

2014 / 2015

Pupil Deprivation Grant – spending plan

Jane Counsell
Greenhill School
2014 / 2015

PDG ACTIVITY	TIMESCALE	ACTIVITY LEADER	OUTPUT TARGETS			INPUTS
			Number of FSM pupils to be supported	Number of family/community engagement activities	Other outputs (please state)	Budget Required £
PDG BUDGET = £41,310						
Robust identification of need with regard to disadvantaged pupils, their circumstances, current achievement and progress, together with clear procedures for tracking individuals' progress.						
WRAT assessments MALT assessments Boxall Profiles Language Links	Bi annually in May and October	D. Godfrey R Kynaston S. Scurlock	45		Test scores reported to parents/carers	School Budget
Whole School tracking systems WRAT Literacy tracking- bi annual MALT Numeracy tracking- bi annual LNF	Bi annually in May and October	G.Owens J. Rowlands D. Godfrey	45			School Budget

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A systematic approach to intervention, support and providing feedback to individual learners, including those at risk of disengaging from learning and whose attendance is a cause for concern.						
Alternative Curriculum Programme- To improve outcomes in literacy, numeracy and motivation and where attendance has affected pupil progress Library intervention work including literacy and numeracy programmes.	September - March	S Facey	12	36 [termly meetings with parents/carers]		£6755 (plus School budget)
Independent Travel Training Alternative Curriculum Programme- transport and resource costs related to alternative provisions	April 2014 – March 2015	M Bardsley	14	14 parental discussions		

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Making provision of high quality for learners experiencing material disadvantage who have additional learning needs, are educated otherwise than at school or have emotional social and behavioural needs.						
Amelia Farm Trust placements	April 2014 – March 2015	P. Haynes	6			£2,800 LAC funding MEAG funding
Access to suitable providers such as MXC, Cardiff Play Team with external accreditation attached where relevant	April 2014 – March 2015	P. Haynes N Horrocks M Davies	16			Families First funding.
Examination entry: English and Maths as a minimum requirement	April 2014 – March 2015	J Taylor				School budget
KS4 – KS5 75% in EET (College visits Careers interviews Room in CAVC Developing links with training providers, colleges and employers Individual work with school leavers. Moving On Day	April 2014 – March 2015	P. Haynes A Smith S.Facey M. Davies	14 18		18 families of Year 11 learners invited to attend the event.	Externally funded via 16-19 funding £350

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Access to enrichment activities, the removal of any financial barriers to participation and the provision of curricular activities and opportunities through out-of-school hours provision and holiday programmes.						
Music lessons / apps and instrument hire.	April 2014 – March 2015	A Pritchard	6			£1,000
Curriculum Enrichment activities	March 2014 – July 2014					£3200
Residential trips and activities:						
Storey Arms,		N Horrocks	6			Access to Families
Snowdon,			6			First funding via
Canoe Camp,			6			Cardiff Play
Alton Towers		S Scurlock	8			Development Team
Curriculum Enrichment activities						£2881 staffing
Afternoon / Evening activities						£3500
Gardening club			6			
Boulders,			6			
Fishing			18			
Boxing			6			
Swimming			12			
Theatre / Cinema trips			10			

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The provision of additional tuition, small group tuition and other strategies designed to personalise learning and target support and access to facilities beyond the school day that support homework and independent learning, such as those involving ICT.						
After school or lunch time 'Catch Up' clubs (Level 1 Threshold Target)		Curriculum staff	5			£1,000
Individual and small group tuition in libraries		P Haynes J Taylor				
The development of personal support and mentoring to meet pupils' physical, emotional and social needs, to remove barriers to learning and improve well-being and readiness to learn.						
Nurture Programmes and individual pupil mentoring for disaffected pupils		G.Owens N Horrocks	12			£17,453
Boxall Profiles			12			
Purchase School Uniform		D Jones				£500
Purchase Pupil Planners and other curriculum materials.			36			£154.78 £400
Interpreters (1:1 pupil support, parental engagement, staff support, resources)			1	1		MEAG
I pads for use in Nurture provision						£2,250

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The development of strategies that involve the family and community including those that signpost learning opportunities.						
Fortnightly Parental Coffee mornings for parents of KS2-3 Transition pupils		C Croft	8	11 families offered support		£300
Access to weekly support for families via Family Therapist.			8	1		
Transition work across schools K2S – KS3 100% Engaged in school. Attendance of above 90% 1 FTE support worker for autumn term 2014 and 2015.			8			Families First funding
The embedding of opportunities within the curriculum and in wider learning for learners' voice to be fully involved in informing decisions that affect their education						
School council meetings		J Rowlands		6		
School council reps to attend governors' meetings.		J Rowlands		2		School Budget
Pupils involved in school interview process through Pupil Panel		P Haynes		6		
Pupils participate in Lesson Observations and judgements with SLT		J Rowlands		6		

OUTCOMES – SELECT AS APPROPRIATE

WG will require the Consortium to measure the impact of SEG funding, in terms of pupil outcomes achieved by 2014/15 (July 2014 results) and 2015/16 (July 2015 results). Please indicate below how you intend to measure the success of the activities funded by the School Effectiveness Grant / Pupil Deprivation Grant.

Success Criteria: The improvements in pupil outcomes that you intend to achieve. Select Relevant Indicators.	Baseline 2012	Target 2013/14 July 2013 results	Target 2014/15 July 2014 results	Target 2015/16 July 2015 results
% Pupils achieving expected levels at end of Foundation Phase – in English/Welsh				
- Gap between boys and girls				
- Gap between FSM and Non FSM				
% Pupils achieving expected levels at end of Foundation Phase – in Mathematics				
- Gap between boys and girls				
- Gap between FSM and Non FSM				
% Pupils achieving expected levels at end of Key Stage 2 – in English/Welsh				
- Gap between boys and girls				
- Gap between FSM and Non FSM				
% Pupils achieving expected levels at end of Key Stage 2 – in Mathematics				
- Gap between boys and girls				
- Gap between FSM and Non FSM				
% Pupils achieving expected levels at end of Key Stage 3 – in English/Welsh				
- Gap between boys and girls				
- Gap between FSM and Non FSM			x	