupils improved their attendance <p>The school has recognised improvements to progress of eFSM pupils as a target in its own SDP for 2016-17. There is no significant gap between eFSM and nFSM pupils at the end of key stage, low numbers makes this data unreliable. In 2016 there were 2 FSM pupils in KS2 and 1 in FP.</p>	Yes

		Links to PDG are costed and detailed in the PDG Plan. The PSO is heavily involved in the process to ensure funding is appropriately and effectively allocated.	
Blaenymaes Anne Lloyd (AL)	Y	<p>There is no trend when looking at the performance of pupils entitled to free school meals, compared to those pupils not in receipt of free school meals.</p> <p>In 2013 - 14 there were 11 pupils in receipt of FSMs (6 achieved FPI – 55%) and 10 Non FSM (7 achieved the FPI – 70%)</p> <p>In 2014 -15 there were 25 pupils in receipt of FSMs (16 achieved the FPI – 64%) and 12 Non FSMs (6 achieved the FPI - 50%)</p> <p>In 2015 -16 there were 10 pupils in receipt of FSMs (4 achieved the FPI – 40%) and 15 Non FSMs (12 achieved the FPI – 80%)</p> <p>Of pupils in receipt of FSMs, the school outperforms all three comparators when looking at the family, local and national averages</p> <p>Targets for 2017:</p> <p>O5 - 10/17 boys to achieve FPI = 71.4%, 4/8 girls to achieve the FPI = 50%, therefore 56% of pupils eFSM to achieve the FPI</p> <p>L4 - Eng - 70%, maths - 80%, science - 80%</p> <p>L5 - Eng - 10%, maths - 10%, science - 10%</p> <p>Interventions used include: Welcom, Speech and Language Link, Derbyshire Positive Play, Project X (reading), Nessie and Toe by Toe (for dyslexic pupils), Numicon, Family Inclusion Officer and Emotional Wellbeing Officer.</p> <p>During the very recent inspection, which finished on 17.11.'16, inspectors found that the pupils eFSM made good progress over time within the school.</p>	

<p>Brynhyfryd</p> <p>Sue Edgar (SE)</p>	<p>Y</p>	<p>Standards:</p> <p>Foundation Phase</p> <p>O5+</p> <ul style="list-style-type: none"> • FPI 2016: nFSM 86.7%: eFSM 91.7% • LCE 2016: nFSM 86.7%: eFSM 91.7% • MDT 2016: nFSM 93.3%: eFSM 91.7%, • PSD 2016: nFSM 95.6%: eFSM 100% <p>O6+</p> <ul style="list-style-type: none"> • LCE 2016: nFSM 28.9%: eFSM 33.3% • MDT 2016: nFSM 26.7%: eFSM 33.3%, • PSD 2016: nFSM 44.4%: eFSM 25% <p>Key stage 2</p> <p>L4+</p> <ul style="list-style-type: none"> • CSI 2016: nFSM 81.6 : eFSM 73.3% • English 2016: nFSM 81.6%: eFSM 80%, • Mathematics 2016: nFSM 81.6%: eFSM 80% • Science 2016: nFSM 84.2%: eFSM 80% 	
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		<p>L5+</p> <ul style="list-style-type: none">• English 2016: nFSM 34.2%: eFSM 20%• Mathematics 2016: nFSM 34.2%: eFSM 20%• Science 2016: nFSM 39.5%: eFSM 20% <p>Resource management:</p> <ul style="list-style-type: none">• Leaders have clear processes for PDG resource management and it is clearly planned for within the SDP.• Impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals is good in terms of the relative progress made based on baseline information.• Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners.• Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals.• Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes, ensuring clear systems support pupils eligible for free school meals.• A pastoral support leader has been employed utilising the PDG and this impacts positively on learning and well being outcomes.• The pastoral support leader secures effective engagement with parents of pupils eligible for free school meals, eg the school communicates and works closely with families requiring support• The school is effective at sharing resources and expertise within the cluster, to improve the outcomes for pupils eligible for free school meals.	
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		<ul style="list-style-type: none"> An exit strategy for staff funded by PDG will be planned for by leaders. 	
<p>Bryniago</p> <p>Delyth Mainwaring (DM)</p>	Y	<p>Mae'r canran o blant sy'n derbyn PYDd - 3.3% yn isel. Nifer fach o ddisgyblion PYDd sydd mewn pob dosbarth.</p> <p>Derbyn: 3</p> <p>Bl.1: 1</p> <p>Bl.2: 2</p> <p>Bl.3: 1</p> <p>Bl.4: 4</p> <p>Bl.5: 0</p> <p>Bl.6: 1</p> <p>Clustnodir yr arian er mwyn ariannu aelod o staff cynorthwyol. Mae'n gweithio dau brynhawn bob wythnos gyda grwpiau maeth. Mae'r grwpiau yn cael eu dewis i gyd fynd gyda'r plentyn/plant PYDd, yn ol gallu a gofynion penodol. Mae'r grwpiau yn gweithredu elfennau o strategaethau rhifedd a llythrennedd ac yn atgyfnerthu gwaith y dosbarth a testun trafod yr wythnos. Cyflogir hi am weddil yr amserlen gyda dosbarth blwyddyn 4, y dosbarth sydd a'r ganran fwyaf o ddisgyblion PYDd</p> <p>Mae'r strategaethau yma wedi arwain at godi safonau disgyblion PYDd. Roedd dau blentyn PYDd ar ddiwedd cyfnod allweddol 2 yn 2015-16 wedi cyrraedd y lefel disgwylidig ac un wedi cyrraedd y lefel disgwylidig +1 mewn mathemateg.</p> <p>Mae llawer o'r disgyblion PYDd yn cael sgor safonedig dros 85, fodd bynnag nid oes un plentyn wedi sgorio 115+.</p>	

Brynmill Damien Beech (DB)	Y	<p>School in receipt of £23,350. During the last academic year eFSM records show that (not including year 6 leavers) 18 pupils are no longer entitled to FSM and 23 eFSM pupils have been added to eFSM list (there are currently 32 pupils eligible for FSM). This is due in part to high mobility, but not entirely. The school has used the PDG funding to second a member of staff to the role of Well-being Leader and to support a range of intervention strategies.</p> <p>The impact of the above initiatives on pupil attainment is good. Most eFSM pupils attained the FPI in 2016, with 1 pupil (25%) attaining O6 for each indicator. In key stage 2, all eFSM pupils attained above the expected level for each indicator. The standardised scores (of the national tests) for eFSM and non-FSM pupils in 2016 are on a par for all three tests and in a minority of year groups, eFSM average standardised scores are better than non-eFSM pupils. The school's comprehensive tracking processes show eFSM pupils with standardised scores of below 90 are identified as having ALN, EAL (early stages) and/or have been on school roll for less than a month before testing. In key stage 2, eFSM standardised scores of 115+ compares well with LA and Wales averages in all tests.</p>	
Burlais SE	Y	<p>Standards:</p> <p>Foundation Phase</p> <p>2014: Outcomes for eFSM pupil(s) were lower than those for non-eFSM pupils in all the main performance indicators but the differences were lower than those nationally.</p> <p>2015: There were 20 pupils in the 2015 cohort. Of these, 3 failed to attain 05 or better in PSD and 4 in the other main performance indicators. However, the differences between eFSM and non-eFSM outcomes were much lower than the 2014 all-Wales means. LLC rose by 9%, MD by 1% and PSD dropped 3% but the FPI rose by 9%</p> <p>2016: LLC dropped by 9%, Performance of eFSM pupils in MD has improved by 5.7% and in PSD performance has increased by 11%</p>	

	<p>Performance of eFSM pupils in LLC has impacted on the FPI</p> <p>KS2</p> <p>2014: Outcomes for eFSM pupil(s) were lower than those for non-eFSM pupils in all the main performance indicators. However, the differences in performance were similar to those seen nationally.</p> <p>2015: There were 29 eFSM pupil in the cohort. Of these, about one-third of pupils attained L4 or better in each of the main performance indicators. Differences between eFSM and non-eFSM outcomes were broadly similar to the 2014 all-Wales means except in science (which was higher).</p> <p>9% increase overall in KS2 performance of eFSM pupils with the largest difference in performance in Maths and Science and the CSI. English performance has improved by 2.6%</p> <p>2016: English improved by 3%, Maths improved by 9% and Science by 9% and the CSI improved by 9%</p> <p>eFSM pupils performed better in KS2 compared to 2015/16.</p> <p>Resource management:</p> <p>PDG grant is used to fund a number of intervention groups. EFSM pupils are demonstrating that interventions are successful and are having an impact on learning.</p> <ul style="list-style-type: none">• Leaders have clear processes for PDG resource management and it is clearly planned for within the SDP. The PDG grant is used to fund a number of intervention groups - Language Link/Derbyshire Positive Play/EBD Group/Catch Up/Numicon and identified pupils in receipt of intervention make very good progress in their learning. EFSM pupils are demonstrating that interventions are successful and are having an impact on learning.• Impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals is good in terms of the relative progress made based on baseline information.• Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners.	
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<p>Brynymor</p> <p>DM</p>	<p>Y</p>	<p>GAD: £23650, GAD PYDd £21850, GAD BC £1800</p> <p>Mae'r ysgol wedi clustnodi swyddog lles sydd yn gweithredu er mwyn cefnogi lles emosiynol disgyblion. Hysbyswyd rhieni disgyblion PYDd am y ddarpariaeth hon ac fe wnaeth tua 3/4 gefnogi'r fenter. Mae'r sywddog lles yn gallu bod yn glust i blentyn bregus ar unrhyw adeg, ond hefyd yn eistedd gyda'r disgyblion i wrando arnynt yn darllen. Mae'n cwrdd a rhai yn ddyddiol a rhai yn achlysurol. Fe'u targedir yn ol yr angen.</p> <p>Defnyddir Proffil Boxhall er mwyn gweld pa ddisgyblion sydd angen y gefnogaeth ac fe'u mesurir eto ar ol yr ymyrraeth. Fodd bynnag, mae'r ysgol yn parhau i deimlo fod angen creu proffil ei hunain, neu edrych ar holiaduron debyg i Fy Llais sydd wedi ei ddatblygu gan yr awdurdod. Mae'r ysgol yn gweld y broses yma yn gryfder ac yn effeithiol iawn..</p> <p>Mae disgyblion PYDd yn gwneud yn dda yn y profion cenedlaethol. Mae 100% o'r garfan yn sgorio >85 yn y prawf darllen Saesneg a'r prawf rhifedd gweithdrefnol. Mae 93.3% yn sgorio >85% yn y prawf darllen Cymraeg ac 80% yny prawf rhifedd rhesymu. Ar ddiwedd y Cyfnod Sylfaen mae 100% yn cyrraedd deilliant 5, fodd bynnag nid oes un disgybl yn cyflawni'r lefel disgwyliedig +1. Yng nghyfnod allweddol 2 mae 7 disgybl allan o 8 (87.5%) yn cyrraedd lefel 4 ac un disgybl (12.5%) yn cyrraedd lefel 5 mewn Saesneg.</p>	

Cadle AL	Y	<p>The school receives £125,200.00 PDG monies. A comprehensive plan to address the impact of poverty has been developed and is published on the school's website.</p> <p>All pupils are tracked and pupils eFSM/LAC are further highlighted. The impact of teaching actions and intervention is monitored termly.</p> <p>The school works with identified families to improve engagement in school life and learning (see pages 8 and 2.3 of SER and HT's report to govts).</p> <p>A range interventions for English/literacy, maths/numeracy and well being (including attendance) are used to improve pupils' skills and standards. These include Project X, Guided reading sessions, target maths groups, DCD groups, social skills groups, friendship groups, letters and sounds target groups, keeping safe sex education groups in addition to work which is undertaken to reach out to hard to engage families and work involving outside agencies. Outside agency involvement includes TAF, counselling services, family support services, foster Swansea, Cariad, St John's Ambulance and working in close partnership with the EWO to address difficulties and further encourage engagement. The school timetable have been restructured to provide focused sessions to achieve pupils' targeted areas.</p> <p>The gap in attainment between pupils eFSM and pupils not eFSM has closed, by the end of key stage 2 there is no gap in English and science and in maths and the CSI the pupils eFSM outperformed the pupils not eFSM pupils by 5%, which equates to 2 pupils and is not significant. 100% of Lac children achieved, in line with their peers. Attendance for pupils eFSM is in line with pupils not eFSM and the attendance for LAC is above their peers. 93.3% of pupils eFSM and 100% LAC made at least expected progress (reported in SER analysis). From Foundation Phase to KS2 100% of pupils eFSM made 2 levels progress in the CSI and 67% made 3 levels progress in English. In maths 92% of pupils eFSM pupils made 2 levels progress and 33% made 3 levels progress. In science - 100% of pupils eFSM made 2 levels progress and 58% made 3 levels progress.</p>	
Casllwchwr	Y	In 2015-16 Casllwchwr Primary School was provided with a PDG allocation of £25,200	

	<p>The school has completed a plan to promote progress for students eligible for this funding.</p> <p>The school has used the funding available to:</p> <ol style="list-style-type: none">1. Provide additional TA support to eFSM pupils under the direction of the school's support teacher2. Purchase Building Blocks to support staff in developing Rich Tasks providing high quality engagement opportunities for pupils with FSM3. Develop family and community engagement to ensure enriched learning experiences inside and outside school <p>The intended impact of the above actions is to:</p> <ol style="list-style-type: none">1. Improve attendance and attainment for eFSM pupils.2. The Assessment coordinator to use Building Blocks and the school's tracing system to track the skills coverage for pupils with FSM in order to effectively target set for their needs3. Provide clubs for identified eFSM pupils. Where possible encourage KS2 FSM pupils to attend homework club in order to be given additional support where needed.4. Provide a wide range of trips to further enrich the curriculum in every year group and pay for FSM pupils to attend5. Through Foundation Phase expertise (see priority 1) develop the outdoors to provide richer opportunities targeting FSM pupils to ensure they benefit significantly from the provision6. Provide a Breakfast club to target FSM pupils to ensure they have a good start to the day begins and to support punctuality <p>20 pupils were identified as eFSM across the school.</p> <p>Measurable pupil outcomes for 2015-16 were:</p> <ul style="list-style-type: none">• 100% of pupils made at least expected progress (2 sub levels) in LLC/English and 50% made above expected	
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		<p>progress (3 sublevels).</p> <ul style="list-style-type: none"> • 84% of pupils made at least expected progress (2 sub levels) in MD/Maths and 33% made above expected progress (3 sub levels) • 16% of eFSM pupils made 1 sub-level progress in Maths. This was due substantially to over assessment in the Foundation Phase (highlighted as an issue by Estyn, October 2014) • In 2014-15 attendance for pupils with FSM was 93.88%, this improved to 94.79% in 2015-16. • Of the 19 pupils with FSM in the school who were in the school in the year 2014/15 63% improved their attendance. 84% had scores above 94% attendance. 2 pupils did not (they were twins) the school and the EWO worked extremely hard to improve their attendance without success. <p>There is no significant gap between eFSM and NFSM pupils at the end of key stage, low numbers makes this data unreliable.</p>	
<p>Christchurch</p> <p>Darren Casker (DCK)</p>	<p>Y</p>	<p>The school is in receipt of £15,850 PDG funding.</p> <p>At the Foundation Phase there was only one FSM pupil in a class of twenty (5%). This pupil was successful in acheiveing the expected level +1 in language, literacy and communication and personal and social development and achieving the expected level in mathematical development.</p> <p>At key stage 2 there were two FSM pupils in a class of fifteen (13.2%). Neither pupil attained the expected level +1 and one achieved the core subject indicator at the expected level.</p> <p>The school has used its funds for the following :</p> <ul style="list-style-type: none"> • To employ a teaching assistant for 18 hours a week to support reading from year 1 to year 6. • To employ a teaching assistant for two and a half hours a week to deliver maths intervention with identified pupils. 	

