



Pentyrch Primary School

Costed Annual Plan

2023-2024

EIG Foundation and EIG other	Total £38,470
Early Years PDG / PDG	Total £25,300
	<i>(PDG £24,150 / EYPDG £1,150)</i>

Name of school	Pentyrch Primary School
Executive Headteacher Head of School	Mrs Sarah Coombes Mrs Amanda Reynolds
Date submitted	October 2023



Pupil Deprivation Grant / EIG 2023-2024

What do we want to improve?	Targets – what do we want to happen?	How will we know it has worked?
<ul style="list-style-type: none"> Design a wellbeing strategy (support and response model) that delivers appropriate support to disadvantaged and vulnerable pupils and families commensurate with the level of need. 	<ul style="list-style-type: none"> Undertake termly pupil progress reviews for all pupils with outcomes from a range of assessments and analysis of groups of learners (including eFSM) being used to signpost pupils for support with their emotional wellbeing. Develop a model of Wellbeing Therapy that supports the emotional wellbeing of identified pupils / vulnerable groups to be delivered by trained TAs e.g. ELSA, Lego Therapy, Talkabout etc. Training and professional learning opportunities for identified TAs to facilitate a range of interventions to support identified pupils. Focused use of pupil buddies to undertake activities with disadvantaged and vulnerable pupils during unstructured play to develop social skills and address wellbeing needs. Purchasing of resources to support social and emotional wellbeing needs. 	<ul style="list-style-type: none"> Vulnerable and disadvantaged pupils identified and monitored through regular reviews of pupil wellbeing. Wellbeing strategy provides a wealth of interventions to support the social and emotional development of identified pupils as and when needed. Identified TAs trained in specific wellbeing interventions with ongoing professional learning opportunities ensuring pupils access high-quality provision. Outcomes of MER processes indicate an improvement in pupil wellbeing. Observations of interactions with pupils and buddies indicates positive outcomes for all parties in the development of social skills, confidence, activity – specific skills and overall wellbeing. Pupils have access to necessary resources to support their wellbeing needs.
<ul style="list-style-type: none"> Establish bespoke interventions for families to support wellbeing and in light of the significant increase in referrals to specialist services. 	<ul style="list-style-type: none"> Increase availability of ALNCo / identified TAs to support families on a daily basis as required. Support families in conjunction with other agencies to provide food / uniform / financial support / transport to school etc where necessary. 	<ul style="list-style-type: none"> Increased and improved parental engagement in matters such as pupil / family wellbeing, attainment, additional needs results in improved outcomes for pupils. Engagement with a wide range of external services ensures identified pupils receive



	<ul style="list-style-type: none"> • Access to enrichment activities with the removal of financial barriers to participation and limiting requests for parents to meet school costs. 	<p>specialist support and intervention as needed.</p> <ul style="list-style-type: none"> • Identified pupils access a range of enrichment activities alongside their peers.
<ul style="list-style-type: none"> • Developing pupil wellbeing through enhancing health and wellbeing across the curriculum (Expressive Arts and Outdoor Learning). 	<ul style="list-style-type: none"> • Development of an Expressive Arts provision -years 3-6 including use of experts and resources within the community. • Development of a bespoke Outdoor Learning programme – whole school. • Redesign of the school grounds (post build) to facilitate a wide range of unstructured play opportunities. 	<ul style="list-style-type: none"> • Expressive Arts made accessible to all pupils. • Identified pupils show confidence, high levels of engagement, purposeful interactions and collaborations with peers, high levels of self-esteem and resilience in Expressive Arts opportunities. • Pupils mental, emotional, physical and social wellbeing underpins the bespoke programme of Outdoor Learning. • Outdoor learning and play are at the heart of learning and teaching activities for pupils.
<ul style="list-style-type: none"> • Provide targeted support and early intervention for identified vulnerable and disadvantaged pupils (including eFSM) to accelerate value added progress. 	<ul style="list-style-type: none"> • Undertake termly pupil progress reviews with outcomes of assessment and analysis of groups of learners (including eFSM) being used to identify pupils in need of targeted support programmes. • Training and professional learning opportunities for identified TAs to facilitate a menu of interventions to support identified pupils. • Identified TA to deliver bespoke and frequent interventions to develop pupils' literacy and numeracy skills. • Purchasing of resources to support learning and teaching in core areas. 	<ul style="list-style-type: none"> • Pupils thrive in their learning in order that they may achieve their potential. • Nearly all pupils make good progress and achieve expected value-added expectations from their individual starting points. • Outcomes of MER processes including learning walks, book looks, data analysis indicate progress of individuals and effectiveness of provision. • Evaluation of intervention groups of learners informs effectiveness of support for identified pupils.

