



### Pupil Deprivation Grant Strategy Statement

This statement details our school's use of the PDG for the 2024-25 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.

#### School Overview

Detail	Data
School Name	Tre Uchaf primary School
Number of pupils in school	193
Proportion of PDG eligible pupils	19.79%
Date this statement was published	September 24
Date which it will be reviewed	September 25
Statement authorised by	SIA Alison Williams
PDG lead	Louise Davies
Governor lead	Rachel Rees

#### Funding Overview

Detail	Amount
PDG Funding allocation this academic year	£64,395
Total Budget for this academic year	£

**Part A: Strategy Plan  
Statement of intent**

- ✓ We want all pupils to make progress despite the barriers they may face such as financial deprivation and financial hardship. We want to ensure funding can be allocated appropriately to ensure all pupils have equal opportunity when accessing learning and extra-curricular opportunities.
- ✓ We want all pupils to have equal opportunities and equity of provision so they do not face discrimination
- ✓ We want to ensure we are inclusive of the needs of all pupils and their families

**Intended Outcomes**

<b>Intended Outcome</b>	<b>Success Criteria</b>
Continue to develop staff expertise to meet the needs of disadvantaged learners	Staff to recognise the barriers families face and know how to support families. Poverty won't be a barrier to learning.
Enhance teaching and learning by providing an exciting and motivating curriculum that meet the needs of all pupils	Pupils to access engage events that start the topic and visit places of interest that will support learning and the curriculum.
Provide in class intervention and support programmes that are proven to have a good impact	Support for children with ALN. Poverty not being a barrier to learning.
Provide Thrive support and Rainbow room time for children who need to develop resilience	Children who are confident and healthy individuals who know how to access support and help when needed.
Improve attendance for all pupils	Initiatives around attendance including attendance cup, stickers, certificates, celebrating most improved attender etc.
Provide enrichment activities that might not be accessible to the pupils who access FSM or those on low income	Friday afternoon interest groups to enrich the curriculum so children can experience, kickboxing, Zumba, gymnastics and dance etc.
Enhance provision so that our early years families have access to a network of support through Tiddly Tots playgroup	Fund Tiddly Tots groups so it's free to families. Snack and drinks available for parents and young children to access.

School uniform swap shop. Take what you need and donate when you can	Advertise the swap shop and purchase a new storage area so it can be accessible all day everyday so parents don't have to ask us for it they can just help themselves.
Parenting sessions.	Parents to feel more supported with outside agencies and know how to support their children's learning. Parents to know where to access help and support.
Multi agency work- Family learning, ALN coffee afternoon, ALN market place for parent's evening, EHH support, Community café to get parents to connect and develop relationships that are positive so they can reach out to staff and ask for help	Parents to feel supported and to be able to build positive relationships with school staff and others to get the right support for themselves and their families.
Extra-curricular opportunities	After school clubs free, staff to seek grant funding and support in other areas of the community if needed such as bike helmets for those who are involved in cycling club or cycling proficiency test, golf, karaoke

### **Activities in this academic Year 24-25**

#### **Teaching and learning**

We have employed teaching assistants and a HLTA to support the sunbeams provision for our early years children. These children need additional support with social skills, toileting, sharing, turn taking, speaking and listening and relationships with others. Many have been identified as having sensory difficulties so we intend to set up a sunbeams provision to support our early years children. This classroom provides support for the children and their parents to develop positive and strong relationships with the staff to build up trust so they can support them with the difficulties their children face.

Thrive practitioner is also employed part time to support our older children with emotional regulation. The Thrive hive is a safe and supported place where the children can open up and talk about resilience and tackling difficulties whilst being supported by the practitioner.

#### **Community Schools**

Tiddly Tots playgroup is a source of support for many of our families however we have recognised that some families might not have any money to make a donation so we have made this a free playgroups and we supply tea coffee and snacks for the

children. If the facility is free for everyone, people don't feel worried about attending and can still access support from each other, school staff are on hand if needed and it gives quality play opportunities to families who might not go to other places.

After school clubs are provided for the children through teaching assistants and teachers. They give opportunities to take part in sporting matches, arts and crafts, chess, coding, golf, karaoke, 3D printing, performance club, netball, basketball and rugby etc. We provide costumes, football togs and equipment if and when they are needed.

### **Wider Strategies**

Think Equal. We continue to use this programme with our early years to support empathy and understanding from a young age.

Aspirations week encourages parents, outside agencies and family members to come into school to share their skills and jobs with the children. The children ask questions about qualifications and experiences etc and this inspires them to have high aspirations of themselves.

### **Wider strategies (For example and where applicable, health and well-being, curriculum and qualifications, Leadership and raising Aspirations)**

<b>Activity</b>	<b>Evidence that supports this approach</b>
Aspirations week	Promote high aspirations for ALL our children through visitors into school speaking about their jobs or roles in the community.
Opportunities for music and sport, art and outdoor learning	Specialist providers for kickboxing, dance, Zumba and gymnastics. Providing experiences for all learners to access high quality provision and equity in provision. Equipment provided for those individuals who need it.
Develop Health and wellbeing programme	Work with Partneriaeth think Equal programme. Work with No Outsiders to train pupils in discussions around empathy for others who are different to us.

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

This details the impact that our PDG activity had on the pupils in the year 2023-24.

Data shows that some of our early years children needed additional support in social and sensory skills so we invested in the Sunbeams classroom. An area dedicated to sensory activities, play and social skills for our challenging children who are finding it difficult to form trusting relationships with staff and children. Some of the children identified accessed FSM and the schools essentials grant, others who have access to universal FSM have been recognised as families who could be living below the poverty line. These children were also at risk of non-attendance and had ALN needs. They were children who needed support for emotions and relationships. 3 staff members and a HLTA were allocated to the Sunbeams class and facilitated learning opportunities to help the children develop social skills, physical skills and talking time.

Children who accessed FSM in Years 5 and 6 had a reduced rate for residential visits and these children all attended Cardiff Bay Urdd centre and Morfa Bay. They were able to develop independence, nurture and foster positive relationships, experience life outside Loughor, raise aspirations through a can do attitude and have fun with their peers.

Children who attended our cycling club but didn't have a helmet had a helmet purchased for them so they could access cycling proficiency and develop a safe skill set when cycling on roads. The children who had older bikes that needed repairs could access our bike shed for repair sessions prior to the cycling events happening so they could develop their repair skills. Children who didn't have a scooter for Scooter skills Interest group had a scooter and helmet supplied.

### **Externally provided programmes**

Interest groups provided opportunities to develop their skills in Zumba, kickboxing, gymnastics, scooter skills and dance. These are activities they might not have had opportunity to engage with after school due to costs. The skills learnt at these sessions gave them confidence to perform as part of the Expressive arts performance in Years 3,4,5 and 6 and develop their well being if their activity was outside in the fresh air!

### **Further information**

At Tre Uchaf primary school we strive to be at the heart of our community and make ourselves available to support with any problems our families may have. As a school we also recognise that poverty can exist amongst any family even those not entitled to FSM. We feel we know our families extremely well and can offer a wide range of support to any family in need. Our relationship with the Penyrheol cluster is strong and we feel we work well in partnership with a wide range of external agencies.