		<ul style="list-style-type: none"> To employ a teaching assistant for six hours a week to support general learning at key stage 2. To employ a teaching assistant to support identified small groups from year 2 to year 6 in literacy and numeracy. <p>NB - The school was previously asked to write a best practice case study on using music therapy for social communication and intervention as part of its PDG provision</p>	
<p>Clase</p> <p>Jayne Woolcock</p> <p>(JW)</p>	Y	<p>Clase Primary School has demonstrated effective use of PDG funding for 2016/17 to improve the outcomes for eFSM and identified vulnerable pupils. The school incorporates its actions and spend into its SDP. The creative, varied actions promote pupil progress, develop the whole child and remove barriers to learning for pupils eligible for this funding. Actions are costed carefully and each strategy/activity is linked to improved attainment and achievement of pupils. They focus on improving CPD and building capacity in staffing for future sustainability. The school's PDG allocation is £113,700.</p> <p>The school has effectively used the funding available to:</p> <p>Second members of staff to lead various groups including "Catch Up" for numeracy and literacy Rapid Reading, Shooting Stars, Boost, Sparkle and Premier League Reading Stars.</p> <p>Support Action research group/PLCs</p> <p>Provide training for staff in leadership and delivering effective catch up and intervention programmes</p> <p>Purchase resources eg musical instruments, Derbyshire Play Project materials, reading materials, ICT software</p> <p>Second Teaching Assistants to run lunchtime and after school clubs eg Superheroes Club</p> <p>Train all staff in readiness for learning (in partnership with Barnardos- Dina Dinosaur Incredible years' curriculum)</p> <p>Offset educational visit cost and offset residential costs for eFSM pupils and those in disadvantaged homes</p> <p>Implement Speech and Language Intervention Programmes at Foundation Phase eg Language and Play</p> <p>Run a Nurture group</p>	

	<p>Second and train a Family Engagement worker to liaise with families and work with targeted pupils</p> <p>Second an Attendance Admin worker.</p> <p>The impact of the above actions has and continues to:</p> <p>Improve attainment for targeted pupils</p> <p>Improve literacy, communication and numeracy skills of targeted pupils</p> <p>Improve attendance for targeted pupils</p> <p>Provide improved access to educational visits and residential trips for targeted pupils</p> <p>Provide access to art, sport and music for targeted pupils</p> <p>Improve self-esteem, behaviour and social skills of targeted pupils</p> <p>Generate greater engagement and partnership work with families</p> <p>Improve family experiences and relationships.</p> <p>Allow all pupils to experience a school day, supported by their parent /carer.</p> <p>Allow all parents the opportunity to forge a relationship with the school, to address any concerns/questions and find out if they can benefit from professional support both from within the school and from specialist services.</p> <p>Improve the quality of teaching and CPD by building capacity in staffing</p> <p>Reduce barriers to learning and narrow attainment gap between eFSM and non- FSM pupils.</p> <p>Attendance of eFSM 2014-15 was 93.91% compared to 92.52% eFSM 2015-16. The school attributes this decline to 1 family and 1 pupil in the STF with medical issues. The school evidences robust tracking of attendance of eFSM with a detailed impact report.</p>	
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		<p>At end of Foundation Phase in July 2016 there were 16 out of 28 eFSM pupils (more eFSM than non-FSM). eFSM performance for all indicators was stronger than non-FSM. There is an upward trend for eFSM performance over the last three years in all indicators. 87.5% eFSM achieved FPI, LCE and MDT. 93.8% eFSM achieved O5+ and 75% eFSM achieved O6+ in PSD. 25% eFSM achieved O6+ in LCE and 37.5% eFSM achieved O6+ in MDT.</p> <p>At end of key stage 2 July 2016 there were 16 out of 29 eFSM pupils (more eFSM than non-FSM). However, performance not as strong as non-FSM, and there was a decline in eFSM performance on previous year. 8 eFSM pupils achieved L4+ in CSI and science. 9 eFSM pupils achieved L4+ English and mathematics, 1 eFSM pupil achieved L5+ in science and English and 1 eFSM achieved L5+ in mathematics.</p> <p>The school has a detailed report on PDG impact.</p>	
Clwyd SE	Y	<p>Standards:</p> <ul style="list-style-type: none"> • Most of the fsm pupils within the PDG funded support group made significant progress with their literacy and numeracy tests. All the fsm families involved in the family iPad club highlighted the positive effect the programme had on their ICT skills. The questionnaire results showed excellent progress. • FSM 2016 leavers' national test results (Standardised Score 85+) improved in all tests. (NRT 2015 45% to 2016 50%, NNTP 2015 50% to 2016 56%, NNTR 2015 60% to 2016 67%) • Performance of fsm pupils in the Foundation Phase has shown improvement at Outcome 5+ in Language, Literacy and Communication, Mathematical Development and Personal and Social Development. • Nearly all fsm learners in Year 6 made two or more levels of progress whilst in key stage two. Nearly all pupils made the expected progress or better in Foundation Phase. • FSM pupils do not perform as well as their non Fsm counterparts in most year groups. This is the case with average NFER scores and National Test scores. 	

		<ul style="list-style-type: none"> • Resource management: • Leaders demonstrate effective processes for PDG resource management and it is very clearly planned for within the SDP. • The school reflects good impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals in terms of the relative progress made utilising baseline information. • Leaders effectively use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including lower and higher ability learners. • Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP clearly identifies the effective deployment of resources to meet the needs of pupils eligible for free school meals, eg pastoral support officer, employed utilising PDG demonstrates measurable impact on pupils well being and improvemnet in attendance. • Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes eg timetabled SENco support, and they ensure robust systems for mentoring and supporting pupils eligible for free school meals. • The pastoral support leader secures very effective engagement with parents of pupils eligible for free school meals, eg the school communicates and work face-to-face to help them and their children overcome barriers to learning or children who are late arriving for school. • The school is effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals. • An exit strategy for staff funded by PDG will be planned for by leaders. 	
Clydach	Y	The school is in receipt of £47,871 for PDG. A total of £44,871 is used for staffing. Teaching assistants deliver intervention programmes for targeted support for pupils eligible for free school meals, such	

SL		<p>as nurture to promote wellbeing, to address gaps in skills and positive play therapy using the school's magic room. The school employs an attendance officer to monitor targeted groups of pupils with low or variable attendance. A total of £3,600 is spent on resources for nurture group, attendance and letters and sounds. In addition, anti-bullying training and enhancement activities have been funded using this grant.</p> <p>At Foundation Phase, the performance of pupils eligible for free school meals (eFSM) in all three areas of learning appears to have fallen over a three year period from academic year 2013/2014 to 2015/2016. In 2013/2014, 100% of eFSM pupils attained the Foundation Phase Outcome Indicator (FPOI). However, by 2015/2016, this had fallen to 75.0%. The proportion of eFSM pupils attaining Outcome 6 has increased over time in Language, Literacy and Communication (LLC). However, the number of eFSM pupils attaining Outcome 6 in Mathematical development (MD) has declined over the same period to 0.0% in 2015/2016. The number of eFSM pupils attaining an Outcome 6 in Personal and Social Development (PSD) has fluctuated over time.</p> <p>At key stage 2, the performance of eFSM pupils in the CSI has increased since 2013/2014 and has stabilised. The gap in performance with pupils not eligible for free school meals has narrowed. In English at Level 4, the performance of eFSM pupils has improved since 2013/2014. However, performance decreased by just over 10% in 2015/2016 and the gap in performance widened with non-eFSM pupils. In mathematics and science, attainment has improved, shows an upward trend and the gap in performance with non-eFSM pupils has narrowed over time. However, at Level 5, other than in English, where performance has increased, performance has decreased and the gap in performance with non-eFSM pupils has widened in all three subject areas since 2013/2014. No eFSM pupils attained Level 5 in mathematics or science in 2015/2016.</p>	
Craigcefnpar c SL	Y	<p>PDG has been used to provide teaching assistant support for intervention programmes for literacy, numeracy and speech and language over the last year. Increased grant funding this financial year has allowed teaching assistant hours to be increased. Should the funding be cut or reduced the school could not sustain the level of teaching assistant support that the grant provides. However, permanent teaching assistants have benefited from training, which would provide some sustainability should the funding be reduced or withdrawn. Internal tracking shows that pupils in receipt of intervention support have made good progress.</p> <p>Over recent years, there have been higher numbers of pupils eligible for free school meals (eFSM) in Foundation Phase than in key stage 2. At Foundation Phase, eFSM pupils have tended to perform well. In</p>	

		<p>13/14, there were four eFSM pupils and in 2014/2015 there were two eFSM pupils in Year 2, all of whom attained the Foundation Phase Outcome Indicator (FPOI). In 2015/2016, two out of the three eFSM pupils attained the FPOI. However, eFSM pupils have not tended to attain Outcome 6 especially in Language, Literacy and Communication (LLC) and Mathematical Development (MD). In key stage 2, eFSM pupils have not historically attained the Core Subject Indicator (CSI) at the end of Year 6. In 2012/2013, there were two eFSM pupils and in 2013/2014, there was one eFSM pupil in Year 6, none of whom attained a Level 4 in any of the core subjects. In 2015/2016, the one eFSM pupil attained the CSI. Historically, no eFSM pupil has attained a Level 5 in any core subject.</p>	
<p>Craigfelen</p> <p>SL</p>	<p>Y</p>	<p>The school has a comprehensive PDG plan, which is reviewed annually. All spending is appropriate to the grant criteria. The Minister for Education has recently visited the school with the intention of reviewing with the Headteacher the use of PDG and its impact. The impact of the wide-range of activities, which the grant supports, including intervention programmes, parental engagement and enrichment activities has impacted positively on the performance of pupils eligible for free school meals. In 2015/2016, there were equal numbers of pupils eligible for free school meals (eFSM) and non-eligible in Year 2. Over the last two years the performance of eFSM pupils has declined in both Language, Literacy and Communication (LLC) and Mathematical Development (MD) at Outcome 5. Performance in Personal and Social Development (PSD) has been fairly stable. The gap in performance of eFSM pupils and those pupils not eligible has fluctuated in LLC, has widened in MD and is stable in PSD. The performance of eFSM pupils declined in 2015/2016 compared to 2014/2015 in LLC at Outcome 6, but increased in MD and PSD. Performance of eFSM pupils was below that of pupils who were not eligible by 9.1%. This was equivalent to two pupils. The gap between the performance of eFSM pupils and those not eligible has decreased over the last two years in all areas of learning by between 3.6% and 11.6%. In key stage 2, there were 12 pupils eligible for FSM and 8 pupils not eligible. Performance of eFSM pupils has increased over the last two years in all three subject areas at Level 4. In 2015/2016, eFSM pupils out-performed pupils not eligible for the first time in three years. Performance of eFSM pupils has improved in 2015/2016 in English and science at Level 5 and the gap has narrowed with non-eFSM pupils.</p>	

		The performance of eFSM pupils fell slightly in mathematics at Level 5 and the gap with non-eFSM pupils widened.	
Crwys DC	Y	<p>In 2015-16 Crwys Primary School was provided with a PDG allocation of £8,650</p> <p>The school has completed a plan to promote progress for students eligible for this funding.</p> <p>The school has used the funding available to:</p> <ul style="list-style-type: none"> · Second member of staff to the role of catch up in literacy and numeracy in the Foundation Phase and key stage 2 <p>The intended impact of the above actions is to:</p> <ul style="list-style-type: none"> · Improve attainment for targeted pupils. <p>7 pupils were identified as eFSM across the school. 1 eFSM pupil received extra support to catch up as the result of prolonged absence due to an accident.</p> <p>Measurable pupil outcomes for 2015-16 were:</p> <ul style="list-style-type: none"> · 100% of pupils made at least expected progress (2 sub levels) · Three out of 7 pupils made above expected progress due to intervention. <p>Links to PDG are costed and detailed in the PDG Plan. The PSO is heavily involved in the process to ensure funding is appropriately and effectively allocated.</p>	Yes

<p>Cwmglas</p> <p>Euros Jones (EJ)</p>	<p>Y</p>	<p>In financial year 15/16 the school received £ 94,554 PDG. This was used for Speech & Language Link, Dyslexia, Catch Up Numeracy, ELKLAN interventions, cluster of schools WRU coaching (Sport, Lit & Num) to particularly benefit FSM learners (incl. out of hours learning / coaching), nurture group provision for identified FSM/LAC/Vulnerable learners, community and family participation and family learning opportunities.</p> <p>SER review of TAs work regarding the impact of interventions indicated that all identified children made significant progress over the year.</p> <p>There was no gap between FSM and non FSM reaching expected Foundation Phase outcomes in 2016. Both are at upper quartile levels. Targetted intervention at those who were in danger of not achieving was successful.</p> <p>Very few FSM pupils are working above expected outcomes in Foundation Phase. However, by the end of KS2 around half of the FSM pupils achieve above the expected level. This strong value added data is testimony to the impact of intervention over time.</p> <p>For financial year 16/17 the school are recieving £81,700 which is being used in a similar way with the majority directed towards increase staff: pupil ratios in Foundation Phase and Key Stage 2 to provide catchup/intervention/challenge. The nurture provision (Cwts Cwm Glas) for identified (Boxall Profile) Foundation Phase & Key Stage 2 pupils continues.</p>	
<p>Cwmrhydycei rw</p> <p>(JW)</p>	<p>Y</p>	<p>The school has an effective plan in place that outlines how PDG funding is used to support eFSM pupils and pupils identified as vulnerable. There are 0 LAC pupils in the school at present. Nursery PDG is used to support eFSM for early identification of any additional learning needs, especially in speech and language. Pupils are screened using the programme 'Language link' and appropriate interventions and support allocated to individuals. The plan was available for scrutiny. It is costed carefully and each strategy/activity is linked to improved attainment and achievement of pupils. The school is allocated £77,900.</p> <p>Analysis of Free School Meals data suggests the gap between eFSM and non-FSM pupils was eliminated at the end of key stage 2 for 2014-15 for the first time and actually turned in favour of eFSM pupils. The CSI for eFSM pupils was 100% and 92.3% (difference of 7.7%) for non-FSM. Although there is a slight decline in</p>	

		<p>2015-16, this is attributed to just three pupils who can demonstrate value added progress. 16 eFSM pupils in July 2016 Year 6 cohort (double that of previous year) - 13 pupils achieved CSI and English L4+ and 14 eFSM pupils achieved L4+ in mathematics and science. 4 eFSM pupils achieved L5+ in all core subjects. The success is attributed to the use of PDG funding to target eFSM pupils via science, literacy and numeracy intervention programmes.</p> <p>In addition, enrichment activities such as a museum project at the Egypt Centre has engaged and motivated targeted pupils which has impacted on an improvement in their literacy and numeracy skills.</p> <p>100% eFSM pupils achieved FPI at end of Foundation Phase in July 2016. Again, this is attributed to the use of PDG funding to target FSM pupils with support via phonic and numeracy intervention programmes.</p> <p>The school is ever mindful of the fact that percentages can vary dramatically year on year when one FSM pupil can be worth 10% at Foundation Phase and 14.3% at key stage 2 and therefore, treats the data with caution. The Year 6 cohort July 2016, had >30% FSM.</p> <p>Science, literacy and numeracy interventions are impacting positively on improved pupil outcomes as does the Nurture group for pupils with social and emotional difficulties. The Nurture group (a few of which are eFSM) is successful in supporting identified pupils to manage their social and emotional issues, thereby raising their self-esteem and confidence, improving their social skills and removing barriers to learning. Further in-class support is provided by highly skilled Teaching Assistants, a few funded through PDG. The school can evidence the impact such provision is having on pupil behaviour and attainment through pupil, parent and staff questionnaires, pupil tracking and Nurture records.</p> <p>PDG is also used to support families of vulnerable children through using ICT to engage parents in supporting their child at home and improving their child's attendance and punctuality. There has been an improvement in attendance for eFSM pupils from 88.4% in 2014-15 to 94.4% in 2015-16. The fact these pupils are in school more regularly and being targeted for intervention is impacting positively on raising their attainment.</p>	
Danygraig	Y	<p>During the year 2015-16, there was insufficient monitoring of the PDG grant. Pupils entitled to free school meals were not tracked tightly enough and as a result, they have not performed as well as a group as their</p>	

SE	<p>non eFSM counterparts. Interventions were not targeted specifically enough at eFSM pupils.</p> <p>Pupil Deprivation Grant (PDG) monies are now planned effectively and are compliant to the terms of the grant. A new PDG plan for 2016-2017 has been produced on a new format and published on the school website. This plan was agreed at SMT and then governor level. A tracking system for monitoring the outcomes of all pupils entitled to free school meals (eFSM) has been introduced for September 2016. All eFSM pupils have now been identified for the type of support needed e.g. more-able and talented, catch up etc. This is ensuring that money is appropriately targeted at all pupils who are entitled to free school meals.</p> <p>The school has completed a comprehensive plan to promote progress and remove barriers to learning for students eligible for this funding.</p> <p>The school has effectively planned the funding available to:</p> <ol style="list-style-type: none">1. To introduce and use My Selfie to measure the well-being of targeted FSM pupils2. To provide individual learning programmes for Catch up/MAT targeted FSM pupils3. To introduce a Breakfast nurture club for targeted FSM pupils4. Introduce Parent groups for KS2 maths – Active Learn for targeted FSM pupils <p>The intended impact of the above actions is to:</p> <p>Improve wellbeing of targeted pupils.</p> <p>Improve support for targeted pupils and families.</p> <p>Improve attainment for targeted pupils.</p> <p>This plan was acknowledged by Estyn (September 2016) as good practice in the revisit. The plan will now need to be monitored closely moving forward.</p>
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<p>Dunvant</p> <p>Karen Draper (KD)</p>	<p>Y</p>	<p>Use of PDG 2015-16</p> <p>The school received £12750 in terms of PDG. This was allocated to:</p> <p>An additional member of staff to develop Oracy in KS2.</p> <p>Staffing costs to deliver bespoke catchup programmes.</p> <p>Staff release to secure best practice in reading strategies throughout the school.</p> <p>Staff release to develop a PLC towards improving mathematics at all levels.</p> <p>Impact:</p> <p>Attendance - Though slightly lower than last year has risen 1.5% since 2011-12. The school has this as a focus of its current spend plan.</p> <p>Foundation Phase - Out of the 2 pupils, 1 achieved the FPI. Both pupils achieved the expected level in LCE and PSD, which are good indicators of progress at key stage 2. All are on intervention. 1 achieved in MDT.</p> <p>Key stage 2 - Out of the 2 pupils, both achieved the CSI and the higher levels across all subjects</p> <p>Use of PDG 2016-2017</p> <p>The vision is to ensure high expectation for all fsm pupils and close the attainment gap.</p> <p>Outcome:</p> <p>Measurable pupil outcomes: To iprove attendance of nearly all FSM pupils to 95+%</p> <p>Residential costs for FSM pupils</p>	
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		<p>Educational visit cost offset.</p> <p>Second member of staff to manage team around the family. (2 days training and half a day per fortnight)</p> <p>Second members of staff</p> <p>to co-ordinate Intervention groups.</p>	
<p>Felindre</p> <p>DM</p>	Y	<p>GAD £4,600</p> <p>Mae'r ysgol yn defnyddio'r arian tuag at cyflog aelod o staff cynorthwyol. Mae'r aelod yn gwneud ymyrraeth 1:1 i ddisgyblion gan gynnwys disgyblion PYDd. Mae'r data yn dangos fod y disgyblion yma yn gwneud cynnydd da mewn rhifedd a llythrennedd.</p> <p>Mae'r disgyblion ym mlwyddyn 3 a 4. Mae eu sgor safonedig yn y profion cenedlaethol yn dangos cynnydd o ganlyniad i'r strategaethau sydd mewn lle.</p> <p>Cymraeg:</p> <p>Plentyn 1: 83 - 86; Plentyn 2: 86-94; Plentyn 3: 88-99.</p> <p>Rhifedd gweithdrefnol:</p> <p>Plentyn 1: 106 - 118, Plentyn 2: 81-95, Plentyn 3: 92-108</p> <p>Rhifedd rhesymu:</p> <p>Plentyn 1: 106-108, Plentyn 2: 91-108, Plentyn 3: 82-113</p>	
Gellionnen	Y	<p>GAD £25100 GAD PYDd £23000, GAD BC £2100</p> <p>Mae 11.2%, tua 28, o ddisgyblion ar y gofrestr PYADd ar hyn o bryd.</p>	

