| PDG Activity | Literacy & Numeracy  Intervention Projects | Nurture & Pupil Mentoring Interventions | Parental Learning Initiatives | Enrichment Initiatives | Family Liaison & Community Engagement |
| --- | --- | --- | --- | --- | --- |
| **Out & outcomes** | Targeted literacy support for FSM/LAC pupils. Working in small groups to provide tailored support with Literacy & Numeracy.  Working with withdrawal approach across Foundation Phase & KS2 developing literacy through planned reading, writing & oracy activities and Numeracy via Numicon & skills tasks.  Using Lexia to underpin the delivery of a focused Literacy intervention for all FSM/LAC pupils. | Nurture leader with support staff providing support groups tailored to meet all FSM/LAC pupils needs. Through 1to1 and small group work developing emotional resilience and engagement with literacy & numeracy interventions.  In-class learning mentors focusing on low achieving learners and disadvantaged pupils to assist them to improve and engage in lessons.  Trained ELSA staff to provide emotional and well-being support to FSM/LAC pupils. Providing pupils with tailored support to feel confident, develop self-managing strategies to deal with emotions so they are equipped to learn.  Working with Foundation Phase & Key Stage 2 | Developing family links via family liaison officer promoting attendance and working with partnership service delivery providers.  Engaging parents with their child’s learning through targeted sessions planned in a timetable to engage FSM/LAC Families including carers and grand-parents.  Enabling parents to have the information, advice and support to assist their children to do well at school and in the home environment. | Provision of diverse & stimulating enrichment activities such as Anti bullying Workshops  Enhancing learning opportunities that develop transferable to skills and knowledge back to the classroom.  Engages pupils and promotes attendance. | Family & Community Engagement sessions delivered through a partnership approach to working with the school. Linking the continued work of our Family liaison officer to work with external providers to develop positive relationships with our families to engage them with their child’s learning whilst raising parent’s skills, confidence and employability skills.  Sessions to include:  Parent Pit Stops to meet FSM/LAC families and provide pupil support packs to promote learning in partnership with the family foundation.  Engagement with projects that support families living in poverty to gain new skills via Active Inclusion framework providers. |
| **Impacts** | Increased motivation of learners.  Longer spells of engagement on tasks.  Improved numeracy & literacy.  Improved behaviour & attendance  Previously disengaged learners become engaged. | Increased confidence & self-esteem of pupils.  Improving attainment of pupils. Through effective “targeted” initiatives.  Improved behaviour in class & at home.  Reduction in TAF referrals  Reduction in Social service referrals & educational psychologist referrals.  Improvement in Boxhall Scores.  Improved attendance. | Parents feel more confident talking to and questioning teachers.  Supporting learning coherence with families in the community.  Parent’s attendance at open days, evenings improved.  Greater parental involvement in learners and their learning. | Developing and fostering positive attitudes to problem solving & learning.  Broadening learning experiences.  Cross over to the school curriculum.  Improving attainment in pupils. | Developing parental engagement to the school to improve communication and equip parents with information & support to help their child in school.  Promoting community collaboration & cohesion.  Needs driven initiatives that provide targeted support and real benefit to parents/families.  Positive economic and social development through grass-root community engagement activities.  Improved attendance of FSM children. |
| **Costs & actioned by** | Lexia used as an intervention tool for FSM pupils.  Actioned by: Mr McGarvie  Lexia Lead: Miss Knight  Lexia staff : Mrs S Thomas.  Lexia £3,144  Staff : £13,271 | Staff: Mrs T Phillips  TA Support Staff: Miss MJ Wallace  Elsa Staff: Mrs S Thomas  Nurture provision £30087  Additional support staff for EY intervention groups £8671 | Actioned by: Mrs T Phillips / Mrs E Evans | Anti bullying Workshops  Actioned by: Theatre  £989 | FLO provision £21,835 |
| **Monitoring & evaluation** | Self-evaluation forms of teaching & learning.  National Test/LNF/Teacher Assessment/INCERTS results cross referencing those learners who attend to map progress.  Staff meetings to discuss progress  INCERTS  Lexia Data. | Use of INCERTS to track progress.  National Test/LNF/Teacher Assessment/INCERTS results cross referencing those learners to map progress.  Boxhall Scores comparisons  Attendance records of FSM/LAC pupils to assess trends | Parents course attendance records & evaluation feedback forms.  Record of attendance at parent’s evenings & events.  Greater links to learning partners. | Attendance records of learners partaking in sessions.  School attendance records.  Pupil feedback via pre and post questionnaires. | Area statistics such as adult education/lifelong learning and qualification datasets.  Attendance records for Parent Pit stop meetings. |
| **Links to Estyn & key strategies** | Uses data to track the progress of disadvantaged pupils.  Focusing on the development of pupil’s literacy & learning skills.  Improving the attendance, punctuality & behaviour of disadvantaged learners.  Listening to learners & encouraging participation through feedback and gathering views.  **1.2Standards**  **2.1 Learning Experiences**  **2.2 Teaching**  **3.2 Improving quality** | Improving the attendance, punctuality & behaviour of pupils.  Uses data to track the progress of disadvantaged learners.  Focusing on the development of targeted literacy & numeracy skills.  Develops the social & emotional skills of identified pupils.  Listening to learners & encouraging participation through feedback and gathering views.  **1.2 Wellbeing**  **1.2 Standards**  **2.2 Teaching**  **2.3 Care, support and guidance** | Engaging parents & carers of disadvantaged pupils.  Uses data to track the progress of disadvantaged learners.  Improving the attendance, punctuality & behaviour of disadvantaged learners.  Providing enriching learning experiences for families.  **1.2 Wellbeing**  **2.1 Learning experiences**  **3.3 Partnership working** | Providing enriching learning experiences.  Improving the attendance, punctuality & behaviour of disadvantaged learners.  **1.2 Wellbeing**  **2.1 Learning experiences**  **2.2 Teaching** | Taking a whole school, strategic approach to tackling poverty & disadvantage.  Focusing on developing parent’s skills for learning and the workplace.  Engaging parents to help promote learning in the home.  **1.2 Wellbeing**  **2.1 Learning experiences**  **3.3 Partnership working** |
| **School Development Plan links** | INCERTS/Teacher Assessments  Lexia embedded into SDP. | Impact of nurture support on behaviour & progress of identified pupils via tracking performance – INCERTS. | Impact of family & community initiatives linked to PDG/FSM pupils attainment, attendance and behaviour. | Tracking progress of FSM(PDG) pupils via INCERTS to report impacts & progress. | PDG Plan linked to SDP |
| **Evaluation** |  |  |  |  |  |