

SEE MITIGATING

ST ATHAN PRIMARY SCHOOL PUPIL DEPRIVATION GRANT SPENDING PLAN

2025/26

PLACEMAT

POVERTY

C S C P r i o r i t y	PDG Area of Focus	I m p r o v i n g S c h o o l S P l a n	Key Actions  What we need to do to bring about improvement and achieve our targets	Lead Responsibility	Timescale		Monitoring Are we on track?	Developmental How does the activity enhance the capacity of the school? <u>Collaborative</u> Nature of collaboration and benefits to school <u>Sustainable</u> How will the work be developed & embedded	Staffing and Resources	Funding		Additional notes
					Start Date	End Date				Cost	Source	
<b>Understanding Poverty</b> Early Identification, Policy, Awareness of poverty, The Curriculum <b>Home-School Relationship</b> -Parental Engagement, Homework, Transport & After School Activities												
1			To offer improved authentic learning opportunities for learners with complex, social, emotional needs daily in small groups enabling them to access continuous support through internal provision designed to meet their needs. The Hive and The Den.  <u>Outcome</u> Pupils able to regulate in a safe environment and feel more secure being in school. Pupils able to access the curriculum for longer periods of	Led by SLT	April 2025	On-going to meet learner needs	HT/ALNCo Internal data/ SELFIE Lesson Obs Specialist input FL lead	<b>Developmental</b> – trained staff sharing expertise and modelling best practice improves capacity.  <b>Sustainable</b> - through re-organisation of internal timetables, access to trained staff and bespoke timetables where appropriate. Space and resources created.	KP/SM leading With Tac team involvement	£ 29,245.50	PDG grant	

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		<p>time and work between the mainstream classroom and the provision to support learning and wellbeing. A full time provision will be on offer.</p> <p>Pupils IDP to be used and implemented more effectively using individual planned opportunities</p> <p><b>Intended Impact</b></p> <ul style="list-style-type: none"> <li>• The well-being and emotional health of targeted group improved</li> <li>• Improved communication between LSA and teachers (planning)</li> <li>• Improved communication between school and home</li> <li>• More effective practice evident across the school being implemented by staff with increased confidence.</li> <li>• To measure the progress of the learners using the Vale Developmental Profile</li> <li>• <u>Data showing learners progress improved in line with their baseline. (@teb Baseline)</u></li> </ul>					<p><b>Collaborative-</b> (internally)trained staff sharing expertise and modelling best practice. Supporting whole school practice for learners with most complex needs. (externally) sharing good practice with other schools where appropriate</p>				
<p><b>Understanding Poverty</b>-Early Identification, Policy, Awareness of poverty, The Curriculum</p>											
<p><b>Home-School Relationship</b> -Parental Engagement, Homework, Transport &amp; After School Activities</p>											
1		To work alongside the CFS funding to further improve support services and resources available to vulnerable pupils	HT CFS lead	April 2025	On-going as	HT DHT ALNCo Data	<b>Developmental-</b> opens up opportunities for pupils and families – benefits	HT KP TAC Team	£13,747	PDG grant	

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		<p>and their families, particularly those with more complex family circumstances e.g. clothes, school uniform, food parcels, personal hygiene parcels, washing facilities etc for community to access. Parent workshops further developed to support EAL and learning opportunities around basic skills, behaviour management and the curriculum. Opportunities to be further supported by FFAL and other appropriate outside agencies (including pupils linked to the Afghanistan resettlement, families in the Armed Forces, EAL, CLA, Young Carers and ALN)</p> <p><b>Outcome</b>  <b>Timetables and appropriate staff (Emotionally Available adults ) working alongside our vulnerable pupils and families</b>  <b>Relationships strengthened between staff, pupils and families.</b>  <b>Performance Management opportunities offered to staff to allow advice and support to be provided.</b></p> <p><b>Intended Impact</b></p> <ul style="list-style-type: none"> <li>● Improved well-being and emotional health of vulnerable pupils and families.</li> <li>● Appropriate support given to individual learners.</li> <li>● Improved communication between school and families</li> <li>● Relevant courses and performance management</li> </ul>			<p>appropriate</p> <p>Feedback (FFAL) CFS lead</p>	<p>pupils in school and relationships with parents</p> <p><b>Collaboration</b> – working with appropriate support networks through the school systems</p> <p><b>Sustainable</b> – Creating capacity through upskilling staff and school community to meet the needs of all learners and families.</p>				
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		<p>opportunities for LSA and teachers utilised to meet the needs of our learners and families (planning)</p> <ul style="list-style-type: none"> <li>A more effective procedure in place for sharing planning</li> </ul>								
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**Understanding Poverty-** Early Identification, Policy, Awareness of poverty, The Curriculum  
**Food And Hunger-** FSM Promotion, Holiday Hunger, School Breakfasts, Cause for Concern