DM		<p>Mae disgyblion PYDd yn cael eu tracio'n fanwl er mwyn adnabod meysydd datblygu pob disgybl PYDd beth bynnag eu gallu. Mae rhaglen 'Proffil Boxhall' sy'n asesu datblygiad lles unigolion yn cael ei ddefnyddio wrth dracio'r disgyblion yma. Mae cynorthwydd llawn amser wedi ei hyfforddi ac mae'n cael ei chyflogi i arwain rhaglen lles 'Derbyshire Positive Play Project'. Mae'n gweithio gydag unigolion, sy'n cynnwys disgyblion PYDd yn benodol. Mae'r rhaglen yma'n codi hunan hyder ac ymrwymiad disgyblion, yn gwella eu hymddygiad ac yn canolbwyntio ar sgiliau cymdeithasol disgyblion bregus. Mae'r arian hefyd yn cyfrannu at sicrhau bod y disgyblion yma yn derbyn yr ymyrraeth briodol os oes ei angen arnynt megis Dyfal Donc ar gyfer darllen neu rhaglen rhifedd. Mae'r arian yn talu am ymweliadau addysgol/preswyl disgyblion PYDd er mwyn sicrhau bod pob disgybl yn elw o'r holl brofiadau mae'r ysgol yn cynnig.. Mae'r gwariant yn cael ei adlewyrchu yn y cynllun datblygu ysgol ac mewn cynllun arwahan sy'n amlinellu'r holl wariant.</p> <p>Ar ddiwedd y Cyfnod Sylfaen mae pob disgybl PYDd yn cyrraedd deilliant 5 a 25% (1 disgybl) yn cyrraedd deilliant 6 mewn datblygiad mathemategol a 75% (3 disgybl) mewn datblygiad personol a chymdeithasol.</p> <p>Ar ddiwedd cyfnod allweddol 2 mae 71.4% (5 allan o 7) o ddisgyblion PYDd yn cyrraedd lefel 4 a 14.3% (1 disgybl) wedi cyrraedd lefel 5 mewn Cymraeg a Saesneg.</p> <p>Yn y profion cenedlaethol mae 47.6% o ddisgyblion PYDd o flwyddyn 2 i 6 yn sgorio 85+ yn y prawf darllen Cymraeg; 70.5% yn y prawf darllen Saesneg, 52.4% yn y prawf gweithdrefnol a prawf rhesymu. Dim ond un disgybl yn y prawf rhesymu sydd yn sgorio 115+.</p>	
Gendros DCK	Y	<p>The school is in receipt of £71,300 PDG funding for the academic year 2016-2017.</p> <p>At the Foundation Phase, twelve pupils (33.3%) out of a cohort of 36 were entitled to free school meals (FSM). Out of these pupils, nine pupils (75%) achieved the Foundation Phase indicator (FPI), the expected level in language, literacy and communication (LCE) and mathematical development (MDT) and eleven pupils (91.7%) achieved the expected level in personal and social development (PSD). Three pupils did not achieve the FPI which compares with two non-FSM pupils. At the expected level +1, two pupils (16.7%) achieved the expected level +1 in LCE with one pupil (8.3%) achieving the same level in MDT and PSD. This compares with nine pupils (37.5%) who were non-FSM in LCE, seven pupils (29.2%) in MDT and fifteen pupils (62.5%) in PSD.</p>	

		<p>At key stage 2, nine pupils (24.3%) out of a cohort of 37 were entitled to free school meals (FSM). Out of these pupils, four pupils (44.4%) achieved the core subject indicator (CSI), the expected level in English and science with six pupils (66.6%) achieving the expected level in mathematics. Five pupils did not achieve the CSI which compares to two non-FSM pupils. At the expected level +1, two pupils (22.2%) achieved the expected level +1 in English with one of those pupils (11.1%) also achieving the expected level +1 in mathematics in science. This compared with nine (32.1%) non-FSM pupils in science, ten (35.7%) in mathematics and seven (28.6%) in English.</p> <p>In order to improve attainment for FSM and LAC learners, the school has implemented a number of initiatives and interventions. These include :-</p> <ul style="list-style-type: none"> • A number of intervention groups which have been established in order to raise the attainment of FSM pupils and to ensure that difficulties with literacy and numeracy do not impact on general attainment. These include Read Write Inc, Toe by Toe, Reading Eggs, numeracy catch up and literacy catch up. • The school is continuing with the role of a family liaison officer to work with pupils and their families. This has improved the levels of family engagement and trust between home and the school. It has also helped parents in supporting their child's learning. Also, fewer referrals for behavioural issues have been made. • There has also been increased pupil participation in after school activities provided, paid for from PDG funds, for FSM pupils including sport, cultural and catchup clubs. • The school is also continuing with the role of an additional attendance officer who monitors the attendance of FSM pupils and then liaises with the family liaison officer and the educational welfare officer. This has resulted in improved attendance of FSM pupils. 	
Glais	Y	<p>The school is in receipt of £1,1050 PDG, which supports the getting ready for schools programme and has enabled he school to purchase intervention programmes such as Power of 2 and Toe by Toe.</p> <p>Over a period of five years, there have been three pupils eligible for free school meals. Of the three, one has attained the Foundation Phase Outcome Indicator (FPOI), this was a pupil in Year 2 in 2015/2016. The other two pupils have attained Outcome 5 but not in all three areas for learning. These pupils attained Outcome 5 in</p>	

SL		LLC and PSD. The three pupils have not tended to attain Outcome 6. There have been no pupils eligible for free school meals at Key Stage 2 for 5 years.	
Glyncollen JW	Y	<p>Glyncollen Primary School demonstrates effective use of PDG funding for 2016/17 to improve the outcomes for eFSM and vulnerable pupils. eFSM are few in number (19 pupils). The school has been granted £24,250 + £2,400 EYPDG.</p> <p>The school has completed a comprehensive plan to promote progress and remove barriers to learning for students eligible for this funding. The plan was available for scrutiny and spending matches actions appropriately. The school is effectively used the funding available to:</p> <ul style="list-style-type: none"> • Train and second staff. • Provide a Nurture programme for targeted pupils. • Establish Booster groups for literacy and numeracy in Foundation Phase. • Provide Early Years Speech and Language intervention (Language Link) to inform IEPs, where appropriate. • Subsidise any trips or breakfast club for targeted pupils. <p>The intended impact of the interventions is to:</p> <ul style="list-style-type: none"> • Improve attainment in literacy and numeracy for targeted pupils. • Engage parents and families so they are more informed and equipped as how to best support their child at home. • Raise pupil confidence and self-esteem. • Facilitate inclusion and readiness for learning. 	

		<ul style="list-style-type: none"> • Improve pupils' behaviour and social skills. <p>Attendance of eFSM pupils 2014/15 was 92.63% compared to 93.89% 2105/16.</p> <p>Authorised absence declined from 5.8% 2014-15 to 4% 2015-16, and unauthorised absence increased, replicating the holiday absence issue for non-eFSM and due to1persistent absentee.</p> <p>At end of Foundation Phase, July 2016, there were 3 eFSM pupils. 100% achieved maths and PSD O5+. 66.7% achieved FPI and LCE. 33% achieved O6+ in maths and PSD.</p>	
Gors DCK	Y	<p>The school is in receipt of £86,250 PDG funding.</p> <p>Pupils who are eligible for free school meals (FSM) attain well and outperform non-FSM pupils at the expected level at both the Foundation Phase and key stage 2 and also at the expected level + 1 at the Foundation Phase and at key stage 2.</p> <p>At the Foundation Phase, there were 11 pupils eligible for free school meals (33.3%) out of a class of 33 with 22 non-FSM pupils (66.6%). Of these 11 pupils, 10 (90.9%) achieved the Foundation Phase indicator compared to 15 out of 22 (68.2%) non-FSM pupils. The same number and percentage of FSM pupils achieved at least the expected level in language, literacy and communication (LCE), mathematical development (MDT) and personal and social development (PSD). This compared with non-FSM attainment of 72.7% in LCE, 77.3% in MDT and 90.9% in PSD. At the expected level +1, 2 FSM pupils (18.2%) attained the higher level with 3 pupils (27.3%) in MDT and 6 pupils (54.5%) in PSD. This compares with non-FSM figures of 2 pupils (9.1%) in LCE, 4 pupils (18.2%) in MDT and 11 pupils (50%) in PSD.</p> <p>At key stage 2 a similar pattern is evident. There were 10 pupils (35.7%) eligible for free school meals in a class of 28 with 18 non-FSM pupils. Of these 10 pupils, 8 (80%) achieved the core subject indicator (CSI) with 9 (90%) achieving the expected level in English and all 10 (100%) in mathematics and science. This compares to 77.8% or 14 out of 18 non-FSM pupils achieving the CSI and the expected level in English, mathematics and science. At the expected level +1, three (30%) FSM pupils achieved the higher level in English, 4 (40%) in mathematics and 5 (50%) in science. This compares with 3 (16.7%) non-FSM pupils</p>	

		<p>achieving the expected level +1 in English and 4 (22.2%) in mathematics and science.</p> <p>The school has a number of strategies in place to improve the attainment of vulnerable learners. These include :-</p> <ul style="list-style-type: none"> • Employing two part time family liaison officers who are trained in emotional and behaviour support who work closely with the educational welfare officer to support families to improve attendance. • Employing two full time teaching assistants to support pupils in the Foundation Phase. • Training eight members of staff in the use of 'Success Maker' intervention programme. • Purchasing ICT equipment to support pupils' ICT skills across the curriculum. • Employing a part time teacher (0.5) to support and develop the language skills of pupils through the use of the 'Language Link' programme. • Providing training and purchasing resources for the Numicon maths scheme to support the learning of FSM pupils in the Foundation Phase. • Employing two part time teaching assistants to provide support and intervention for identified pupils in years 3,4 and 5. • Purchasing quality resources to enhance literacy and numeracy skills in the Foundation Phase. • Introducing a new reading intervention programme and guided reading scheme for the whole school. 	
Gorseinon	Y	<p>£107,850 The planned spend matches the amount given.</p> <p>In foundation phase this year, 14 of 16 eFSM pupils achieved the FPI and LCE, 15 of 16 eFSM pupils achieved MDT and all eFSM pupils achieved PSD (outcome 5). Last year there was no gap between eFSM and NFSM pupils and this year the gap is not significant.</p>	
Jonathan Atter (JA)			

		<p>In key stage 2, results have improved at the expected level again this year. eFSM CSI has increased from 70% to 85.7%. eFSM English from 80% to 85.7%. eFSM Maths 70% to 100% and eFSM Science 80% to 100%. The gap between eFSM and NFSM has closed this year. The school acknowledges the need to improve at expected level +1</p> <p>PDG money spent on:</p> <p>Breaking the link between disadvantage and educational attainment</p> <ol style="list-style-type: none"> 1. Attendance officer 2. Attendance rewards 3. Nurture Provision (Boxall Profile used to measure success) 4. Chill Out Club KS2 5. A drive on developing a culture of educational achievement for FSM 	
Gowerton DB	Y	<p>In 2016-17, the school is in receipt of £60, 350. The school is unable to publish its PDG as its website is not working correctly. The school's PDG plan outlines actions intended to improve eFSM pupils' attainment. A range of strategies include effective intervention such as catch up mathematics and literacy groups, and to support transition activities to the partner comprehensive school. The school's internal tracking shows that many eFSM and vulnerable pupils make good progress, however attainment at expected level presents as a downward trend. The gap between eFSM and non-eFSM pupil attainment in English at the expected level narrowed in 2016. However, school leaders have identified there is still a significant gap in attainment of pupil groups in mathematics and science (again at the expected level). Some of the strategies used and supported by the grant include supporting intervention strategies, supporting work with external agencies such as Team Around the Family and the Education Welfare Service, improving parental engagement, and developing pupil well-being. School leaders have analysed the progress of the 'vulnerable pupil' group and found the following impact from intervention:</p>	No – website not working

		<p>In Y6, 70% of eFSM pupils achieved CSI (80% achieving L4 in English, 70% achieving L4 in mathematics and English). 50% of eFSM pupils improved their standardised score in the national reading and procedural tests and 60% improved their standardised score in the procedural test in 2016 (from that of 2015). 70% of these pupils had at least an age appropriate reading age by the end of the academic year.</p> <p>In Y5 - Y2, 59% of pupils improved their reading age by more than 12 months, thus closing the gap. Those pupils that did not close the gap made adequate progress as set out by the SEN code of practice paragraph 5:42.</p>	
Grange	Y	<p>PDG Allocation = £28,855.00</p> <p>A plan for the provision for pupils eFSM is appended to the school improvement plan. PDG & EIG is used to support STF pupils attending lunchtime clubs.</p> <p>FSM mainstream – pupils identified through the data analysis. Pupils are tracked across the school. A range of interventions are used to ensure that pupils eFSM achieve well within the school. Interventions include Language Link, PM Benchmarking for reading, reading recovery startgaeis, letters and sounds programme, salt intervention strategies for HI pupils, maths interventions involved TAs working on basic skills.</p> <p>In year 2 FPh – there was 1 mainstream pupil who was eFSM, this pupil achieved O6 in LCE, MD and PSD. The pupil's test scores were all above average - reading 125, procedural 111, reasoning 113. There were 2 pupils who were eFSM in the STF – both pupils have made and continue to make consistent progress.</p> <p>In Year 6 there were 5 pupils entitled to free school meals, 4 achieved the CSI, 1 did not – this pupil was in the STF and was not targeted to achieve the CSI, however, the pupil made good progress against their targets. 1 pupil eFSM achieved the upper levels in all core subjects.</p> <p>3 pupils who achieved level 4 – attained scores between 103 – 105 in reading - reasoning 99 – 110 and procedural 99 – 106</p> <p>the pupil who achieved L5, achieved very well in the national tests reading - 129, procedural - 127, reasoning</p>	

		<p>- 140</p> <p>Year 2 2017 predictions – 1 pupil - GL assessment data predicts 1b for maths, 1c for reading and writing. Intervention has been put in place and now predicted to achieve the FPI.</p> <p>Year 6 2017 predictions – 4 pupils in Year 6 are eFSM, 1 is statemented, predictions are 2,2,2, this pupil has made good progress from their starting point, all 3 other pupils are predicted to achieve the CSI, 2 are predicted to achieve level 5 in all core subjects.</p> <p>NTD – NRT 89, 1002 & 106. NNPT 95 – 105, NNRT 92 - 103</p>	
Gwyrosydd SE	Y	<p>Standards:</p> <ul style="list-style-type: none"> • EFSM/Non FSM standards have been reviewed and evaluated in the attached ERW data pack analysis. • At FP and KS2 there is notable variance between eFSM and nFSM. • Evaluative data reflects a trend of significant ALN and social need challenges impacting significantly on the performance of all pupils, but on boys in particular • Baseline data reflects wide disparity. Progress from end of Foundation Phase to end of keystage 2 reflect positive relative progress for most eFSM pupils. • At KS2 there is consistently good eFSM benchmarking performance data during the last 4 years when statemented pupils are disaggregated <p>Resource management:</p> <ul style="list-style-type: none"> • Leaders have clear processes for PDG resource management and it is clearly planned for within the SDP. • Impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals is good in terms of the relative progress made based on baseline information. 	

