

# Annex 1: Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2022 to 2023 academic year.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.

## School Overview

Detail	Data
School name	Ysgol Hen Felin
Number of learners in school	218
Proportion (%) of PDG eligible learners	51%
Date this statement was published	14.06.23
Date on which it will be reviewed	01.04.24
Statement authorised by	Governing Body
PDG Lead	Aron Bradley – Headteacher
Governor Lead	Sarah Phelps – Chair of Governors

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 94,300
<b>Total budget for this academic year</b>	£ 94,300

## Part A: Strategy Plan

### Statement of intent

You may want to include information on:

- What are your ultimate objectives for the children being supported?
- How does your current strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcomes	Success criteria
1. To deliver targeted communication support to pupils across the school	<ul style="list-style-type: none"><li>• To maintain and further develop the work of the communication team to deliver high quality intervention – 1.5x HLTA salaries <b>[VR MAT until July 2023]</b></li><li>• Employ a qualified SALT through Swansea Speech Clinic</li><li>• AHT to provide supervision and support</li><li>• To further refine provision mapping process to ensure all pupils are appropriately identified and referred</li><li>• To ensure pupils are making strong progress with their communication skills;<ul style="list-style-type: none"><li>○ Baseline assessment of pupil communication skills</li><li>○ progress identified through IEP target attainment/assessment</li><li>○ Observation/monitoring</li><li>○ Feedback</li></ul></li></ul>
2. To further develop pupils' wellbeing through targeted interventions via the wellbeing centre	<ul style="list-style-type: none"><li>• To maintain and further develop the work of the wellbeing officer to deliver/facilitate high quality interventions - 1x HLTA salary</li><li>• To monitor and evaluate the effectiveness of the intervention/delivery</li><li>• To deliver/facilitate family learning interventions to focus on developing; literacy, numeracy, digital skills, behaviour; utilising the skills of other school staff/agencies</li><li>• To deliver/facilitate a range of parent/carers workshops to support/enhance parenting skills</li><li>• To establish/facilitate integration links and sessions with mainstream schools</li></ul>
3. To deliver targeted physiotherapy support to pupils across the school	<ul style="list-style-type: none"><li>• To work alongside the physiotherapy dept in CTMUHB to establish and maintain an effective delivery model in line with the SLA</li><li>• Physiotherapy technicians based in school daily to support pupils and upskill staff</li><li>• Enhance physical activity / MOVE principles across the school</li><li>• Enhance staff confidence to implement and embed physiotherapy programmes in classroom settings</li><li>• Set meaningful targets to further develop pupils physical and wellbeing skills</li></ul>

## Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

<u>Activity</u>	<u>Link to SIP</u>	<u>Success criteria</u>	<u>Amount / Spend</u>
1. To deliver targeted communication support to pupils across the school	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> <li>3.1</li> <li>4.2</li> </ul>	<ul style="list-style-type: none"> <li>To maintain and further develop the work of the communication team to deliver high quality intervention – 1.5x HLTA salaries <b>[VR MAT until July 2023]</b></li> <li>Employ a qualified SALT through Swansea Speech Clinic</li> <li>AHT to provide supervision and support</li> <li>To further refine provision mapping process to ensure all pupils are appropriately identified and referred</li> <li>To ensure pupils are making strong progress with their communication skills;               <ul style="list-style-type: none"> <li>Baseline assessment of pupil communication skills</li> <li>progress identified through IEP target attainment/assessment</li> <li>Observation/monitoring</li> <li>Feedback</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>£29,732 + £14,866 = £44,598</li> <li>3x days x 38wks x £359.78 [day rate] = 41,014.92</li> <li>N/A</li> <li>N/A</li> </ul>
2. To further develop pupils' wellbeing through targeted interventions via the wellbeing centre	<ul style="list-style-type: none"> <li>1.1</li> <li>2.1</li> <li>2.3</li> <li>3.1</li> </ul>	<ul style="list-style-type: none"> <li>To maintain and further develop the work of the wellbeing officer to deliver/facilitate high quality interventions - 1x HLTA salary</li> <li>To monitor and evaluate the effectiveness of the intervention/delivery</li> <li>To deliver/facilitate family learning interventions to focus on developing; literacy, numeracy, digital skills, behaviour; utilising the skills of other school staff/agencies</li> <li>To deliver/facilitate a range of parent/carer workshops to support/enhance parenting skills</li> <li>To establish/facilitate integration links and sessions with mainstream schools</li> </ul>	<ul style="list-style-type: none"> <li>£29,732</li> <li>Linked to EIG spend</li> <li>N/A</li> <li>N/A</li> </ul>
3. To deliver targeted physiotherapy support to pupils across the school	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>2.3</li> <li>3.1</li> <li>3.2</li> </ul>	<ul style="list-style-type: none"> <li>To work alongside the physiotherapy dept in CTMUHB to establish and maintain an effective delivery model in line with the SLA</li> <li>Physiotherapy technicians based in school daily to support pupils and upskill staff</li> <li>Enhance physical activity / MOVE principles across the school</li> <li>Enhance staff confidence to implement and embed physiotherapy programmes in classroom settings</li> <li>Set meaningful targets to further develop pupils physical and wellbeing skills</li> </ul>	<ul style="list-style-type: none"> <li>£5,651 x 4 [quarterly] = £22,604</li> </ul>
<b>TOTAL SPEND</b>			<b>£94,300</b>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