	1/2/3/6/	<p>To further improve literacy, with a focus on the reading skills of targeted pupils ensuring equity for all learners, providing a range of more appropriate and diverse resources, smaller group interventions and additional more specific training for staff. Work with the cluster to share good practice through Deputy head leadership</p> <p>To raise the expectations of all stakeholders for academic ability – with particular emphasis on targeted pupils and families</p> <p>To ensure all learners are ready to learn by feeling safe, being well fed, appropriately clothed and regulated.</p> <p><b>Outcome</b>  <b>Targeted groups of learners identified.</b>  <b>Literacy baseline assessments completed</b></p>	DHT Class teacher	April 2024	April 2026	SLT/CT Data Lesson Obs Books Pupil Progress Paperwork L2L	<p><b>Sustainable-</b> to create support networks within the main school budget</p> <p><b>Developmental-</b> good, more effective practice established. Support provision will enhance the achievement of the identified pupils</p>	LLC lead Deputy Head teacher Approp LSA (AW)	£19,883	PDG grant
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		<p>Planning reflects the gaps in learners for these pupils Resources provided and accessed to meet the needs of all learners. Pupil progress measures in place to measure progress for these learners Pupils making appropriate progress in literacy All pupils have sufficient availability of food (breakfast club, snack, lunches ) <u>Intended Impact</u></p> <ul style="list-style-type: none"> <li>All learners have equal chance to learn and are not disadvantaged in any way</li> <li>Literacy skills improved for targeted group of learners</li> <li>Planning improved to meet the needs of these learners</li> <li>Assessment planning and preparation is used effectively to meet pupil progress</li> </ul>									
<p><b>Food And Hunger</b> - FSM Promotion, Holiday Hunger, School Breakfasts, Cause for Concern  <b>Participation in the life of the School</b> - Enrichment Activities, Resources &amp; Materials, School Trips, Events  <b>School Uniform &amp; Clothing</b> – Policy, Recycle schemes, Affordability, Cause for Concern</p>											
		<p>To support all families and learners enabling them to participate and succeed in all school has to offer.</p> <p>Ensuring all have a voice.</p> <p>To ensure all pupils have access to breakfast club, snack and school lunches</p>	SLT Governing Body	April 25	On-going	HT/Govs CFS lead Maths lead LLC lead	<b>Sustainable-</b> from school budget and School fund raising – the support ensures no pupils are excluded from the full school experience and executed in a way that does not cause a stigma to any families.	HT/Govs	£2,560.50	School Budget Grant Funds	

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		<p>To improve communication between home and school through the implementation of a communal community space .</p> <p>To organise and implement ‘cafes’ to further breakdown barriers between home and the curriculum (maths café, Reading café)</p> <p><b>Outcome</b>  <b>Creating a facility which allows access to clothes/food and resources as required. E.g. St Athan Stores</b>  <b>Offering opportunities for participation in school life to the fullest e.g. After school clubs, Free breakfast club, Bottomless fruit bowl.</b>  <b>Reducing the cost of school educational events/visits for all.</b></p> <p><b>Intended Impact</b></p> <ul style="list-style-type: none"> <li>● Removing barriers to support equality</li> <li>● Increased participation in after school clubs and events</li> <li>● Improved relationships with parents, with families feeling more supported.</li> </ul>										
Total		PDG Spend - £65,436						Total				
Evaluation/Impact												

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