	<ul style="list-style-type: none">• Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners.• Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals.• Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes and ensure robust systems for mentoring and supporting pupils eligible for free school meals eg, language and play• Good efforts are made to engage with parents of pupils eligible for free school meals, eg the school communicates and work face-to-face to help them and their children overcome barriers to learning or children who are late arriving for school eg speech and language activities• The school is effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals.• Boxall diagnostic profiles are used effectively to monitor and track progress in use of strategies eg positive play strategies• Speech and language development focus, eg formal invite to share information with parents including progress tracked through speech link tests• Physical literacy early development has had a positive impact, working with Pentrehafod and progress evidenced through both video and leveling work. Clear links are evident with pupils' speech and language and co-ordination development and progress. Behaviour and attitudes have made good improvement as a result of this engagement• Positive impact of Project x, eg books for boys• An exit strategy for staff funded by PDG has been planned for by leaders.	
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<p>Hafod</p> <p>SE</p>	<p>Y</p>	<p>Catch-up Lit and Numeracy The school leaders clearly target funding to:</p> <ul style="list-style-type: none"> • Improve the whole school strategic approach to tackling disadvantage. • Make intelligent use of data tracking systems to identify learner’s needs. Target interventions and monitor impact. • Adapt strategies that involve parents and carers in learners' education. • Engage the community in the life of the school and the life of the school in the community. • To work with the Communities First Team. • Improve attendance. • Recognise the relationship between well-being and standards and continue to develop their work to reflect this. • Work in partnership with other agencies. • Employ interventions that are the most effective. • An effective support team further enhances outcomes for pupils, eg family support worker, attendance and welfare worker to work with EWO, family counsellor <p>Standards:</p> <ul style="list-style-type: none"> • In 2015/16, 85.7% of eFSM pupils attained the FPI. nFSM outperformed eFSM by 15.4%. This equates to 3 children, each of whom are identified as SEN. There is a trend over the past 3 years of nFSM outperforming fsm pupils. <p>O5+</p> <ul style="list-style-type: none"> • LLC 100% of eFSM pupils attained O5+ compared to 84% of nFSM. There is a rising trend of performance. 	
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- MD 85.7% of eFSM pupils attained O5+ compared to 87.5% of nFSM.
- PSD 85.7% of eFSM pupils attained O5+ compared to 96% of nFSM

O6+

- LLC 28.6% of eFSM pupils attained O6+ compared to 37.5% of nFSM.
- MD 14.3% of eFSM pupils attained O6+ compared to 25% of nFSM.
- PSD 28.6% of eFSM pupils attained O6+ compared to 50% of nFSM. This is 21% lower than the previous years.

KS2

- CSI nFSM outperformed eFSM by 15.4%. This equates to 3 children, each of whom are identified as SEN. There is a trend over the past 3 years of nFSM outperforming eFSM, however SEN is the reason for this disparity.

L4+

- English/mathematics/science 15.4% nFSM pupils outperforming FSM pupils.

L5+

- English 6.3% nFSM pupils outperformed fsm pupils. Over the past five years there is a fluctuating trend.
- Mathematics nFSM outperformed eFSM pupils by 14%.
- Science nFSM narrowly outperformed eFSM pupils by 6.3%
- FSM/nFSM standards have been reviewed and evaluated in the attached ERW data pack analysis. This been identified as a continuing area for improvement within the SDP.

	<p>Resource management:</p> <p>Impact:</p> <ul style="list-style-type: none"> • Whole school approach with all staff on board with a plan to reduce the impact of poverty on attainment. • Use of data to identify and track progress. Evidence gathered from a range of sources and used to analyse the progress of groups of learners. • Tracking of disadvantaged learners eg tracking systems/INCERTs/PASS/Building Blocks • Literacy and learning skills - all staff focus on the development of disadvantaged learners literacy and learning skills. • Catch up interventions for Literacy. • Provide play therapy, nurture sessions, access the Exchange counselling service and employ their own school counsellor. • A clear and focused effort on improving attendance, punctuality and behaviour over the past 6 years. • Employment of an attendance officer to analyse registers, a link between community and school, and works closely with the EWO, eg film produced, attendance tracking, and action plan. KIN project with established monitoring matrix, positive reward systems – Golden Book. • A tailored curriculum to engage learners and also provide support in Ronnie’s Rich Tasks groups, enabling pupils to feel supported in their learning and have positive role models. The curriculum and after school clubs, and residential trips are both enriching and exciting – engaging disadvantaged pupils who do not have opportunities outside school. • Emphasis on pupil voice; disadvantaged pupils are given opportunities to play a full part in the school's life and development. They gather views of the learners about teaching and learning. See SDP and policies for kids by kids, prospectus for kids, school council file, Peace Mala award, Rights Respecting award 	
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		<p>ard, and Eco Gold award.</p> <ul style="list-style-type: none"> • CPD and developing staff expertise. • Culture of sharing best practice. (ESTYN Case Studies/ERW Case Studies/UNICEF beacon school). Teachers observe each other (working with colleagues). • Performance Management targets relate to raising the achievement of disadvantaged pupils. See Performance Management file /SDP • Leadership skills necessary for partnership working. We have established protocols and processes. The head teacher and deputy head teacher coordinate the work with partners - support that the pupils and their families receive from one of the external agencies. SLT monitor progress every ½ term and at monthly KIN meetings. • Successful onsite multiagency service (KIN), which focuses on the needs of individuals and their families. Staff work with pupils and their families with agencies that provide broad family related services and specialist services to meet the specific health or wellbeing needs, such as Educational Psychologist, Behaviour support, School health officer, EYST, EWO and attendance, counselling. • Team around the family approaches School staff; engage in Team around the family approaches – leaders utilise the pool of skills within the team (FSO, AO, Health officer) to address the health, domestic and social conditions/welfare of learners and their families. Staff work with specialists for pupils/families with more complex needs. • Extremely strong links with the community and have become its heart, eg working in partnership on the development of the park, designing and creating a community mural at the community centre. Working in partnership with the Communities First Team on engaging workshops for all to participate in - seeing an increase in parental support with some parents volunteering in the school – gaining employment the first time. • Parenting Programmes - environment and nurture groups. 	
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		<p>An environment that is welcoming, established rooms where children can learn with their families. Rooms for nurture and safe, secure room for counselling.</p> <p>Identify families that benefit from parenting and family learning sessions and have strong partnerships with Flying Start facilitators. Provision of engaging parenting workshops that help them overcome barriers to learning. Close transition with Flying Start</p> <ul style="list-style-type: none"> • Leaders have very clear processes for PDG resource management. Planning for PDG focuses rigorously on improving pupil learning and wellbeing outcomes. • There is strong impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals based on baseline information. • Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners. • Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals. • Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes and ensure robust systems for mentoring and supporting pupils eligible for free school meals. A wellbeing and attendance officer have been employed utilising the PDG and this impacts positively on learning and wellbeing and attendance outcomes. • The wellbeing leader and school counsellor secure very effective engagement with parents of pupils eligible for free school meals, eg the school communicates and work face-to-face to help them and their children overcome barriers to learning or children who are late arriving for school. • The school is very effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals. • An exit strategy for staff funded by PDG will be planned for by leaders. 	
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<p>Hendrefoilan</p> <p>KD</p>	<p>?</p>	<p>Please provide evidence:</p> <p>The school received £3,500 last year. All PDG spend contributes to the funding of a teaching assistant to provide catch-up, training on interventions and resources. Currently the school uses:</p> <p>Identification processes for catch-up clients.</p> <p>Diagnostic tools for SEN</p> <p>Dyslexia and the targetting of</p> <p>Cusp groups targeted.</p> <p>Governors, the headteacher and staff, despite current financial challenge, aim to continue to subsidise this significantly. The success of behaviour, well being and outcomes for our eFSM pupils is in part due to catch-up and also the highly effective SEN support systems in place.</p> <p>All eFSM pupils achieved the Foundation Phase Indicator.</p>	
<p>Knelston</p> <p>SE</p>	<p>N/A</p>	<p>Kelston Primary School has not had a FSM pupil at the school since 13/14.</p> <p>The total PDG for 2016/17 is £0</p>	
<p>Llangyfelach</p> <p>EJ</p>	<p>Y</p>	<p>The PDG spend plan details the support for learners eFSM. Learners eFSM are targeted and provided with specific support to improve their skills and achievement.</p> <p>Llangyfelach Primary School has demonstrated effective use of PDG funding for 2015/16 in order to improve the outcomes for eFSM learners. The school uses the following steps:</p>	

		<ul style="list-style-type: none"> • identify the group of pupils to target • group according to characteristics and needs • plan interventions which make the most effective use of human and physical resources • monitor and evaluate the impact of both the human and physical resources <p>In 2015-16 Llangyfelach Primary School was provided with a PDG allocation of £12,750.</p> <p>The school has completed a succinct plan to remove barriers to learning and accelerate progress for learners entitled to this funding.</p> <p>The school has effectively used the funding available to:</p> <p>Pay for two members of non-teaching staff to deliver basic skills support to eFSM learners and support for other eFSM learners in upper key stage two who will implement intervention and tutoring for targeted pupils.</p> <p>The intended impact of the above actions is to improve attainment for targeted pupils. (impact here - good progress against their targets identified through incerts FSM at end of key stage)</p> <p>Links to PDG are clearly costed and detailed in the SIP. FSM numbers are changing as the school faces transitional issues. The school addresses the changes with flexibility within its PDG plan.</p> <p>2016/17 £14,450 slight increase in hours within the same successful pro</p>	
<p>Llanrhidian</p> <p>Damien Beech (DB)</p>	<p>Y</p>	<p>£1,150 received this financial year. The PDG plan is published on school website. In 2015/16 the school identified 4 pupils eligible for free school meals. The school's pupil tracking processes show that all of the identified pupils made at least expected progress over the course of the year in mathematics and English. School leaders attribute this to targeted intervention and challenge within class tasks.</p>	

Llwynderw	Y	<p>GAD: £7500. GAD PYDd: £6900, GAD BC: £600</p> <p>Darpariaethaeth:</p> <p>Mae'r ysgol wedi cyd weithio gyda'r cwmni Ignite and Inspire er mwyn codi safonau darllen yng nghyfnod allweddol 2</p> <p>Cerddoriaeth - cynigir gwersi offerynnol am ddim i ddisgyblion PYDd</p> <p>Cefnogir tal cyrsiau preswyl er mwyn sicrhau fod disgyblion PYDd yn medru mynychu ac elwa o'r profiadau gwerthfawr a gynigir gan ymweliadau o'r fath yma.</p> <p>Defnyddir canran o'r grant tuag at gyflogau staff cynorthwyol er mwyn iddynt fedru arwain rhaglenni ymyrraeth, llythrennedd a rhifedd.</p> <p>Effaith:</p> <p>Mae safonau'r disgyblion PYDd wedi codi. Mae sgor safonedig disgyblion PYDd yn y profion cenedlaethol yn 85+, heblaw am un plentyn yn y prawf Saesneg sydd wedi sgorio 84.</p> <p>Disgybl 1: CS - 102, 106, 118</p> <p>Disgybl 2: CS - 95, 108, 104</p> <p>Disgybl 3: CA2 - 87, 84, 100, 93</p> <p>Disgybl 4: CA2 - 101, 118, 119, 116</p> <p>Disgybl 5: CA2 - 130, 137, 119, 112</p> <p>Disgybl 6: CA2 - 103, 107, 108, 101.</p>	
DM			

Lonlas	Y	<p>£29,400 GAD</p> <p>Mae gan yr ysgol gynllun gwariant cynhwysfawr yn amlinelli ei gwariant a'r ddarpariaeth a gynigir.</p>	
DM		<p>Mae'r canran o ddisgyblion sydd yn derbyn PYDd wedi bod yn mynd yn llai yn flynyddol, fodd bynnag mae'r ganran wedi codi ychydig eleni, o 6.6% i 6.9% i gymharu a 9.9% yn 2010-11. Mae hyn wedi cael effaith ar grwp meincnodi yr ysgol. Ers 2013-14 mae'r ysgol wedi symud i grwp 1 gan fod y ganran sydd yn derbyn PYDd o dan 8%. Mae hyn yn cael effaith ar cyllid GAD yr ysgol. Mae'r disgyblion sydd yn derbyn PYDd yn perfformio yn dda yn yr ysgol. Eleni fe wnaeth 100% gyrraedd y lefel disgwylidig o leia yn y ddau gyfnod. Nid yw'r 2 ddisgybl PYDd wedi cyrraedd deilliant 6 mewn Cymraeg na datblygiad mathemategol ond wedi mewn datblygiad personol a chymdeithasol. Yng nghyfnod allweddol 2 dydy plant PYDd ddim yn cyflawni'r lefel disgwylidig+1 mor llwyddiannus yn y Gymraeg a'r Saesneg (16.7%) i gymharu a mathemateg a gwyddoniaeth (50%)</p> <p>* Mae'r ysgol wedi trefnu gwariant GAD yn dda.</p> <p>Darpariaeth</p> <ul style="list-style-type: none"> • Parhau i ddatblygu'r defnydd o ddulliau 'Arfer Adferol' yn yr ysgol i gyd fynd ag amcanion clwstwr. • Swyddogion 'Arfer Adferol' Ysgol Gyfun Bryntawe i roi hyfforddiant i blant blwyddyn 5 a 6 er mwyn iddynt fod yn swyddogion buarth 'Arfer Adferol' • Cydlynnydd 'Arfer Adferol' i fonitro'r defnydd a wneir o hyn yn yr ysgol. • Anfon pamffledi 'Arfer Adferol' i rieni er mwyn hysbysu nhw o'r system yma • Cyflogi 1.5 cynorthwydd i wneud sesiynau DYFAL DONC Rhifedd a Darllen gyda'r plant, sesiynau darllen ar y cyd,Tric a Chlic a READ,WRITE INC. • Cynorthwywyr i dderbyn hyfforddiant READ,WRITE INC' , 'DYFAL DONC' a Tric a Chlic. • Proms Cerddorol yn cael ei drefnu ar y cyd gydag ysgolion clwstwr Bryntawe er mwyn rhoi profiadau i'r plant sydd 	

yn derbyn gwersi offerynnol

- Cynnig tripliau preswyl yr ysgol gyda 25% o ostyngiad i blant GAD er mwyn rhoi cyfle cyfartal i bawb i fynychu'r gwibdeithiau addysgol yma.
- Cynnig gwersi fiolin i bob plentyn ym Mlwyddyn 3 yn rhad ac am ddim.
- Gwersi offerynnol prês , llinynnol a thelyn yn cael eu cynnig i blant yr adran Iau yn rhad ac am ddim.

Meini prawf llwyddiant

- Systemau disgyblu wedi'u gwreiddio yn gadarn yn ddyddiol yn yr ysgol
- Rhieni yn defnyddio systemau Arfer Adferol adref
- Teuluoedd bregus yn cael cefnogaeth gyda'r systemau disgyblu.
- Cysondeb rhwng systemau disgyblu ysgol/cartref
- Safonau ysgrifennu yn codi.
- Plant sydd yn cael cefnogaeth ychwanegol ac ymyrraeth i ddangos gwelliant yn ieithyddol a rhifyddol
- Safonau darllen yn codi. Roedd 72% o ddisgyblion PYDd wedi sgorio 85+ yn y prawf darllen Cymraeg cenedlaethol gyda 4.8% yn sgorio 120. Roedd 79% wedi sgorio 85+ yn y prawf darllen Saesneg gyda 5.2% yn sgorio 120+.
- Plant i gael y cyfle I berfformio'n gyhoeddus e.e. Eisteddfod yr Urdd , Cyngherddau a Prom Bryntawe.
- Mwy o ddisgyblion PYDd yn mynychu gwibdeithiau preswyl ac yn cael profiadau gwerthfawr
- Mwy o ddisgyblion PYDd yn Derbyn gwersi offerynnol

Mayals DC	Y	<p>Mayals Primary School has demonstrated effective use of PDG funding for 2015/16 in order to improve the outcomes for eFSM learners. The school has identified the following three steps:</p> <ol style="list-style-type: none"> 1. to identify the target group of pupils, its characteristics and needs 2. to plan interventions which make the most effective use of resources 3. to monitor and evaluate the impact of resources <p>In 2015-16 Mayals Primary School was provided with a PDG allocation of £24,900.</p> <p>The school has completed a comprehensive plan to promote progress and remove barriers to learning for students eligible for this funding.</p> <p>The school has effectively used the funding available to:</p> <ul style="list-style-type: none"> • Second member of non-teaching staff to the role of wellbeing manager for the equivalent of 1.5 days per week. • Introduce family engagement initiatives, e.g. reading and writing workshops. • Introduce family engagement initiatives, e.g. reading and writing workshops. • Implement intervention and tutoring for targeted pupils. • Offset educational visit cost & offset residential costs for eFSM pupils and those in disadvantaged homes. • Improve access to enrichment activities (extra-curricular clubs) access. 	Yes

- Second member of staff to manage team around the family approach (2 days per week).

The intended impact of the above actions is to:

- Improve attendance and wellbeing of targeted pupils.
- Improve support for targeted pupils and families.
- Improve attainment for targeted pupils.
- Provide improved access to an enriched curriculum for targeted families.