## Part B: Review of outcomes in the previous academic year

### PDG outcomes

This details the impact that our PDG activity had on pupils in the 2022 to 2023 academic year.

<u>Activity</u>	<u>Success criteria</u>	<u>Progress/Outcomes</u>																																																												
1. To deliver targeted communication support to pupils across the school	<ul style="list-style-type: none"> <li>To maintain and further develop the work of the communication team to deliver high quality intervention - 2x HLTA salaries</li> <li>Employ a qualified SALT through Swansea Speech Clinic to replace VR on maternity</li> <li>AHT to provide supervision and support</li> <li>To further develop the provision mapping process to ensure all pupils are appropriately identified and referred</li> <li>To ensure pupils are making strong progress with their communication skills;               <ul style="list-style-type: none"> <li>Baseline assessment of pupil communication skills</li> <li>progress identified through IEP target attainment/assessment</li> <li>Observation/monitoring</li> <li>Feedback</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>AHT meets with the communication team on a fortnightly basis for support and supervision</li> <li>Oriana [SALT] receives supervision/monitoring from Swansea Speech clinic</li> <li>Provision map has been completed through input from individual class teachers [link below]. This has been shared with intervention leads, including communication team to inform timetables and priority pupils</li> </ul> <div data-bbox="1084 576 2101 1251"> <p><b>Communication Attainment By Class</b> – Summer 2022</p> <table border="1"> <caption>Communication Attainment Data (Summer 2022)</caption> <thead> <tr> <th>Class</th> <th>Attainment Status</th> <th>Approximate Percentage</th> </tr> </thead> <tbody> <tr><td>DC</td><td>Above ASP Target</td><td>95%</td></tr> <tr><td>Class 1</td><td>Above ASP Target</td><td>95%</td></tr> <tr><td>Class 2</td><td>Above ASP Target</td><td>90%</td></tr> <tr><td>Class 3</td><td>Above ASP Target</td><td>95%</td></tr> <tr><td>Class 4</td><td>Above ASP Target</td><td>90%</td></tr> <tr><td>DE</td><td>Below ASP Target</td><td>85%</td></tr> <tr><td>Class 5</td><td>Above ASP Target</td><td>90%</td></tr> <tr><td>DO</td><td>Below ASP Target</td><td>85%</td></tr> <tr><td>Class 6</td><td>Above ASP Target</td><td>95%</td></tr> <tr><td>Class 7</td><td>Above ASP Target</td><td>95%</td></tr> <tr><td>Class 8</td><td>Above ASP Target</td><td>95%</td></tr> <tr><td>Class 9</td><td>Above ASP Target</td><td>95%</td></tr> <tr><td>DM</td><td>Below ASP Target</td><td>85%</td></tr> <tr><td>DG</td><td>Above ASP Target</td><td>95%</td></tr> <tr><td>Class 10</td><td>Above ASP Target</td><td>95%</td></tr> <tr><td>Class 11</td><td>Above ASP Target</td><td>95%</td></tr> <tr><td>DS</td><td>Above ASP Target</td><td>95%</td></tr> <tr><td>College A</td><td>Above ASP Target</td><td>95%</td></tr> <tr><td>School AVG</td><td>School Average</td><td>95%</td></tr> </tbody> </table> </div>	Class	Attainment Status	Approximate Percentage	DC	Above ASP Target	95%	Class 1	Above ASP Target	95%	Class 2	Above ASP Target	90%	Class 3	Above ASP Target	95%	Class 4	Above ASP Target	90%	DE	Below ASP Target	85%	Class 5	Above ASP Target	90%	DO	Below ASP Target	85%	Class 6	Above ASP Target	95%	Class 7	Above ASP Target	95%	Class 8	Above ASP Target	95%	Class 9	Above ASP Target	95%	DM	Below ASP Target	85%	DG	Above ASP Target	95%	Class 10	Above ASP Target	95%	Class 11	Above ASP Target	95%	DS	Above ASP Target	95%	College A	Above ASP Target	95%	School AVG	School Average	95%
Class	Attainment Status	Approximate Percentage																																																												
DC	Above ASP Target	95%																																																												
Class 1	Above ASP Target	95%																																																												
Class 2	Above ASP Target	90%																																																												
Class 3	Above ASP Target	95%																																																												
Class 4	Above ASP Target	90%																																																												
DE	Below ASP Target	85%																																																												
Class 5	Above ASP Target	90%																																																												
DO	Below ASP Target	85%																																																												
Class 6	Above ASP Target	95%																																																												
Class 7	Above ASP Target	95%																																																												
Class 8	Above ASP Target	95%																																																												
Class 9	Above ASP Target	95%																																																												
DM	Below ASP Target	85%																																																												
DG	Above ASP Target	95%																																																												
Class 10	Above ASP Target	95%																																																												
Class 11	Above ASP Target	95%																																																												
DS	Above ASP Target	95%																																																												
College A	Above ASP Target	95%																																																												
School AVG	School Average	95%																																																												

