

# Ysgol Ty Coch



**PDG Grant**  
***2016-2017***

PDG	<b><u>Pupil Deprivation Grant 2015-2016 Ref: Guidance noted CSC : The PDG is to improve outcomes for eFSM learners and looked after children (LAC) by:</u></b>				PDG £29,900	So far accounted for: £32,232		
Overcoming the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential								
Accelerate the rate of attainment of children of all abilities from low income families to help them reach their potential.								
School SIP Target	CIF	C S C	Key Target	Identified need	Date	Expected Outcome	Cost	Outcome ( Evaluation )
2	1.1.1 1.1..2		To reduce the gap in attainment at reading/ literacy  To further improve Key Stage 4 Options and functional/creative Reading skills	3 Months (April – July) 3 days a week READING support from Julia Ford = £4500  September – March – additional options and creative Reading Support supplied by Lisa Dando (Teaching Assistant) based in Key Stage 4 but released to embed reading in all classes = £10,191	Continuus through the year	To reduce the gap in attainment at reading- teacher employed for three days a week for support for emerging readers and readers from foundation to KS4  To further develop pupil voice in their decision making about learning	£14,691	Data – significant improvement and emerging readers Reading teacher report Improved reading ages in Primary and secondary, evidenced on discover and in SE for 16/17
M1	1.1.2 1.1.3		Inclusion –to support pupils to be included in mainstream schools	9 Pupils in primary accessing inclusion in local primary school	Continuus through the year- ½ day a week	Teacher timetabled for 1/2 day to support pupils in schools	½ day a week- covered	Inclusion data analysed and targets set SE data Data will be monitored and evaluated regularly throughout the year



						Scott)- no cost	Students identified and monitored for progress, evaluation of monitoring. Staff confidence with using apps and any new apps.	
2	1.1.2 2.1	Bamboozle productions to improve literacy and numeracy skills of students with PMLD	Improved literacy and numeracy in PMLD	TBA	All pupils included and accessing literacy and numeracy, improvement in engagement	£950	Evaluation of programme, improved interaction	
1 5	1.2 2.1 2.3	Resources for implementing the Restorative approach throughout school	Resources for RA	November 2016	Resources to develop RA in Nurture	£300 per class in primary= £900	Clearly resourced, using RA with students and parents..	
5	2.3.1 2.3.2	Further Improve IEP standards in the ASD Department by providing additional targeted support initially to FSM in FP through a Teaching Assistant – Andrew Humphreys	1 Teaching Assistant assigned to ASD department from September to March = £10,191	September 2016 – March 2017	IEP standards in writing focussing specifically on ASD department	£10,191	Further improved IEP results for ASD pupils in writing	
LAC PDG Funding 4 students at £1150 = £4661								
9	2.1.1 2.1.2 1.2.2 1.1.3	Raise standards in wellbeing. 2 members of staff to be trained in THRIVE and rolled out to all staff throughout the course of the year. Focus first on pupils LAC status and later to all pupils in the school	Resources to reduce impact of poverty	February 2017	All students LAC to benefit from a baseline assessment and subsequent targeted intervention.  Impact of intervention measurable on Wellbeing THRIVE score in July 2017  This will then be rolled out to all pupil in the school to provide a basis for comparison	£4500	Students making the same rate of progress as their peers and poverty not impacting on them in a negative way	

Early Years	<b><u>Early Years Pupil Deprivation Grant (EYPDG) 2015-2016 Ref: Guidance noted CSC -No child should be disadvantaged by poverty and inequality- importance of early intervention</u></b>						Amount - £600	
							Amount left £0	
	Accelerate the rate of attainment of children of all abilities from low income families to help them reach their potential.							
	Improvement of outcomes for learners eligible for FSM							
School SIP Target	CIF	CSC	Key Target	Identified need	Date	Expected Outcome	Cost	Outcome ( Evaluation )
5 2	1.1.2 2.3		Reflexology as literacy strategy for Early Years pupils- address Route maps 1-17	Communication- responses, levels of attention Numeracy- tactile experiences	Throughout the year- session blocks	Staff to train alongside the trainer 4 staff 12 pupils	£600- 12 sessions at £50 each paid	SE report, foundation