Measurable pupil outcomes for 2015-16 were:

- Improve attendance of nearly all eFSM pupils to 90+%.
- Improve attendance of eFSM pupils to an average of 90+%.

Evaluation of PDG Spend 2015-16

Through the secondment of a member of non-teaching staff to the role of wellbeing manager, 40 eFSM pupils were identified and effectively tracked throughout the year. As a result of intervention, the average reading age of identified pupils improved by 9.3 months. This included 10 pupils that made more than 12 months

reading age progress.

The introduction of family engagement initiatives, including reading and writing workshops, internet safety talks and speech and language support were well received by parents. The school also improved intervention and tutoring for targeted pupils. 34 pupils were identified for nurture support, and comments for nearly all pupils were positive. Teachers noted that the pupils were more settled, more confident, and academic attainment has improved for many pupils.

As a result of supporting with the costs of residential visits and school trips, for eFSM pupils and those in disadvantaged homes, all eFSM pupils were able to fully participate.

The school also identified and supported particularly disadvantaged pupils that were not eFSM. This led to an additional 13 pupils being identified. Many of these were post LAC pupils and displayed attachment difficulties. The school is now involved with region's second phase of attachment awareness training.

The school's commitment to raising attendance of all pupils led to nearly all eFSM pupils' attendance being above 90% by the end of 2015-16. The average attendance for eFSM pupils for the last academic year was 95.7%. There was an average attendance increase of 3.74% across all eFSM pupils.

Links to PDG are clearly costed and detailed in the SDP. The PSO is heavily involved in the process to ensure funding is appropriately and effectively allocated. FSM numbers are changing as the school faces transitional issues. The school addresses the changes with flexibility within its effective PDG plan and

		through an effective tracking process which continually monitors all vulnerable pupils through pupil progress reviews and regular monitoring processes. The headteacher and wellbeing officer monitors and updates shared records regularly.	
Morriston JW	Y	<p>Morriston Primary School demonstrates good use of PDG funding for 2016/17 in order to improve the outcomes for eFSM and identified vulnerable learners. The school incorporates its actions and spend into its' SDP. Actions are costed appropriately and each strategy/activity is linked sufficiently to improved achievement of pupils. The school's PDG allocation is £54,250.</p> <p>The school is effectively using the funding available to:</p> <ul style="list-style-type: none"> • Second members of staff to the role of "Catch Up" for numeracy and literacy (eg Read Write Inc groups). • Provide training for staff in delivering effective catch up programmes and Growth Mindset strategies. • Continue the Pastoral and Attendance Officer post to monitor absence and punctuality. The role includes: leading nurture provision, home visits, liaison with EWO, Parent meetings, supporting parents, transporting children to and from school, working with Team around the family, Children in Need, social services, working with families according to identified need, making referrals to outside agencies or signposting parents to relevant external agencies. • Provide Nurture/Derbyshire Positive Play to support targeted pupils' emotional and social difficulties. • Deliver parent workshops on e-safety, literacy and numeracy. • Enhance the school's outdoor provision to foster engagement, improved oracy and problem solving skills and close the gender gap. • Continue with a programme to improve pupils' Developmental Coordination Disorder skills. • Introduce the FAST initiative – working with families and the community to ensure children are more likely to 	

succeed at school.

- Offset educational visit cost and offset residential costs for eFSM pupils and those in disadvantaged homes.
- Implement Speech and Language intervention programmes at both foundation phase and key stage 2.

The intended impact of the above actions is to:

- Improve reading and computational skills of targeted pupils.
- Improve attendance for targeted pupils.
- Provide improved access to educational visits and residential trips for targeted pupils.
- Improve self-esteem, behaviour and social skills of targeted pupils.
- Generate greater engagement and partnership work with families, outside agencies and the community in the best interests of the child.
- Improve the quality of teaching and CPD by building capacity in staffing.
- Reduce barriers to learning and narrow attainment gap between eFSM and non-FSM pupils.
- Raised pupil self-esteem and improved social skills as evidenced by Boxhall Profile.
- Access pastoral support worker, for families in need of support.
- Early intervention and identification of speech and language difficulties through the introduction of Wellcom in the Nursery setting.
- Support parents to have a better understanding of e-safety and be better able to guide/support their children at home.
- Improve engagement of disadvantaged pupils, and narrow the gender gap, by offering a rich, engaging curriculum, through the new Cornerstones themes.

- Improve balance and fine and gross motor skills of targeted pupils to help them concentrate for longer periods.
- Support pupils in knowing how to improve their work. This is achieved through more effective pupil/teacher dialogue, for example, relevant feedback/feed forward. Pupils are also given time to respond to teacher comments, using ‘green pen for growth.’
- Ensure pupils are aware of the growth mindset theory and are keen to practice and develop their skills.

The school is trying to achieve a great deal with the funding and use it to facilitate a range of strategies. As a result, attendance of eFSM pupils has remained steady, 93.5% in 2014/15 and 93.4% in 2015/16.

Performance of eFSM pupils at the end of foundation phase, July 2016, was similar to non-FSM in FPI and mathematics. eFSM pupils' performance was better than non-FSM for LLC and PSD. 85.7% of eFSM children achieved O5+ in LLC in 2015/16, compared with 33.3% in 2013. This is a significant increase of 52.4%. No eFSM pupil achieved expected level +1 in LLC and mathematics compared to 33% and 44% non-FSM pupils. 100% of eFSM pupils achieved expected level at PSD.

Performance of eFSM pupils at the end of key stage 2, July 2016, has dipped on last year's performance in all core subjects at the expected level. 60% eFSM pupils achieved expected level in all core subjects, compared to 72% non-FSM pupils. No eFSM pupil achieved expected level +1, compared to 28% English, 33% mathematics and 39% science performance of non-FSM achieving expected level +1.

An example of catch up reading success funding through PDG is four eFSM pupils received two weekly sessions of literacy catch-up over a period of one term. Their progress scores were:

	Start	Finish
Pupil 1	75.5%	97.7%
Pupil 2	31.1%	60%
Pupil 3	0%	78.9%
Pupil 4	48.8%	88.8%

Newton DC	Y	<p>Newton Primary School has demonstrated effective use of PDG funding for 2016/17 in order to improve the outcomes for eFSM learners. The school is currently funded for 3 eFSM pupil (£3150) yet has identified support for 6 current eFSM pupils. 1 pupil has explicit intervention support for literacy and numeracy. PDG funding is used to contribute towards the targeting of eligible pupils in order to develop literacy and numeracy skills.</p> <p>The school has identified the following three steps:</p> <ul style="list-style-type: none"> • to identify the target group of pupils, its characteristics and needs • to plan interventions which make the most effective use of resources • to monitor and evaluate the impact of resources <p>The school has completed a plan to promote progress and remove barriers to learning for students eligible for this funding.</p> <p>The school has appropriately used the funding available towards:</p> <ul style="list-style-type: none"> • The purchase of an online planning and assessment tool • Improving planning and assessment of all learners including eFSM through the use of an tool to identify next steps for learners • Improving formative data tracking systems to ensure appropriate progress of eFSM learners through the measuring 	Yes

the impact of interventions and learning programmes

- Using information from improved systems to provide parents with accurate information on progress and areas for support.
- Use information from new systems to provide parents with information on the impact of low attendance on skills
- To further develop interventions to effect the standards of pupils' wellbeing eg Class Dojo
- The intended impact of the above actions is to:
- Improve attainment and attendance for targeted pupils
- The school can demonstrate:
- No significant gap in attainment between eFSM pupils and other pupils.
- No significant difference in attendance levels between eFSM and other pupils

Catch up intervention is in place for 1 current eFSM pupil and is run by a teaching assistant three times a week to strengthen the pupil's skills and confidence back in the classroom.

The school is robustly tracking the progress of all eFSM learners and has identified clear targets for these pupils. At the time of this report tracking evidence demonstrates that 4 out of 5 eFSM pupils are making at least expected progress in all areas of learning. In addition 4 out of 5 have maintained attendance levels above 95%. 1 pupil is not making expected progress due to attendance issues which have been identified and is being robustly dealt with by the school. Links to PDG are clearly costed and detailed in the SDP. The school will continue to address the changes to eFSM numbers with flexibility within its PDG plan.

Oystermouth	Y	<p>Pupil Deprivation Grant £7,780</p> <p>7 pupils are in receipt of free school meals. No pupils are currently looked after.</p> <p>The pupil deprivation grant is used to provide support in the classroom and also during intervention sessions. Pupils receive support to develop speaking, reading, spelling, numeracy and for developing confidence. Of the 7 pupils, 6 are performing in line with their peers, of the pupil who is not, s/he has speech and language difficulties, but is making good progress against individualised targets.</p>	
Parklands KD	Y	<p>2015-2016 PDG £41,400 of which all has been committed. See evaluation of priority 2 in the SDP.</p> <p>Breaking the link between disadvantage and educational attainment:</p> <ul style="list-style-type: none"> • Improving Literacy – achieving above the standardised score of 85 and especially 115 for pupils eFSM • Improving Numeracy – achieving above the standardised score of 85 and especially 115 for pupils eFSM • Improving access to IT hardware and software to impact upon literacy, numeracy and digital competences targeted at • Staff training on IPADS to develop engagement in the classroom • Team teaching and opportunities for children who do not have access to technology to do so. • Peer mentoring-pupils working alongside for and with each other. <p>There is a detailed tracker for every child. FSM children are targeted for performance management and highlighted. Progress of FSM pupils is very positive and all interventions are bespoke for every child. All</p>	

		<p>learners make progress by the end of phase / key stage, unless there is a special need or a social issue.</p> <p>2015-2016 EIG -£27,520.00</p> <p>The school ensures each pupil profits from excellent teaching and learning, focusing on</p> <ul style="list-style-type: none"> • Improving Literacy • Improving Numeracy <p>Breaking the link between disadvantage and educational attainment</p> <p>Education Improvement Grant / Foundation Phase Grant £185,944.00</p> <p>Ensure each pupil profits from excellent teaching and learning, focusing on</p> <ul style="list-style-type: none"> • Improving Literacy • Improving Numeracy • Breaking the link between disadvantage and educational attainment <p>2016-17 PDG £52,550.00</p> <p>Breaking the link between disadvantage and educational attainment</p> <ul style="list-style-type: none"> • Improving Literacy – achieving above the standardised score of 85 and especially 115 for pupils eFSM • Improving Numeracy – achieving above the standardised score of 85 and especially 115 for pupils eFSM <p>Growth mindset training and action research in teams (staff development)</p> <p>Intervention and support</p>	
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		<p>Staff development in teaching grammar and using writing walls</p> <p>EIG</p> <p>Intervention and support in literacy, numeracy and well being</p> <p>100% of pupils in receipt of intervention achieve FPI & CSI.</p> <p>Aspirational targets for end of phase/stage are achieved. The school improves upon quarters for national test results.</p>	
<p>Penyfro</p> <p>DB</p>	Y	<p>In 2016, the school is in receipt of £15,850. The school incorporates its PDG plan into the whole school SDP. Priorities are costed and expected milestones recorded. School leaders have evaluated the past PDG plan and found that the following has been the impact of intervention initiatives:</p> <p>72.7% of eFSM pupils had attendance of 95+%.</p> <p>33% of eFSM in KS2 attained L5 in each subject indicator.</p> <p>100% eFSM pupils in FP attained FPI (33% attaining O6).</p> <p>Nearly all eFSM pupils made at least expected progress of two sub-levels in English and mathematics.</p> <p>60% of eFSM pupils that sat national reading tests attained standardised scores of 85+. 10% attained a standardised score of 115+.</p> <p>70% of eFSM pupils that sat national numeracy procedural tests attained standardised scores of 85+. 10% attained a standardised score 115+.</p> <p>80% of eFSM pupils that sat national numeracy reasoning tests attained standardised scores of 85+. 20%</p>	

		attained a stanbdardised score 115+.	
Penclawdd DB	Y	In 2016-17, the school is in receipt of £28,850. The school's PDG plan outlines intended actions to improve attainment, wellbeing and attendance of eFSM pupils. A member of staff has been seconded to the role of wellbeing manager for the equivalent of 2 days per week. The intended impact is to improve attendance and punctuality and reduce persistent absenteeism through improved home and school relationships. Of the pupils being targeted through the grant, 64% have attendance of above the school target of 95% for the school year so far. 60% of pupils improved their standardised score in the national reading test in 2016 (from that of 2015), and 71.4% maintained or improved their standardised score in the reasoning test in 2016 (from that of 2015). The grant is also being used to support intervention such as speech and language programmes and reading and numeracy catch up for targeted pupils.	
Pengelli EJ	Y	The £16,450 allocation is used mainly, as in previous years, to fund intervention programmes. The school is able to show how all FSM pupils of all abilities benefit from this additional support. Their progress is monitored continuously. Value added measures in terms of test data ranges mainly from average to high. All FSM pupils have achieved expected outcomes in all Foundation Phase areas for the last three years. Of the two who didn't achieve expected levels at the end of Key Stage 2 in 2015/16 one was FSM and the other was non-FSM. The only FSM to achieve level 5 had been receiving targeted support funded by the PDG.	
Penllergaer	Y	The school is in receipt of £34,950 for the current financial year which is being spent in similar ways to the previous plan, that was successful in allowing FSM pupils to make good progress in their learning. This progress can be evidenced clearly by the school, in relation to the various interventions that were initiated with PDG funding. The majority of the 2016/17 funding again provides intervention and support programmes in Speech and	

EJ		<p>language, DCD and reading and numeracy. These are proven to have the greatest impact and to be sustainable. The school's success measures, for all recent programmes implemented, show clearly that targeted pupils make good progress.</p> <p>Further expenditure, in the school's detailed plan, also allows for:</p> <p>Specific high quality training to be accessed by school staff, to include raising reading attainment through guided reading approach, raising maths reasoning attainment through a problem solving approach and raising pupils' counting and remembered facts to secure speed and accuracy.</p> <p>Implementation and the use of data tracking systems to identify learners' needs, target interventions and monitor impact.</p> <p>Work in partnership with other schools, the community and other organisations- City Consortium, local feeder comprehensive and cluster schools.</p> <p>Improvement of attendance of by running clubs for targeted pupils in reading, science and basic skills.</p> <p>Development in leadership capacity to prioritise the impact on the quality of provision and outcomes</p> <p>Support for learners and their families by providing workshops for parents, free places on trips, residential where applicable and childcare in the wrap around care.</p>	
Pennard DC	Y	<p>In 2015-16 Pennard Primary School was provided with a PDG allocation of £5,200</p> <p>The school has completed a comprehensive plan to promote progress and remove barriers to learning for students eligible for this funding.</p> <p>The school has effectively used the funding available to:</p> <ul style="list-style-type: none"> • Second member of staff to the role of catch up in literacy and numeracy in the Foundation Phase and key stage 2 	Yes

		<ul style="list-style-type: none"> • Purchase resources to support catch up • Offset educational visit cost & offset residential costs for eFSM pupils and those in disadvantaged homes. <p>The intended impact of the above actions is to:</p> <ul style="list-style-type: none"> • Improve attendance and wellbeing of targeted pupils. • Improve attainment for targeted pupils. • Provide improved access to an enriched curriculum for targeted families. <p>Measurable pupil outcomes for 2015-16 were:</p> <ul style="list-style-type: none"> • 8 out of 10 eFSM pupils were above 95% attendance • 7 out of 10 pupils were above 96.5% attendance • All eFSM pupils attended all enriched curriculum activities <p>Links to PDG are clearly costed and detailed in the PDG Plan. The PSO is heavily involved in the process to ensure funding is appropriately and effectively allocated.</p>	
<p>Pentrechwyth</p> <p>EJ</p>	<p>Y</p>	<p>The school receives £48,300 PDG</p> <p>School drawn up a PDG impact report. See uploaded document.</p> <p>Performance of eFSM pupils is narrowing at O5 in LLC, declining in MD and fluctuating in PSD. Other than PSD, eFSM pupils do not tend to attain this higher outcome. Pupils eFSM do attain expected and expected +1 levels. The gap widened in 14/15 but over time it has narrowed and in some instances pupils eFSM have outperformed non-FSM pupils.</p>	

		<p>A member of staff is employed for additional hours as part of PDG funding to undertake 'Challenge groups' in English and Maths at Year 2 and Year 6 – most of these pupils make good progress.</p> <p>An additional member of staff has been appointed this year to undertake 'Set' teaching across the Junior department. Teaching Assistants, under the direction of the class-teacher, take Maths and English Intervention groups – Nearly all pupils in Year 2 and Year 6 made good progress.</p> <p>Intervention groups and Challenge groups are firmly embedded across the school for identified pupils – staff undertaking intervention /challenge groups are trained in the necessary programmes. Most pupils, at least, who are identified as needing 'Catch Up' – make good progress following intervention.</p> <p>As a result, Year 2 and Year 6 pupils achieved expected level or expected level +1 in their end of Key stage Teacher assessments.</p> <p>Read, Write Inc group leaders withdraw pupils for one-to-one tutoring who are identified following RWI assessments. These children are then tracked individually – 0% pupils were identified as needing one-to-one support 2014/15. Nearly all pupils made expected or better progress.</p> <ul style="list-style-type: none"> • Pupils are grouped according to emotional and academic need. FP class sizes remain in line with Local Authority/WAG guidelines. • 'Setting' takes place across the Junior department for Reading, Writing and Maths. • Under the direction of the class teacher, teaching assistants are used effectively to support and challenge learners. <p>As a result, most pupils make good progress in their learning relative to their abilities.</p>	
Pentre'rgraig	Y	Pentre'r Graig Primary School has demonstrated effective use of PDG funding for 2015/16 in order to improve the outcomes for eFSM learners. The school incorporates its actions and spend into its SDP. The	

