Ysgol Ty Coch



PDG Grant 2016-2017

PDG	Over	ove comi		and looked after children (LA revent learners from disadvant	PDG £29,900 So far accounted for: £32,232 rounds achieving their full potential 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 1.12		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	Continuo us 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	Continuo us 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

5	1.2 2.1 2.3	Wellbeing Nurture project A project to provide activities to develop the self esteem and confidence, developing the social and emotional learning Groups of students from primary taking part in enhancement activities	Improve self esteem through running morning nurture group for selected students after assessing them using Boxall	Througho ut the year	Pupils are placed in nurture following a strict criteria and the Boxall profile is used to assess suitability. Reassessments are made every term Grouping change as needs arise All pupils return to base class in the afternoon 10 pupils and 3 staff Horse riding Rafting Farm day Climbing PGL Reflexology	£300-rafting £1000 Horseridi ng £500 kayak Total =£1800 nurture	Data- improvement in Boxall profile- soft data, Improved self esteem- reduction in PHPs, visits to counsellor etc. Evaluation of course via weekly blog and video evidence.	
5	1.2 2.1 2.3	Outdoor Pursuits+ D of E Develop literacy, numeracy and thinking skills through outdoor adventure learning	Access to variety of outdoor pursuits, improving	Througho ut the year	To recognise a young person's successful journey of self-discovery & development. Development of the whole person - mind, body and soul, in an environment of social interaction and team working by completing a set of personal activities. Build self —esteem and confidence in students, providing them with safe secure opportunities for development:	£3,000 (£2000 for Llangran og @ 17 students)	SE Evaluation of activities Courses to evaluate learning	
5 2	1.1.2 2.3	Reflexology as literacy strategy for PMLD and ASD pupils- address Route maps 1-17	Communication-responses, levels of attention Numeracy- tactile experiences	Througho ut the year- session blocks	Staff to train alongside the trainer 10 staff 25 pupils	24 session at £50 each - £600 (+ 12 session EY)	SE report PMLD, ASD report	
2	2.2.1	IT project- teacher released for 0. 5 day a week to monitor assistive technology	Improved communication skills Debbie - released from class ½ day a week to monitor students with augmentative communication	Sep 15- May 16	Pupils to develop their assisted communication and staff training Monitoring of students using Augmentative communication. Work with staff to ensure up to date comm apps.	£1750 1/2 day a week (covered by	See SE report for details of those using augmentative communication	No cost

						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	ТВА	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	Novembe r 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	Septemb er 2016 – March 2017	IEP standards in writing focussing specifically on ASD department	£10,191	Further improved IEP results for ASD pupils in writing	
LAC P	DG 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		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								
	Accel	lerat	e the rate of attainment of childrer	n of all abilities for	rom low income families to he	elp them reach their potential.				
	Impro	Improvement of outcomes for learners eligible for FSM								
School SIP Target	CIF	0 00	Key Target	Identified need	Date	Expected Outcome	Cost	Outcome (Evaluation)		
2	1.1.2 2.3		Reflexology as literacy strategy for Early Years pupils- address Route maps 1- 17	Communicati on- 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		