



Pentyrch Primary School

Costed Annual Plan

2021-2022

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| EIG Foundation and EIG other Early Years PDG / PDG | Total £45,570 £13,945.80 |
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| Name of school | Pentyrch Primary School |
| Head of School | Mrs Amanda Reynolds |

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| Date submitted | September 2021 |
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Pupil Deprivation Grant 2021-2022

| What do we want to improve? | Targets – what do we want to happen? | How will we know it has worked? |
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| Pupil Deprivation Grant/EYPDG <i>Teaching assistant to work with identified pupils</i> | <i>Additional TA support for e-fsm pupils- all have additional teacher input to ensure they achieve their full potential</i> | |
| <ul style="list-style-type: none"> To improve standards in learning and teaching in reading, writing and numeracy through small group and individual accelerated groups to narrow the gap between | <ul style="list-style-type: none"> Standards in reading and writing to improve for identified pupils enabling them to achieve the WSAE Identified pupils to achieve the WSAE | <ul style="list-style-type: none"> All pupils make good progress and achieve the WSAE / full potential. All pupils make good progress in standards of writing across the school, transferring these skills across the curriculum. |
| <ul style="list-style-type: none"> To improve outcomes for eFSM pupils through the provision of small groups and 1:1 support to promote wellbeing and accelerate the achievement of pupils throughout the school. | <ul style="list-style-type: none"> eFSM pupils do not perform as well as nFSM at higher than expected levels. | <ul style="list-style-type: none"> Improved outcomes in end of phase/ KS for eFSM pupils Nearly all identified borderline pupils achieving expected plus1 End of phase/ Stage assessments showed make secure progress from their starting point (value added data) in maths and English. |
| <ul style="list-style-type: none"> To improve outcomes for eFSM pupils and narrow the gap through the provision of focus groups that clearly addresses pupils next steps in learning. | <ul style="list-style-type: none"> eFSM do not perform as well as nFSM pupils at expected plus 1 levels. Identified pupils achieve their WSAE after accelerated | <ul style="list-style-type: none"> Improved outcomes in end of phase/ stage for eFSM pupils All borderline pupils achieving higher levels and outcomes End of phase/ Stage assessments showed make secure progress |

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| | | <p>from their starting point (value added date) in maths and English</p> <ul style="list-style-type: none"> • By end of year – all eFSM pupils achieve WSAE |
| <ul style="list-style-type: none"> • To track achievement and well-being of eFSM pupils through Progress Trackers, & pupil progress reviews | <ul style="list-style-type: none"> • eFSM pupils to be tracked to ensure progress is being made | <ul style="list-style-type: none"> • Half termly pupil progress reviews to ensure progress is being made and pupils are achieving their full potential. |
| <ul style="list-style-type: none"> • To provide targeted early support for reception/ year 1 pupils to be screened on Language link, further intervention for those pupils who were identified as being red risk. | <ul style="list-style-type: none"> • Address areas of weaknesses identified within the programme, once retested pupils are categorised as blue. • Targeted support for identified pupils. | <ul style="list-style-type: none"> • Half termly pupil progress reviews to ensure progress is being made • Clear next steps identified and timetables |