JW	<p>actions promote pupil progress and teacher performance and aim to remove barriers to learning for pupils eligible for this funding. Actions are costed carefully and each strategy/activity is linked to improved attainment and achievement of pupils. The school's PDG allocation is £94,850.</p> <p>The school uses the funding effectively to:</p> <ul style="list-style-type: none">• Second members of staff to the role of "Catch-Up" for numeracy and literacy (Rapid Reading and POPAT)• Provide training for seconded staff members in effective catch-up programmes• Purchase resources to support catch-up pupils• Release a teacher to upskill other teachers, particularly in teaching literacy, through modelling and coaching• Offset educational visit cost and offset residential costs for eFSM pupils and those in disadvantaged homes• Facilitate Speech and Language Intervention Programmes at Foundation Phase• Second and train a 0.5 HLTA to the role of Family Engagement Officer to lead Team Around the Family (TAF) meetings and liaise with families and work with targeted groups of pupils on a range of innovative projects such as Successful Kinaesthetic Instruction for Pre-school learners (SKIP) and Cooking.• Second a part-time Attendance Officer <p>The impact of the above actions is to:</p> <ul style="list-style-type: none">• Improve literacy, communication and numeracy skills of targeted pupils• Improve the quality of teaching by building capacity in staff.• Improve pupils' speech and language difficulties• Improve attendance of targeted pupils
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		<ul style="list-style-type: none"> • Provide improved access to educational visits and residential trips for targeted pupils • Generate greater engagement and partnership work with families • Improve family experiences and relationships <p>Performance of eFSM pupils, July 2016, has increased on last year in all subject areas at foundation phase at expected level. 70% eFSM achieved FPI compared to 74% non-FSM. Performance of eFSM pupils at expected level +1 is below that of non-FSM in LCE and MD, but similar performance to non-FSM in PSD.</p> <p>End of key stage 2 performance of eFSM pupils, July 2016, has improved on last year. 100% eFSM pupils achieved CSI. eFSM pupils outperformed non-FSM pupils in mathematics at expected level +1 and perform favourably 42% English to 50% non-FSM English and 67% science to 72% non-FSM pupils at expected level +1.</p> <p>Attendance of eFSM pupils 2014/15 was 95% compared to 92.2% 2105/16. Decline is attributed to holidays taken in term time.</p> <p>The school needs to consider an exit strategy for those staff employed through the grant should funding cease.</p>	
<p>Penyrheol</p> <p>Jonathan Atter (JA)</p>	<p>Y</p>	<p>In 2015-16 Penyrheol Primary School was provided with a PDG allocation of £61550</p> <p>The school has completed a plan to promote progress for students eligible for this funding.</p> <p>The school has used the funding available to:</p> <ol style="list-style-type: none"> 1. Intervention/Catch Up/Nurture FPh and KS2 (Inc. dedicated staff and resources) £22,021 2. Speech and Language skills £11,573 	

3. Numeracy and Learning skills (FP and KS2) - staffing costs £7329
4. Literacy and Learning skills (FP and KS2) - staffing costs £7329
5. Pastoral/attendance/punctuality and parental engagement £5798
6. Enriching Experiences/Performing Arts/Working with an Artist/Poet £1000
7. Target reading catch-up programme £6500

The intended impact of the above actions is to:

1. Improve attitudes to learning for FP eFSM pupils.
2. Use early intervention strategies to develop early language acquisition
3. Support eFSM pupils with literacy skills across the curriculum
4. Support eFSM pupils with numeracy skills across the curriculum
5. Improve eFSM attendance
6. Enriching activities to motivate and inspire
7. Reading support and catch-up

In foundation phase this year, 7 of 8 eFSM pupils achieved the FPI, LCE, MDT and PSD at the expected level. The gap eFSM and NFSM has narrowed over the past year. The school recognizes the need to improve performance at the expected level=1, especially for boys

In key stage 2, the performance gap between boys and girls has been insignificant for the last three years. In 2015-16 8 of 9 eFSM and 15 of 16 FSM pupils achieved CSI at the expected level. Performance at expected level+1 is improving in English and Maths. The school is aware of the need to improve Science at expected level+1 where no eFSM achieved this level this year.

<p>Plasmarl</p> <p>SE</p>	<p>Y</p>	<p>Standards: eFSM/nFSM</p> <p>Foundation Phase</p> <ul style="list-style-type: none"> • 50% of eFSM pupil attained FPI against 88.9% nFSM. <p>O5+</p> <ul style="list-style-type: none"> • LLC -38.9%, MDT - 22.2%, PSD -16.7%. <p>O6+</p> <ul style="list-style-type: none"> • LCE -44.4%, MDT -16.6%, PSD +16.7%NFSM; <p>Key stage 2:</p> <ul style="list-style-type: none"> • CSI - 100% nFSM, 83.3% eFSM • L4+ - In all three core areas, 100% of nFSM, 83.3% FSM achieved CSI • L5+ – English -16.6%, Maths -11.1%, Science 0% <p>Resource management:</p> <ul style="list-style-type: none"> • Leaders have clear processes for PDG resource management and it is clearly planned for within the SDP. Teacher employed to support groups of pupils and employed by PDG. VAP data used effectively to plan for intervention. 	

	<ul style="list-style-type: none">• Focus on attendance of eFSM pupils - quartile 1• TA is to be retrained as well being coordinator• Impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals is good in terms of the relative progress made based on baseline information.• Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners.• Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals.• Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes and ensure robust systems for mentoring and supporting pupils eligible for free school meals.• ALNco trains TAs in supporting individuals and group of pupils.• Homework clubs enrichment activities funded through PDG eg, sport, creative club• Parent groups to encourage school involvement, multi cutral engagement - utilising PDG; Digital competency with deputy head teacher• The school is effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals.• An exit strategy for staff funded by PDG will be planned for by leaders.• Training in Growth Mindset - PDG funded• Chrome books expenditure - enhancing digital technology and supporting homework activities	
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<p>Pontarddulais</p> <p>EJ</p>	<p>Y</p>	<p>By the end of key stage 2, the gap between eFSM and non eFSM pupils has narrowed. In the last five years, the performance of eFSM pupils has improved significantly. However, further increases in terms of expected levels and above will be difficult with a higher level of FSM who have SEN. However, PDG funding that is targeted at these pupils is proving to be effective with strong progress measures in evidence.</p> <p>There is a comprehensive plan aimed at raising standards and enhancing opportunities. Funding is spent on</p> <p>PDG gallery- well being (artist)</p> <p>Nurture groups- life skills</p> <p>First aid club</p> <p>Mad science group level 5 eFSM (this has lead to strong achievement in this area)</p> <p>Barnados counselling- behaviour issues, family issues.</p> <p>Rapid reading (strong progress measures can be shown)</p> <p>Staff support in class with basic skills.</p> <p>Board games club</p> <p>WRU rugby skills coach</p> <p>Attendance officer (having a positive impact on attendance and general relationships with families)</p> <p>INCERTS tracking</p>	

<p>Pontlliw</p> <p>EJ</p>	<p>Y</p>	<p>Pontlliw Primary School has demonstrated effective use of PDG funding for 2015-16 in order to improve the outcomes for eFSM and vulnerable learners. With FSM pupils few in number, the school was granted £10,500 for the 2015/16 financial year.</p> <p>The school completed a solid plan to promote progress and remove barriers to learning for students eligible for this funding. The plan was available for scrutiny and spending matched actions appropriately. The school has effectively used the funding available to:</p> <ul style="list-style-type: none"> • Train and second staff (who also attend Adds sessions and participate in lesson observations) • Establish catch-up/intervention groups in Literacy and Numeracy • Subsidise any trips or breakfast club for targeted pupils • Purchase software for specific learning needs and loan of hardware. <p>There is strong evidence to confirm the plan's success in meeting it's intended outcomes</p> <ul style="list-style-type: none"> • Improve attainment in literacy and numeracy for targeted pupils as evidenced by National Test data and other Teacher Assessments. There are some very good examples of pupil progress of eFSM. • Engage parents and families so they are more informed and equipped as how to best support their child at home. • Raise pupil confidence and self-esteem. • Facilitate inclusion and readiness for learning. • Access the curriculum at home. • Improve pupils' behaviour and social skills. <p>An increased amount of £18,740 for 2016/17, a summary of which can be seen on the school website, is being used similarly. Similar levels of pupil progress are anticipated.</p>	
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<p>YGG Pontybrenin</p> <p>DM</p>	<p>Y</p>	<p>GAD £40500. GAD PYDd: £34500. GAD BC: £6000</p> <p>Mae'r ysgol yn grwp 1 meincnodi prydau ysgol am ddim gyda 7.2% o'r garfan yn derbyn PYDd. Mae'r ganran wedi mynd yn is bob blwyddyn dros y pum mlynedd diwethaf.</p> <p>Defnyddir y grant drwy:</p> <ul style="list-style-type: none"> • Ariannu HLTA fel Swyddog Lles/Bugeiliol gyda'r cyfrifoldeb o gefnogi disgyblion PyDd (ac eraill) gyda'u gwaith cartref, darllen a lles emosiynol, h.y cefnogaeth gyda'r pethau nad ydynt yn derbyn adref. Bydd y Swyddog Lles hefyd yn cynnal sesiynau 'drop-in' gyda rhieni unwaith yr wythnos er mwyn darparu cymorth a chynghor iddyn nhw ar sut i gael mynediad i wasanaethau cwnsela ayyb. Mae hi'n dilyn cyfres o raglenni hyfforddiant gyda Team around the Family (TAF); • Ariannu 50% o gostau gwibdeithiau disgyblion PyDd er mwyn caniatáu'r plant hynny i fynychu Llangrannog, Canolfan yr Urdd yng Nghaerdydd ayyb; • Ariannu rhan o gyflog LSA sy'n cefnogi ymyrraeth gyda disgyblion PyDd (ac eraill). <p>Effaith defnydd o'r GAD:</p> <p>Mae gwaith y Swyddog Lles yn gwella lles cyffredinol a lles emosiynol disgyblion. Yn ogystal mae hyder y disgyblion mewn llythrennedd a rhifedd yn codi.</p> <p>Mae gwella darpariaeth ymyrraeth disgyblion PYDd yn sicrhau:-</p> <p>Cau'r bwlch rhwng eu perfformiad a'r deilliannau disgwylidig</p> <p>Cynnydd yn y profion cenedlaethol a phrofion darllen Cymru gyfan.</p> <p>Sicrhau fod lefel eu Cymraeg yn galluogi mynediad i'r cwricwlwm cyfan.</p>	

		<p>Mae disgyblion PYDd yn derbyn 50% o ostyngiad ar ymweliadau addysgol acmae hyn yn eu galluogi i rhannu yr un profiadau a'u cyfoedion.</p> <p>Mae data'r profion cenedlaethol yn dangos fod 69% o ddisgyblion PYDd yn sgorio >85 mewn darllen Cymraeg, 100% mewn darllen Saesneg, 77% yn y prawf rhifedd gweithdrefnol a 82% yn y prawf rhifedd rhesymu.</p> <p>Ar ddiwedd y Cyfnod Sylfaen mae 5 allan o'r 6 disgybl yn cyrraedd deilliant 5 ar bob dangosydd. Mae 1 allan o'r 6 yn cyrraedd deilliant 6 mewn iaith a mathemateg a 50% yn cyrraedd deilliant 6 mewn datblygiad addysg bersonol a chymdeithasol.</p> <p>Ar ddiwedd cyfnod allweddol 2 mae 3 disgybl yn ddisgyblion PYDd. Mae 100% yn cyrraedd y lefel disgwylidig. Mae 1 disgybl yn cyrraedd y lefel disgwylidig +1 mewn Cymraeg, mathemateg a gwyddoniaeth a 2 ddisgybl mewn Saesneg.</p>	
<p>Pontybrenin</p> <p>JA</p>	<p>Y</p>	<p>In 2015-16 Pontybrenin Primary School was provided with a PDG allocation of £33,750</p> <p>The school has completed a plan to promote progress for students eligible for this funding.</p> <p>The school has used the funding available to provide:</p> <ul style="list-style-type: none"> An attendance officer An intervention programme to provide in class support for specific PDG pupils Nurture support - 5 days a week focussing social communication difficulties Support for looked after pupils- 5 pupils. <p>The intended impact of the above actions is to:</p>	

		<p>Improve attendance and attainment for eFSM pupils. Raise standards of attainment and achievement and ensure the the performance gap eFSM and NFSM remains minimal. With particular reference to Y3/4 Ensure those with social and communication difficulties are settled and making good progress in relation to their peers Support LAC pupils in making expected progress.</p> <p>32 pupils were identified as eFSM across the school. The majority are in Year 3 and Year 4</p> <p>Measurable pupil outcomes for 2015-16 were:</p> <p>FP</p> <p>100% of FSM achieved FPI. All FSM pupils performed on a par with NFSM pupils. The school has closed the gap with regard to FSM and outcomes.</p> <p>KS2</p> <p>2016 all FSM pupils achieved CSI. However no FSM pupils achieved expected level +1 in English</p> <p>All FSM pupils have achieved expected levels in English, Maths and Science for the last three years.</p> <p>Links to PDG are costed and detailed in the PDG Plan. The PSO is heavily involved in the process to ensure funding is appropriately and effectively allocated.</p>	
<p>Portmead</p> <p>AL</p>		<p>41.2% of learners are in receipt of free school meals. There is no trend for pupils eFSM/not eFSM; with one group outperforming the other in different years. This is cohort specific and individual pupils specific, as a result of SENs and other attributing factors. Attendance is closely monitored by the Welfare Officer, in 2015/2016 attendance for pupils eFSM stood at 94.86%, attendance pupils not eFSM stood at 92.53% with holidays being taken in term time affecting the attendance for this group of pupils. The school targets the parents of pupils who take holidays during term time, using the ERW flow chart, telephone class, letters and</p>	

		<p>meetings. The EWO if is also very proactive and undertakes house calls when meetings are difficult to secure.</p> <p>Data records 0.7% LAC (however, the school receives no LAC funding) this equates to 2 pupils who have family arrangements in place, these 2 children live with their grandmother. Both pupils are achieving and expected to achieve in line with their peers.</p> <p>All pupils, including those eFSM are tracked across the school and progress is monitored. Pupils eFSM are highlighted to enable easy identification and tracking of these pupils.</p> <p>Each week family learning groups are available for parents to attend.</p> <p>The PDG plan targets the achievement of pupils eFSM. 83.3% of pupils eFSM achieve the FPI, this exceeded the target set of 80% and 100% of pupils eFSM achieved the CSI.</p> <p>When looking at the performance of pupils in receipt of intervention: 89% of pupils who received intervention achieved the FPI and 73% of pupils who received intervention achieved CSI.</p>	
<p>Sea View</p> <p>SE</p>	<p>Y</p>	<p>Standards:</p> <p>Leaders have analysed baseline data looking at specific groups of learners. Baseline to Foundation Phase outcomes analysed to reflect progress of e-FSM/non-FSM pupils. Data indicates that e-FSM pupils are making very good progress.</p> <p>Foundation Phase</p> <p>O5+</p> <ul style="list-style-type: none"> eFSM pupils underperform nFSM pupils by 20.6% in FPI, LLC, and MD. This reflects a reversal of trend over previous 2 years, particularly in FPI and LLC 	

- In PSD eFSM pupils outperform nFSM pupils by 12.1%, and reflects an overall trend

O6+

- LLC eFSM 6% / nFSM 0%, fluctuating trend
- MD eFSM 18.8% / nFSM 7.7%, fluctuating trend
- PSD eFSM 18.8 / nFSM 15.4%, fluctuating trend

Key stage 2

L4+

3 year trend reflects gap is narrowing overall, with eFSM pupils outperforming nFSM pupils in CSI, English, Mathematics in 2016

- CSI - eFSM 75% / 63.6 nFSM %
- English - eFSM 75% / nFSM 63.6%
- Mathematics - eFSM 83.3% / nFSM 63.6%
- Science - eFSM 75% / nFSM 90.9%

L5+

Fluctuating 3 year trend

- English - eFSM 16.7% / nFSM 18.2%
- Mathematics - eFSM 16.7% / nFSM 36.4%
- Science - eFSM 16.7% / nFSM 45.5%

Resource management:

- Leaders have clear processes for PDG resource management. It is clearly planned for within the SDP and leaders monitor the impact of the PDG on improving outcomes for pupils eligible for free school meals through half termly PPI interviews with DHT. Progress from catch up interventions are tracked. Impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals is good in terms of the relative progress made based on baseline information.
- Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners, eg teachers and TAs identify groups of pupils through cohort analysis. A new curriculum is being developed to engage all learners and ensure high expectations and high levels of challenge for pupils. School has purchased 'Building blocks' to challenge learners and raise achievement. Specific interventions programmes including 'Successmaker' aimed at 'cusp' pupils to raise achievement. Investment is made in whole staff training to further impact on outcomes for all pupils. Family learning and parental engagement workshops are open to all pupils, not only those that are lower ability.
- Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals.
- Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes and ensure robust systems for mentoring and supporting pupils eligible for free school meals, eg Teaching Assistants have monthly after school training sessions – this term it has included Domestic Violence awareness, Welsh yard games, HWB training; TAF in schools support worker and Pastoral/Attendance officer have attended bespoke training including motivational interviewing and engaging families training; staff training has focused on raising expectations (Nick Jones – excellent teaching/Stephanie Vaughan – Reading and Writing); leaders are actively working to develop greater links with the community – recent developments include community cooking classes, the employment of a school gardener from January 2017 (funded by Communities First); weekly drop in sessions for parents, parenting classes , PTA and the Derbyshire programme school to school networking. The deputy headteacher has visited other schools to share good practice and to share the

		<p>schools effective PPI tracking system.</p> <ul style="list-style-type: none"> • Leaders have established specific intervention programmes, eg Success Maker training, Speech link, Derbyshire programme, DCD training. • The school is effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals, eg Success Maker, PPIs with Parkland, Crwys and Whitestone CP. • An exit strategy for staff funded by PDG will be planned for by leaders. 	
Sketty KD	Y	<p>2015-2016</p> <p>PDG grant £32,000</p> <p>Purpose</p> <ul style="list-style-type: none"> • Improve wellbeing and access to learning, through: breakfast club provision; increased staffing, individual mentoring and positive play access. There have been 1:1 programmes; play therapy approach; employment of a teaching assistant for mentoring positive behaviour. • Impact is: whole school strategies are leading to raised awareness and more explicit monitoring and tracking of eFSM pupils. <p>The performance of eFSM pupils at Foundation Phase continues to compare favourably with non-FSM pupils, except at Outcome 6 LLC.</p> <p>The performance of KS2 FSM pupils in national tests is improving but remains weaker than non-FSM.</p> <p>The mean FSM reading score was up from 100.8 in 2015 to 103.5 in 2016, against a school mean of 109.2.</p>	

	<p>The mean FSM numeracy procedural score was 98.9 against a whole school mean of 107.2.</p> <p>The mean FSM mathematical reasoning score rose from 95.6 in 2015 to 100.3, against a whole school mean of 106.8.</p> <ul style="list-style-type: none"> • Next step, specific targeting at higher levels. • Greater teacher accountability for the monitoring and impact on efsm pupils • 2016-2017 £32,000 <p>Intended actions and outcomes:</p> <ul style="list-style-type: none"> • Target eFSM children with Springboard Maths who achieved 85-95 standardised score in 2016 National Mathematical Procedure and/or Reasoning Test. 100% of FSM learners to achieve SS 95 or greater in these tests. • 1:1 tutoring for all FSM children below reading age • Target children in Years 5 & 6 with Fresh Start who achieved between 85 – 95 in 2014 National Reading Tests. 100% of FSM learners to achieve SS 95 or greater in these tests. • All target Outcome 6 / Level 5 Efsm pupils to achieve targets in end of key stage assessment 2017 • Consistent understanding and shared values about the impact of poverty on educational attainment. • Consistent staff approach when dealing with challenging behaviour / meeting the needs of LAC / Efsm learners • 100% uptake of FSM / LAC learners to undertake visits. • 90% uptake of Breakfast Club by FSM pupils • No FSM child to pay for childcare element of Breakfast Club • 100% of FSM pupils to achieve FPOI and 80% KS2 CSI. All FSM pupils to be graded Green on 'Feelings towards 	
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		School' and 'Attitudes to Learning' on PASS survey.	
St. David's RC SL	Y	<p>n 2015/2016, the school received £6,300 for PDG. This was used to employ staff to deliver intervention programmes and a nurture group at lunchtimes and for enrichment activities.</p> <p>In 2016/017, the school is in receipt of £3,600 for PDG. A total of £600 is being used for enrichment activities and £3,000 is being used to employ staff to deliver literacy interventions. All staff are now aware of their eFSM pupils and eFSM pupils form a group for specific tracking on Incerts.</p> <p>Numbers of pupils eligible for free school meals (eFSM) are few. In Foundation Phase, eFSM pupils tend to attain the Foundation Phase Outcome Indicator. However, in the last two years no eFSM pupil has attained an Outcome 6 in any area of learning. At key stage 2, again eFSM pupils tend to attain the Core Subject Indicator (CSI), but do not tend to attain Level 5. Made 2 levels progress in KS2.</p>	
St. Helen's DCK	Y	<p>PDG = £30,129, the school is in FSM group 3 with 17.2% of pupils entitled to free school meals.</p> <p>At the end of Foundation Phase there were only 2 FSM pupils in a class of 25. Both of these pupils achieved the expected level in PSD and one achieved the expected level in MDT. Neither child achieved the FPI. Consequently FSM attainment at the expected level +1 was 0%.</p> <p>At the end of key stage 2 there was 1 FSM pupil in a class of 17. This pupil achieved the expected level +1 in all curriculum areas.</p> <p>Other points to note :-</p> <ul style="list-style-type: none"> The school has a well costed plan with suitable actions and agreed success criteria in place to address the needs of all FSM and LAC pupils. 	

		<ul style="list-style-type: none"> • This plan also fully includes pupils in the Early Years as they will be targeted for Read, Write, Inc. sessions. • The plan also includes running, across the school, 'My Selfie' which will be used to measure the wellbeing of targeted FSM pupils. • Funds have also been allocated to run a nurture programme across the school for FSM pupils. • Individual learning programmes have been set up for more able FSM pupils so that the school has a higher number of FSM pupils achieving 115+ in the national tests. • A breakfast time 'Tables Club' has been set up for targeted FSM pupils to ensure that pupils know their multiplication tables in line with the new mathematics orders. • A homework cub has been established for upper key stage 2 FSM pupils so that targeted pupils complete their homework 100% of the time. • The school's 'Dads' Club' will be introduced to further improve the engagement of the local community. 	
<p>St. Illtyd's</p> <p>SL</p>	<p>Y</p>	<p>The school is in receipt of £47,150 PDG and £6,000 EYPDG. The headteacher has written an action plan for the expenditure of this grant.</p> <p>The sum of £6,000 will be spent on Wellcomm and Elklan programme training for support staff, nursery teacher liaison with Flying Start staff to aid transition and employment of a part-time private speech and language therapist to identify speech and language issues through assessment, write intervention programmes and monitor the progress throughout the year with the teaching assistants implementing them.</p> <p>The sum of £47,150 will be spent to employ two part-time qualified play therapists to be deployed throughout the school to support with the development of emotional literacy, to employ teaching assistants to deliver literacy and numeracy intervention programmes and to pay for trips and musical instrument tuition for disadvantaged pupils.</p> <p>The school has considered exit strategies should grant funding be withdrawn. The school has built internal</p>	

		<p>school capacity to address speech and language issues through teaching assistant training. It has also built capacity to address emotional literacy through staff training provided by the play therapists. The input from the private speech and language therapist and the play therapists could not be sustained without the grant funding. Some capacity regarding teaching assistants would be lost and there would be the need to review and rationalise the intervention programme timetable.</p> <p>At the end of Foundation Phase, there is no significant issue regarding the performance of eFSM pupils. Results attained by eFSM pupils are either in-line or above that of non-eFSM pupils at Outcome 5. At Outcome 6, results are either in-line or above for two out of the last three years.</p> <p>At Key Stage 2, again there is no significant issue with performance. eFSM pupils attainment at Level 4 is either in-line or above that of non-eFSM pupils for two out of the last three years. At Level 5, eFSM pupil performance is below that of non-eFSM pupils for two out of the last three years. However, in mathematics, performance of eFSM pupils has been above for two out of the last three years and above for three years in science.</p> <p>Analysis of Incerts data shows that eFSM pupils make at least expected progress across the curriculum. Pupils who are eFSM and SEN make progress in-line with targets set.</p>	
<p>St. Joseph Cathedral</p> <p>SL</p>	<p>Y</p>	<p>The school is in receipt of £79,000 for its PDG. There is a robust plan in place for its expenditure.</p> <p>The school notes that the regular fluctuation of those pupils in receipt of FSM is an issue and it has taken the decision to continue to support those pupils who regularly move on and off the register for FSM pupils. The school uses PDG to employ teaching assistants to deliver the Catch Up intervention programme for numeracy and reading in KS2. The school intends to extend this to Year 2 this academic year. PDG has paid for staff training for this programme. PDG is used to facilitate pupils to be taught in smaller groups in upper key stage 2. A large proportion of eFSM pupils are supported in this group for Literacy and Numeracy. PDG financially supports nurture provision in Foundation Phase and Key Stage 2, which is facilitated by teaching assistants. PDG has financially supported training for staff in nurture provision. Nurture provision has been developed through school to school working with Cwmglas Primary School. Rainbows bereavement/separation counselling is also supported by PDG, where staff have been trained as facilitators.</p>	

		<p>The premier league reading stars programme has also been used to develop Year 5 boys' reading skills. PDG has been used to pay for teaching assistant hours, to purchase reading resources to support this programme, which the school plan to replicate this year. The grant also supports whole class music tuition in Year 2. The school uses PDG to pay for pupils to continue with this tuition if funding from parents is not possible. PDG also supports payment for residential and school trips. Support for MAT pupils is provided through PDG if a need is identified through APP meetings</p> <p>During Core Visit 1 2016 the school's internal tracking for pupils in receipt of intervention programmes was scrutinised and it was found that many pupils have made above expected progress allowing them to 'catch up' with their chronological age, as evidenced by the Salford reading test results. The Boxall profile indicates good progress was made by many pupils in target areas through the use of nurture provision. In addition, more anecdotal evidence indicates that most of the pupils engaging in nurture provision have developed skills in order to engage more readily back in their mainstream classes. Playground incidents involving these pupils have reduced. The school has provided comprehensive evidence of the progress made by eFSM pupils from Foundation Phase to key stage 2 and in most cases this is at least at expected levels (See data commentary). There is no significant issue in the performance of eFSM pupils at the end of each phase in comparison to the attainment of non-eFSM pupils.</p>	
<p>St. Joseph Catholic</p> <p>SL</p>	<p>Y</p>	<p>In 2016/2017 the school is in receipt of £11,500 PDG, the expenditure of which is outlined in the school development plan. There are currently 13 pupils in receipt of free school meals. The funding will support a PLC involving the partner schools; deputy headteachers, who will focus on developing assessment for learning, attendance and enrichment tasks. The SENCo will support literacy and numeracy intervention programmes and family engagement. There is also a monitoring role involved to track the progress of eFSM pupils by the SENCo.</p> <p>In 2015/2016, the school was in receipt of £10,000, PDG to support 8 pupils. Intervention was as above. There were 2 pupils in Year 2 in receipt of free school meals, one of whom attained Outcome 6 in the three areas of learning. The other pupil attained an Outcome 5 in one area of learning and Outcome 6 in two areas of learning. There were no eFSM pupils in Year 6 in 2015/2016. Of the remaining eFSM pupils all attained a</p>	

		standardised score of above 85 in the national tests, with 33% achieving above 115.	
St Thomas EJ	Y	<p>PDG funding has contributed towards closing the gap between FSM and Non-FSM. This gap, by the end of KS2, has narrowed continuously for the last three years.</p> <p>Most pupils make good progress against the agreed measures for a range of intervention programmes, all of which contribute to the above</p> <p>The school is currently in receipt of £91,350 (April – Aug - £4694 spent on Teacher intervention & £23,439 TA support). The school is aware of a potential reduction in funding in line with a reduction in FSM pupils and will continue to evaluate the impact of the programme in order to prioritise the retention of the most successful aspects.</p> <p>The comprehensive programme that is currently running is similar to that of 2015/16 and is directed at raising standards and enhancing opportunities for targeted pupils. It consists of:</p> <p>Additional teacher time across the school.</p> <p>TA led parental engagement programme – Language & Play - September</p> <p>TA led intervention in FP & KS2 for lower ability pupils.</p> <p>TA and teacher collaboration time to discuss interventions</p> <p>Educational Visits for all classes (25% funded by PDG in line with FSM PLASC percentage)</p> <p>Visitors to school</p> <p>Resources – Reading Eggs, Interactive Resources, Sum Dog, Sherston Code</p> <p>TA training time – 6 twilight hours over the year</p> <p>Rugby coach, football coach & artist residency (25% funded by PDG in line with FSM percentage)</p>	

		<p>FSM subsidised afterschool club</p> <p>FSM subsidised breakfast club</p> <p>Access to a cluster Literacy Coach for training staff and working with MAT FSM pupils.</p> <p>Contribution towards IT equipment for Media Room</p> <p>Pre Nursery visits</p>	
<p>Talcopa</p> <p>EJ</p>	<p>Y</p>	<p>There is no significant trend in the gap between the performance of FSM and non FSM pupils with each group outperforming the other on occasions. The school analyse data meaningfully, accounting for small and varying numbers from cohort to cohort.</p> <p>HT has a comprehensive provision map for those pupils who are eFSM and identifies whether these are SEN, boys, girls etc. to identify where there is a crossover as regards other vulnerable groups. The school has vastly varying numbers of eFSM pupils in different year groups. Tracking information for eFSM pupils for FP and KS2 pupils show that they have made progress, but generally were also SEN so did not reach national norms.</p> <p>PDG, as in previous years is being spent on TAs to provide intervention programmes - Rapid Phonics, Rapid Reading, Rapid writing, Reciprocal Reading, Catch Up Maths. Comprehensive tracking of eFSM pupils which are RAG rated provide evidence of positive impact. In light of the increasing FSM population the school aims to ensure that this position is maintained.</p>	

Terrace Road DCK	Y	<p>The school is in receipt of £101,200 PDG funding.</p> <ul style="list-style-type: none"> At the Foundation Phase, free school meals (FSM) pupils' attainment is either the same (PSD) or slightly higher than the attainment of non-FSM pupils at the expected level. At the expected level +1, the picture is the same with FSM pupils attaining equally well or better than non-FSM pupils. At key stage 2, FSM pupils attain exactly the same as non-FSM pupils as the expected level. At the expected level +1 there is a slight variance in favour of non-FSM pupils, especially in science. <p>The school targets vulnerable pupils in the following ways :-</p> <ul style="list-style-type: none"> A number of interventions are in place at the school. These include Read Write Inc. which is used across the school but the school has also invested in individually tailored programmes for targeted pupils. These interventions include catchup maths and literacy groups, 'Sharp Writers', 'Pillars for Literacy' and 'Big Maths'. Part of the PDG fund was used to target specific pupils and establish nurture provision for them. This has led to improved attendance and improved attainment for these pupils and these pupils are carefully tracked. A pastoral support officer has been employed for 9.5 hours a week to support families of vulnerable pupils and an attendance officer is also employed for 15 hours a week to implement and follow ERW attendance procedures. An enrichment programme to supplement the school's curriculum has also been purchased along with physical resources for literacy and numeracy. 	
Tirdeunaw DM	Y	<p>GAD: £90550; GAD PYDd £83950; GAD BC £6600.</p> <p>Mae disgyblion sydd yn gymwys i PYDd yn perfformio'n ffafriol gyda gweddill y garfan ar ddiwedd y Cyfnod Sylfaen a chyfnod allweddol 2.</p> <p>Defnyddir y mwyafrif o'r grant er mwyn cyllido staffio ar gyfer y rhaglenni ymyrraeth a gweithgareddau lles yn yr ystafell Enfys. Mae'r staff yn cael amser digyswllt er mwyn trafod targedau'r plant ac er mwyn sicrhau</p>	No – website under construction

		<p>ymyrraeth pwrpasol. Mae'r ysgol wedi penodi swyddog lles sydd a rol cwnsela a monitro presenoldeb. Mae ei chefnogaeth gwerthfawr hi yn sicrhau fod y disgyblion yma yn medru dysgu drwy wella eu presenoldeb a bod yn yr ysgol ac yn medru trafod unrhyw beth sydd yn eu poeni.</p> <p>Mae canran o'r arian yn mynd tuag at ran dalu tripiâu pwrpasol ac i gyllido rhaglen Tric a Chlic sydd yn adnodd effeithiol iawn wrth godi safonau llythrennedd y disgyblion.</p> <p>Mae'r ysgol yn olrhain cynnydd y disgyblion PYDd yn dda iawn. Mae cynnydd pob disgybl yn cael ei olrhain yn effeithiol. Trafodir eu cynnydd fel unigolion yng nghyfarfodydd cynnydd dosbarthiadau yn ogystal a chyfarfodydd athro a'r cynorthwywraig ymyrraeth. Gosodir targedau ac fe'u adolygir yn rheolaidd.</p> <p>Mae cynnydd yn y ganran o ddisgyblion PYDd sydd yn cyrraedd deiliant 6 dros y 3 mlynedd diwethaf. Iaith: 5.6%, 25%, 30.8%; datblygiad mathemategol: 5.6%, 18.8%, 38.5%; datblygiad personol a chymdeithasol: 5.6%, 62%, 53.8%.</p> <p>Mae 2 allan o 12 yn cyrraedd lefel 5 mewn Cymraeg a Saesneg, 16.6%, 5 mewn mathemateg (41%) a 3 mewn gwyddoniaeth (25%). Mae hyn yn dangos cynnydd ym mhob pwnc heblaw am Saesneg.</p> <p>Mae data sgor safonedig y profion cenedlaethol yn dangos fod disgyblion PYDd yn cyflawni yn dda ar draws yr ysgol. Yn y prawf darllen Cymraeg 8.6% sgoriodd <85; 6% yn y prawf Saesneg; 13.7% yn y prawf gweithdrefnol a 10% yn y prawf rhesymu.</p>	
Townhill DCk	Y	<p>PDG funding = £179.450.</p> <p>In 2015-2016 at the Foundation Phase, 27 out of the 63 pupils (42.9%) were FSM. In MDT and the FPI, attainment was identical with 77.8% of FSM and 77.8% of non-FSM achieving the expected level. In LCE 85.2% of FSM pupils achieved the expected level compared to 83.3% of non-FSM pupils and a similar pattern was seen in PSD where attainment was 96.3% for FSM and 91.7% for non-FSM. At the expected level +1, non-FSM pupils outperformed FSM pupils by 30.6% to 25.9% in LCE and by 63.9% to 46.1% in</p>	

PSD. In MDT, FSM pupils outperformed non-FSM pupils by 25.9% to 25%.