		<div data-bbox="1086 67 2101 679" data-label="Figure"> <p>Communication Attainment By Class – Autumn 2022</p> <table border="1"> <caption>Communication Attainment Data (Estimated from Chart)</caption> <thead> <tr> <th>Class</th> <th>Attainment (%)</th> <th>Category</th> </tr> </thead> <tbody> <tr><td>DC</td><td>80</td><td>BELOW ASP TARGET</td></tr> <tr><td>DGW</td><td>85</td><td>BELOW ASP TARGET</td></tr> <tr><td>C1</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>C2</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>DE</td><td>90</td><td>BELOW ASP TARGET</td></tr> <tr><td>C3</td><td>75</td><td>BELOW ASP TARGET</td></tr> <tr><td>C4</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>C5</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>C6</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>D0</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>C7</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>C8</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>C9</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>DP</td><td>85</td><td>BELOW ASP TARGET</td></tr> <tr><td>DM</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>DG</td><td>90</td><td>BELOW ASP TARGET</td></tr> <tr><td>C10</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>DS</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>CB</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>CA</td><td>100</td><td>ABOVE ASP TARGET</td></tr> <tr><td>School AVG</td><td>95</td><td>SCHOOL AVG</td></tr> </tbody> </table> <p>Legend:   <span style="color: red;">■</span> BELOW ASP TARGET <span style="color: green;">■</span> ABOVE ASP TARGET   <span style="color: blue;">—</span> SCHOOL AVG <span style="color: orange;">—</span> ASP TARGET </p> </div>	Class	Attainment (%)	Category	DC	80	BELOW ASP TARGET	DGW	85	BELOW ASP TARGET	C1	100	ABOVE ASP TARGET	C2	100	ABOVE ASP TARGET	DE	90	BELOW ASP TARGET	C3	75	BELOW ASP TARGET	C4	100	ABOVE ASP TARGET	C5	100	ABOVE ASP TARGET	C6	100	ABOVE ASP TARGET	D0	100	ABOVE ASP TARGET	C7	100	ABOVE ASP TARGET	C8	100	ABOVE ASP TARGET	C9	100	ABOVE ASP TARGET	DP	85	BELOW ASP TARGET	DM	100	ABOVE ASP TARGET	DG	90	BELOW ASP TARGET	C10	100	ABOVE ASP TARGET	DS	100	ABOVE ASP TARGET	CB	100	ABOVE ASP TARGET	CA	100	ABOVE ASP TARGET	School AVG	95	SCHOOL AVG
Class	Attainment (%)	Category																																																																		
DC	80	BELOW ASP TARGET																																																																		
DGW	85	BELOW ASP TARGET																																																																		
C1	100	ABOVE ASP TARGET																																																																		
C2	100	ABOVE ASP TARGET																																																																		
DE	90	BELOW ASP TARGET																																																																		
C3	75	BELOW ASP TARGET																																																																		
C4	100	ABOVE ASP TARGET																																																																		
C5	100	ABOVE ASP TARGET																																																																		
C6	100	ABOVE ASP TARGET																																																																		
D0	100	ABOVE ASP TARGET																																																																		
C7	100	ABOVE ASP TARGET																																																																		
C8	100	ABOVE ASP TARGET																																																																		
C9	100	ABOVE ASP TARGET																																																																		
DP	85	BELOW ASP TARGET																																																																		
DM	100	ABOVE ASP TARGET																																																																		
DG	90	BELOW ASP TARGET																																																																		
C10	100	ABOVE ASP TARGET																																																																		
DS	100	ABOVE ASP TARGET																																																																		
CB	100	ABOVE ASP TARGET																																																																		
CA	100	ABOVE ASP TARGET																																																																		
School AVG	95	SCHOOL AVG																																																																		
		<ul style="list-style-type: none"> <li>SALT and the Communication Team - The Speech and Language Therapy team have worked with the classes overseeing 140 pupils. Referrals are made through the teachers, statements, and PCP meetings. The pupils have made strong progress throughout the academic year with their communication skills. The use of core boards have been introduced to every class and students have been able to create sentences and requests using them. This new system has worked well and expanded the students’ vocabulary. We have worked alongside the teachers weekly to provide intervention within the classes as well as staff training. For instance, on intensive interaction, core boards, SCERTS, picture communication, Makaton, low and high-tech AAC, receptive and expressive language skills and speech sound work as well as functional use of communication. We have received positive feedback from the staff such as the students have been able to express themselves through an intensive interaction approach which staff were unaware of before. This has built stronger relationships between the staff and their peers</li> </ul>																																																																		
2. To further develop pupils wellbeing through targeted interventions via the wellbeing centre	<ul style="list-style-type: none"> <li>To maintain and further develop the work of the wellbeing officer to deliver/facilitate high quality interventions - 1x HLTA salary</li> <li>To monitor and evaluate the effectiveness of the intervention/delivery</li> <li>To deliver/facilitate family learning interventions to focus on developing; literacy, numeracy, digital skills, behaviour; utilising the skills of other school staff/agencies</li> </ul>	<p><b>Family Learning</b></p> <ul style="list-style-type: none"> <li>8 parents attended these sessions across the foundation phase and class 3/4.</li> <li>We focused our session on social and emotional development.</li> <li>The first part of the session was a PowerPoint and training aimed at parents on how important emotions are and supporting children to regulate their emotions.</li> <li>The second part of the session was bringing their children over to the well-being centre and working together to experience different emotions. We talked about our emotions, played with play dough to make different faces, and played and had fun.</li> <li>These sessions were supported by preferred method of communication for each individual.</li> </ul>																																																																		

