

Johnstown Primary School PDG Statement 2020/21

The Pupil Deprivation Grant (PDG) is allocated to schools with pupils who come from low income families and are currently known to be eligible for free school meals (e-FSM) and pupils who have been looked after continuously for more than six months (LAC).

Schools are expected to make the best use of this funding to implement sustainable strategies that will quickly bring about changes for learners eligible for free school meals or who are LAC.

As a school we have agreed the following three steps:

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

Johnstown Primary School's PDG allocation for 2020/2021 is £50,600 and Early Years PDG is £20,700, a total of £71,300.

At Johnstown Primary School we have a comprehensive plan, agreed and monitored by Carmarthenshire Local Authority and ERW, to promote progress and remove barriers to learning for students eligible for this funding.

We have used the funding available to:

- Enable the Leadership Team to lead programmes of intervention and training. The Deputy Head Teacher leads the programme to improve leadership capacity and also includes the release of specific members from class commitment to monitor, evaluate and review strategic direction action plan. External and internal training of staff to work with pupils and their families will also be a factor in our FSM leadership strategy and will further develop the leadership capacity by prioritising the impact on the quality of provision and outcomes for FSM and LAC pupils.
- Enhance teaching and learning by providing programme of support by teaching assistants – this includes literacy and numeracy programmes and well-being support. Our trend in FSM pupil benchmark performance has indicated that this group norm is to achieve FPOI and CSI. Our challenge is to target specific FSM learners to achieve the higher Outcome 6 and Level 5. To achieve this, practices will include: targeted support activities for FSM pupils to include: specific Oracy and Reading programmes; Assessment for Learning strategies to individualise pupils' learning; greater rigour in the marking and feedback policy; MAT strategies; Outdoor Learning and music programme.

We use in class intervention and support programmes that are proven to have the greatest impact and are sustainable. To do this we use performance data to inform and target support for all FSM pupils based on their need. Teaching and support staff will be responsible for the implementation of intervention strategies. Enrichment activities include funding FSM pupils to ensure there are no restrictions access to the curriculum and community learning and online resources focussed on Literacy, Numeracy and Personal and Social skills.

- Provide specific high quality training for school staff. This includes whole school staff awareness of pupil needs and training on strategies which have the greatest impact. This will now include the use of “Building Learning Power” as an Assessment for Learning tool to improve outcomes for FSM pupils and a rich oracy and reading programme.
- Implement and use data tracking systems to identify learners’ needs, target interventions and monitor impact via FSM pupil progress meetings. We have individualised pupil mark books which triangulate the data and focus in particular on Literacy and Numeracy skill development.
- Work in partnership with other schools, the community and other organisations. We will further develop the work we carried out with the LA and learn from the good practices of other schools in our family.
- Improve attendance of target group by using interventions. These interventions, led by our Attendance team, have focused on strategic partnership with Teams around the family (TAF) approach, clear communication and meetings with parents to offer support and motivating pupils through whole school initiatives.
- Support learners and their families by communicating clearly to ensure they are aware of available support, funding and opportunities available for their children. Encourage and develop this partnership via Deputy Head role. This includes parent workshops, establishment of a community HWB (Health and Well Being Centre), community learning resources and enrichment activities.