At key stage 2, 21 out of the 59 pupils (35.6%) were FSM. At the expected level non-FSM pupils outperformed FSM pupils in all subjects and the CSI. The CSI and science saw a difference of 8.5%, and English and mathematics were 3.8%. At the expected level +1, FSM pupils outperformed non-FSM pupils by 3.4% in English while non-FSM pupils attained higher by 6.6% in mathematics and 6.2% in science.

The school has a substantial amount of funding but uses it effectively to :-

- Employ two teaching assistants to provide numeracy catchup;
- Work with their family of schools to develop and share successful initiatives;
- Employ a pastoral manager who works closely with children and families and who attends team around the family and child protection meetings;
- Employ five teaching assistants to provide additional focused support throughout the school in literacy and numeracy;
- Provide family learning provision to work with vulnerable families;
- Pay for the maintenance of breakfast club;
- Appoint a PDG co-ordinator;
- Support a contingency fund to support families with educational visits;
- Provide two days per week of direct teaching time to support reading.

The intended impact of the above actions is to:

- Improve attendance and wellbeing of targeted pupils.
- Improve support for targeted pupils and families.

		<ul style="list-style-type: none"> • Improve attainment for targeted pupils. • Provide improved access to an enriched curriculum for targeted families. 	
Trallwn EJ	Y	<p>The school has a very good track record in terms of the performance of FSM pupils. At most there is only a slight gap in performance in all three areas with eFSM performing slightly below. There is also evidence times of eFSM pupils out performing non-FSM pupils in all three areas of learning. The gap in performance at KS2 is also minimal.</p> <p>The school has a very detailed PDG plan incorporated into the SIP 2015/18. This focuses upon the following:</p> <ul style="list-style-type: none"> • To enhance quality of teaching and learning in delivery and development of basic skills for pupils • Numeracy and Literacy Intervention Programmes. 0.7 Teacher to support catch up numeracy with targeted support and Catch up Numeracy materials. e-FSM pupils in KS2 identified through SS Score using NFER maths tests of 84 – 92 (10 hours per week) • Teacher to support catch up literacy using targeted support, 8 Reading Behaviours, Reciprocal Reading for targeted pupils with reading age 6 – 18 mths below chronological age or SS Score using NFER literacy tests of 84 – 92 (5 hours per week) • TA to support catch up reading using Read Write Inc for targeted pupils in KS2 with reading age 6 – 18 mths below chronological age - 3 x TA for 1 hour per day ea =15 Hours per week • TA support for 6-8 pupils with SED identified through Boxall profiling to develop confidence, self-esteem, social skills, confidence through play based work in sensory room 10 hours per week • L3 TA to support Pastoral Issues and take a key role in attendance at TAF, Attendance, Signs of Safety, Social Services etc working with parents, meetings etc to tackle issues related to poverty impacting on families and children • 2x TA to support homework club to enable up to 18 pupils to access ICT resources and learning support not 	

		<p>otherwise available at home and where required, to support parents in working with their pupils for 5 hours per week.</p> <ul style="list-style-type: none"> • 0.1x teacher per week to work to support other staff in the teaching of reading through exemplar lessons/team teaching, identification of pupils using data analysis and implementation of strategies based on whole school training. • 15 hours TA L3 to work with parents/families/young children to achieve early milestones in child development through range of provision including group work. (See SIP for greater detail) • 10 hrs TA to provide family/parent support to enable parents to support their children in developing appropriate skills in order to enable them to access school and education – eg toilet training, speech and language, basic routines etc (See SIP for greater detail) • Resources to support development of early milestones to enable children to be ready for school • Staffing breakfast club provision to extend hours to enable all pupils to eat breakfast provided via Free Breakfast Club – extend LA funded 30 mins to 45 mins (Increase of 15 mins daily for 5 staff supervising 120+ pupils with age range from 3-11) • Resources to support catch up RWI programme <p>Progress data for the above show positive gains.</p>	
<p>Treuchaf</p> <p>JA</p>	<p>Y</p>	<p>In 2015-16 Tre Uchaf Primary School was provided with a PDG allocation of £28,650</p> <p>The school has completed a plan to promote progress for students eligible for this funding.</p> <p>The school has used the funding available to:</p> <ol style="list-style-type: none"> 1. Provide additional TA support to eFSM pupils under the direction of the school's support teacher in Y3 where FSM number are higher than other years 	

		<p>2. Nurture groups to help with wellbeing and positive attitudes to self, school and learning.</p> <p>3. Provide additional TA support to eFSM pupils under the direction of the school’s support teacher in Y6 as pupils prepare for end of Key Stage assessment and transition to high school</p> <p>The intended impact of the above actions is to:</p> <ol style="list-style-type: none"> 1. Improve attainment for targeted pupils. 2. Improve attendance of eFSM Pupils <p>Measurable pupil outcomes for 2015-16 were:</p> <ul style="list-style-type: none"> • Whist in percentage terms performance has dropped between 2014/15 1nd 15/16, there is a three year upward trend over all at the expected level in Foundation Phase. • At Key Stage 2 performance has been more variable but the gap between FSM and NFSM has closed. However analysis of impact in the given year is difficult as only 3 pupils in 2015/16 were FSM pupils, low numbers makes this data unreliable. • eFSM pupils improved their attendance from 89.2% to 91.6% 2014/14 to 2014/15 <p>PDG plan is costed and detailed in the PDG Plan. The PSO is heavily involved in the process to ensure funding is appropriately and effectively allocated.</p> <p>The school has 38 eFSM pupils at present.. However this is a fluctuating figure. Data is difficult to analyse at group level due to small numbers in each class/ cohort. eFSM pupils are therefore looked and analysed as individuals. These pupils are also clearly identified on class profiles, where additional intervention is clear.</p>	
Wauwen	Y	Standards:	

SE		<ul style="list-style-type: none"> • FSM/Non fsm standards have been reviewed and evaluated in the attached Erw data pack analysis. • The trend in the performance for the last five years reflects that non fsm attainment is higher than fsm attainment although the gap has been closing. Small cohorts and significant challenge impact and distort data, eg the 2016 Y6 cohort contained 8 pupils eligible for FSM, 4 of them achieved CSI (one of which achieved 3 L5s). The other four, previously identified, were registered as SEN and had other significant background challenges. One of those four however achieved 2 L4s and all of them made at least 1 sub level progress during the year. The progress of pupils in receipt of fsm pupils is good. However this area is identified as a priority area for improvement within the SDP following CV1. <p>Resource management:</p> <ul style="list-style-type: none"> • Leaders have clear processes for PDG resource management and it is clearly planned for within the SDP. • Impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals is good in terms of the relative progress made based on baseline information. • Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners. • Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals. • Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes and ensure robust systems for mentoring and supporting pupils eligible for free school meals. A pastoral support leader has been employed utilising the PDG and this impacts positively on learning and well being outcomes. • The pastoral support leader secures very effective engagement with parents of pupils eligible for free school meals, eg the school communicates and work face-to-face to help them and their children overcome barriers to learning or children who are late arriving for school. 	
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		<ul style="list-style-type: none"> • The school is effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals. • An exit strategy for staff funded by PDG will be planned for by leaders. 	
Wauarllwydd DB	Y	<p>School is in receipt of £34,350 this financial year. The plan for use of the deprivation grant is included as an individual focus in the school's SDP. Actions are identified and roles and responsibilities recorded. Resources are allocated and costed with prompts for future and ongoing evaluation. The school's pupil tracking processes enable school leaders to evaluate the impact of intervention in terms of attendance, attainment and general wellbeing of individuals and groups. With regard to an 'exit strategy', if the grant were removed then provision would be adversely affected. However, staff that have been developed through secondment, will remain in some capacity. Some of the strategies used and supported by the grant include supporting intervention strategies, supporting work with external agencies such as Team Around the Family and the Education Welfare Service, improving parental engagement, developing pupil well-being and the provision of a homework club to name but a few. School leaders have analysed the progress of the 'vulnerable pupil' group and found that 85% have made age-appropriate progress in both mathematics and English. Those who did not make age-appropriate progress have additional learning needs and have made progress appropriate to their ability. The attendance of eFSM pupils increased slightly to 94% in 2015-2016.</p>	
Whitestone AL	Y	<p>PDG - £36,050.00.</p> <p>Provide support in-class for FSM children within Early Year classes following FPP assessment – target children with low baseline - £2700</p> <p>Provide intervention and support programmes that are proven to have the greatest impact and to be sustainable, linking training to the development of expertise of staff to meet needs of disadvantaged</p>	

		<p>learners - £22500</p> <p>Provide in class targeted support to eFSM children across the KS2 classes - £6500</p> <p>Implement and use data tracking systems to identify learners' needs, target interventions and monitor impact - £2000</p> <p>Developed leadership capacity to prioritise the impact on the quality of provision and outcomes - £2500</p> <p>Overspend of £150.00</p> <p>Impact: all pupils made progress. 66% of children achieved over 12 months progress. 50% achieved nearly 3 years progress.</p> <p>When disaggregated, 100% of pupils attained across all three areas and the CSI. 2 of these three attained Outcome 6 in PSD. (66.7%).</p> <p>100% of efsm boys achieved O5+ in all three areas and O6 in PSD (1 boy).</p> <p>100% of efsm girls achieved O5+(2 girls) in all three areas and 50% of girls attained O6 in PSD (disaggregated data).</p>	
Y Login Fach DM	Y	<p>GAD £14150. GAD PYDd £12650, GAD BC £1500.</p> <p>Mae'r ysgol yn y grwp meincnodi 1 gyda 7.8% o'r disgyblion yn derbyn PYDd</p> <p>Cyflogi cynorthwywraig am 17.5 awr. Mae'r gynorthwywraig yn targedu grwpiau llythrennedd a rhifedd ac yn cymryd grwpiau allan neu tu fewn i'r dosbarthiadau yn ol y galw. Mae'n cefnogi cynllun letters and sounds yn y prynhawn</p> <p>£5,510 tuag at adnoddau pwrpasol.</p>	

		<p>Ar ddiwedd y Cyfnod Sylfaen mae 100% o ddisgyblion PYDd yn cyrraedd y lefel disgwylidig. Fodd bynnag ar y lefel disgwylidig + 1 mae 33.3% (1 disgybl) yn cyrraedd deilliant 6 mewn iaith a chyfathrebu Cymraeg, 66.6% (2 ddisgybl) mewn datblygiad personol a chymdeithasol a dim un disgybl mewn datblygiad mathemategol.</p> <p>Ar ddiwedd cyfnod allweddol 2 mae dau ddisgybl yn gymwys i PYDd. Mae'r ddau wedi cyrraedd lefel 4.</p> <p>Yn y profion cenedlaethol mae pob disgybl PYDd wedi sgorio 85+ ym mhob prawf heblaw am un disgybl sydd a datganiad. Fodd bynnag, nid oes un disgybl wedi sgorio 115+ ar draws y profion.</p>	
<p>Ynystawe</p> <p>JW</p>	<p>Y</p>	<p>Ynystawe Primary School has demonstrated effective use of PDG funding for 2016-17 to improve the outcomes for eFSM and vulnerable pupils. eFSM pupil numbers are few. The school has been granted £12,100.</p> <p>The school has completed a relevant plan to promote progress and remove barriers to learning for pupils eligible for this funding. The plan was available for scrutiny and spending matches actions appropriately. The school has effectively used the funding available to:</p> <ul style="list-style-type: none"> • Train and second staff to lead literacy phonic intervention groups • Establish a Nurture group (The rainbow group) • Establish a speech and language group • Establish a DCD group <p>The intended impact of the interventions is to:</p> <ul style="list-style-type: none"> • Improve attainment in letter recognition of targeted pupils. • Engage parents and families so they are more informed and equipped as how to best support their child at home. 	

		<ul style="list-style-type: none"> • Raise pupil confidence and self-esteem. • Improve pupils' behaviour and social skills. • Improve pupils' fine and gross motor skills. <p>Performance of eFSM at end of Foundation Phase 2014-15; there were 2 eFSM pupils and 1 achieved FPI. The school can evidence support and intervention provided and both pupils made progress from their starting points. In 2015-16, there was only 1 eFSM pupil and although this pupil didn't achieve FPI, the school can evidence progress made from the pupil's starting point.</p> <p>In 2014-15, performance of eFSM at end of key stage 2; 40% (2/5 pupils) achieved CSI, 3/5 pupils achieved expected level in mathematics and English and 4/5 pupils achieved expected level in science. In 2015-16, there was only 1 eFSM pupil who achieved the CSI.</p> <p>Attendance of eFSM pupils in 2014-15 was 94.1% compared to 92.2% in 2015-16. Reduction is due to 1 persistent absentee whose attendance is improving.</p>	
<p>Ysgol Crug Glas</p> <p>KD</p>	<p>2015-2017</p> <p>£1910.71</p>	<p>The grant was predominantly used for implementation of sensory circuits and the staffing of one teacher and release time for the subject co-ordinators. There has been release time for co-ordinators to develop work around literacy and numeracy, to enable systematic mapping and approaches to reading and writing. There has been an INSET to develop whole school approaches to total communication workshops for whole school staff. A range of resource for the library and classroom has been bought, including that linked to visual literacy. Vibrating light up toys for eye-gaze/ environmental controls have also been purchased to ensure inclusion for PMLD pupils.</p>	

		<p>Education Improvement Grant (EIG)</p> <p>£4006.00</p> <p>The grant was used for a total communication focus. The spend was on resource to create visual resources and equipment to enable this to happen. A range of apps was included and material to adapt display.</p> <p>2016-2017</p> <p>Pupil Deprivation Grant (PDG) £4271</p> <p>In 2016-17 Staffing PDG is being used predominantly on staffing and evaluation of the sensory circuits model. There is financial implication for school to school work and the purchase of digital resources. Release time for co-ordinators and staff development is also integral. The impact has been strong progress against the core visit recommendations and readiness for Estyn and where medical condition does not result in regression, progress for all pupils against IEP targets.</p>	
<p>Penybryn</p> <p>KD</p>	<p>Y</p>	<p>2015-2016 - £34,650 PDG</p> <p>Social Communication Educational Relational and Transactional Support (SCERTs) – The cost of training and implementation of a social, communication strategy.</p> <p>Targeted interventions to support learners from deprived backgrounds achieve their potential, for example, Derbyshire Positive Play; Social Skills Programmes.</p> <p>£22,668 – Salary costs for a family liaison officer, employed to develop school/home relationships, set up parent initiatives, for example, parent/pupil workshops with Communities First and Save the Children, training for staff, parents and community partners and the development of electronic family pen portraits.</p>	

		<p>The introduction of FAST (families and schools together programme).</p> <p>2016-2017- £34,654</p> <p>Salary cost of communication lead. This will develop the school strategy towards becoming a total communication school. It will ensure effective speech therapy provision meets the individual needs of all pupils for whom it is relevant. High quality staff training in areas of communication will be a priority. Staff with responsibility will develop IEP target setting. This will clearly identify and track the development of individual pupils' wellbeing and life skills.</p> <p>Impact from 2015-2016</p> <p>Nearly all pupils make very good progress in social interaction, communication and academic achievement.</p> <p>EFSM pupils achieved 84.5% of all IEP targets 1.5% above the school average.</p> <p>EFSM pupils achieved 91% of their literacy targets equalling the school average.</p> <p>EFSM pupils achieved 84% of their numeracy targets 1% higher than the school average.</p> <p>87% of pupils achieved their communication IEP targets, a 7% rise on the 80% achieved in 2014-2015.</p> <p>EFSM pupils achieved 88% of their communication targets 1% above the school average clearly. These results demonstrate success in reducing the effects of poverty and social disadvantage.</p>	