



Gwaunfarren Primary School
PDG Spending Plan 2025 - 26



We are required by the Welsh Government to publish how we spend our PDG. The PDG is the grant that the Welsh Government allocate to each school in Wales in order to ensure that the school does all that it can to close the achievement gap between those children who are eligible for free meals (eFSM) and those children who are not. In Gwaunfarren Primary School, approximately 19% of the children are eligible for free school meals.

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

What – focus for improvement	Actions <i>For Staff and for SLT</i>	Success criteria <i>What will you see? Pupils/Parents.....</i>	Monitoring <i>What? Who? When?</i>
Family Liaison Officer in post to support vulnerable families and attendance.	<ul style="list-style-type: none"> ○ To undertake an active role in promoting liaison between parents, school staff and community and statutory teams and agencies as appropriate. (for example, home visits and pre-school visits) ○ To support parents/carers to engage in school activities and in the education and development of their children, through ‘drop-in’ sessions held throughout the week in the bungalow. ○ To work directly with families in the community to promote, strengthen and develop the potential of parents/carers within the Education system. 	<p>Families feel valued and trust the school to support them. Partnership between the school and home is well established. Families engage well with the FLO and members of staff in the school. Parents/carers/families readily ask and receive advice and support to in order to promote the parent/school partnership</p> <p>All vulnerable families have access to support from Family Liaison Officer and Early Intervention Team. Pupils to have full time access to places of safety and receive additional support for any worries or perceived bullying. Attendance to improve to 95% or above. CLA/vulnerable pupils to have daily access to individual support</p> <p>To work with the recently developed ‘Community Focused Schools’ team, to plan and deliver initiatives to support pupils and families to ensure they are ready for learning.</p>	Daily through the day to day running of the school by HT and SMT.

	<ul style="list-style-type: none"> ○ To advise and develop appropriate packages of support and programmes for children and parents. ○ Family Liaison Officer trained in Emotional and Behaviour support for vulnerable groups. Family Liaison Officer working with LA and school to support activities to improve attendance and receive training. Family Liaison Officers to carry out TAF in schools work. Family Liaison Officer to work directly with pupils identified 		
Whole school intervention programme catch-up literacy and RWi	Staff to use catch up programmes - 'Catch up literacy' and RWi intervention programme, to continue to raise standards and attainment in reading and literacy. Tracking available.	All pupils identified and with whom intervention has taken place, to make more than expected progress and to access curriculum through improved literacy skills.	HLTA manages the 'catch-up' interventions and monitors the progress of all pupils
To deliver ELSA sessions for pupils identified using the PASS data	<p>Specialist ELSA teachers to deliver continuous ELSA sessions to support pupil wellbeing</p> <p>Use PASS Data to identify pupils to benefit from ELSA and Lego Therapy</p>	<p>80% of children participating in ELSA sessions demonstrate an improvement in emotional regulation, self-awareness, and resilience, as measured by pre- and post-intervention assessments (school wellbeing questionnaire/ PERMA).</p> <p>75% of pupils involved in ELSA support show an improvement in their attendance, punctuality, and engagement in lessons, as evidenced by teacher feedback and school data.</p> <p>Pupils become more active participants in the classroom, contributing to better academic progress and social interactions. Improved self-regulation and emotional coping mechanisms, leading to fewer behavioural disruptions and more time spent on learning.</p>	<p>Ongoing feedback from teachers, pupils, and parents is collected throughout the intervention period, with mid-point reviews of progress and necessary adjustments to ensure effectiveness.</p> <p>The ELSA program remains responsive to individual pupil needs and continuously improves its impact.</p>
Teaching assistant	2 Teaching assistants to receive training and support from ALNCO and class teachers to	Pupils to make good progress from their baseline assessments on their return to school. Reading levels to increase to reflect	RWI tracking from baseline, monitored by LE

<p>support in Year 3/4/5/6 to work directly with pupils identified to improve levels and carry out catch up interventions in the classroom during identified sessions. This will include pastoral support, Numeracy and Guided Group Reading (GGR), RWI interventions.</p>	<p>address learning needs of all pupils who are receipt of FSM to ensure that they achieve their full potential.</p> <p>LSAs to use planning provided by teacher and to keep records of attainment under the direction of the class teacher</p>	<p>those attained in Writing and oracy. Teachers and LSA to work collaboratively to formatively assess pupils using schools pupil progress maps, pupil targets and IEPs where appropriate.</p>	<p>Teachers/LSA</p>
<p>To ensure the physical wellbeing of pupils are addressed across the school</p>	<p>To purchase the REAL PE package to ensure pupils are physically active, through taking part in weekly PE session which are planned and that the delivery of these sessions are consistent.</p>	<p>Real PE helps support EVERY child to develop the physical literacy, knowledge, emotional and thinking skills to achieve in PE, Sport and life.</p> <p>Pupils participating in physical literacy sessions to develop a range of movement skills.</p> <p>Children’s mind will become active, with links to encourage children to develop as healthy learners – developing both healthy bodies and healthy minds.</p>	<p>An assessment framework will be used with supporting tools and resources to help record pupil progress efficiently and celebrate progress in Real PE across the school.</p>

		<p>The programme will provide a flexible, knowledge based and progressive whole school curriculum with a clear Intent and progression of skills aligned to the National Curriculum and Curriculum for Wales.</p>	
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