	<ul style="list-style-type: none"> <li>• To deliver/facilitate a range of parent/carer workshops to support/enhance parenting skills</li> <li>• To establish/facilitate integration links and sessions with mainstream schools</li> </ul>	<ul style="list-style-type: none"> <li>• During this session we included literacy, numeracy, and digital competence. Children took photos of one another, and we talked about the pictures.</li> </ul> <p><b><u>Parent workshops</u></b></p> <ul style="list-style-type: none"> <li>• Behaviour workshops were a success, we had between 8-16 parents attend the sessions. These sessions were held on a Monday and Wednesday.</li> <li>• The focuses of these sessions were: <ul style="list-style-type: none"> <li>○ What is behaviour?</li> <li>○ Understanding underlying deficits to behaviours?</li> <li>○ Strategies and interventions</li> </ul> </li> <li>• Throughout the term we also had some trouble shooting sessions based on: <ul style="list-style-type: none"> <li>○ Transitions</li> <li>○ Attention seeking</li> <li>○ Life skills</li> <li>○ Motor planning</li> <li>○ Consequences</li> <li>○ Self-regulation</li> <li>○ Parents gained confidence through these sessions and found it beneficial speaking to other parents.</li> </ul> </li> <li>• Handouts and resources were also given to the parents after the full block of sessions.</li> <li>• Integration-We have developed excellent integration links with a number of education establishments within RCT over the last academic year. This has given us opportunities to work collaboratively with others within our community. Integration is accessed by all Key Stages.</li> </ul> <p><b><u>Foundation Phase:</u></b></p> <ul style="list-style-type: none"> <li>- 5 students visit Rhondda KinderCare every week.</li> <li>- 4 students visit Pontrhondda every other week. Pontrhondda bring selected students to integration at Ysgol Hen Felin every other week.</li> </ul> <p><b><u>Key Stage 2</u></b></p> <ul style="list-style-type: none"> <li>- 2 Students visit Forest School at Parc Primary every other week.</li> <li>- 6 students visit Llwynpia Primary every other week.</li> <li>- 6 Students visit Ysgol Hen Felin from Parc Primary School every other week.</li> </ul> <p><b><u>Key Stage 3</u></b></p> <ul style="list-style-type: none"> <li>- 11 students visit Forest School at Parc Primary every other week.</li> </ul> <p><b><u>14-19 Department</u></b></p> <ul style="list-style-type: none"> <li>- 8 Students integrate every other week with students from Tonyrefail Comprehensive School every other week. This is in both settings alternating.</li> <li>- 8 Students take part in integration with Treorchy Comprehensive School every other week, this is in both settings.</li> </ul> <p><b><i>All integration started in the Summer Term and will continue until the end of the academic year.</i></b></p>
--	---	---

<p>3. To deliver targeted physiotherapy support to pupils across the school</p>	<ul style="list-style-type: none"> <li>• To work alongside the physiotherapy dept in CTMUHB to establish and maintain an effective delivery model in line with the SLA</li> <li>• Physiotherapy technicians based in school daily to support pupils and upskill staff</li> <li>• Enhance physical activity / MOVE principles across the school</li> <li>• Enhance staff confidence to implement and embed physiotherapy programmes in classroom settings</li> <li>• Set meaningful targets to further develop pupils physical and wellbeing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced physiotherapy team have increased from 4 days to 5 day provision during the academic year. This has allowed for a greater handover been the enhanced and core service on Wednesdays</li> <li>• Enhanced physiotherapy service has had a significant impact on pupils activity levels, movement opportunities and implementation of physiotherapy plans within the class setting [see report for details]</li> </ul> <div data-bbox="1545 306 1612 368" data-label="Image"> </div> <div data-bbox="1473 371 1697 426" data-label="Text"> <p>YHF enhanced report academic year 21-22.</p> </div> <ul style="list-style-type: none"> <li>• This service has been integral to re-establishing therapeutic input/provision post-covid such as rebound therapy and hydrotherapy</li> <li>• Therapists have been involved in setting and supporting the implementation of MOVE targets</li> </ul>
---	---	--

### Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.