

Pupil Development Grant Strategy Statement 2024-25

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	Ty Gwyn School
Number of pupils in school	252
Proportion (%) of PDG eligible pupils	48%
Date this statement was published	November 2024
Date on which it will be reviewed	Termly as part of internal panels
Statement authorised by	Wayne Murphy
PDG Lead	Rachel Faulkner Jamie Brotherton
Governor Lead	Amanda Coffey

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£94,200
PDG funding allocation Early Years	£5,750
Total budget for this academic year	£99,950

Part A: Strategy Plan

Statement of Intent

- To continue to develop a PBS culture within the school. This includes further development of strategic planning and embedding PBS approaches.*
- To ensure provision enables pupils to value themselves as part of the school the school community*
- To ensure all pupils make progress towards aspirational outcomes.*

- *To further enhance the impact of family engagement on pupil progress*
- *To further embed the quality of life agenda for pupils, families and staff.*
- *To further support parents in relation to wellbeing strategies and intensive support. This includes school counsellor services ensuring families with complex needs have a comprehensive wellbeing offer around them and their child.*

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To continue growing positive behaviour support (PBS), person-centred practice, and social role valorisation (SRV) develop behaviour analysis practices.	Further strategies and initiatives implemented and impacting positively on attendance, behaviour, pupil well-being, and skill development. Continue to use and refine feedback from learners, staff, parents, and stakeholders to make necessary adjustments and improvements.
Embed PBS, person-centred practice, and SRV principles into the school culture, ensuring the well-being, inclusion, and meaningful participation of all pupils. Develop the role of functional analysis and functionally equivalent skills within school practice. Continuous training, monitoring, and evaluation will contribute to the ongoing growth and effectiveness of these approaches.	Continuously evaluate the impact of PBS, behaviour analysis, person-centred practice, and SRV on wellbeing and inclusion outcomes. Collect and analyse data on behavioural improvements, social engagement, and overall well-being to measure the effectiveness of these approaches. Trial how to best measure use of functionally equivalent skills using online and paper based systems.
Inclusion and Participation: Promote Social role valorisation principles to foster the inclusion and participation of all pupils. Whole School timetable to be reviewed by school council, and on an individual level using strategies including talking mats individual timetables can be reviewed, pupils and team around make choices and changes appropriately.	Opportunities created for pupils to engage in meaningful social roles within the school community. Whole School timetable to include activities which pupils find add value to their lives. Evaluate methods of co-production in plans for different groups of learners. Plans lead to improvements in quality of life for pupils and their families.
Build strong and trusting relationships with families and the wider community, recognising their vital role in supporting learners' aspirations, utilising and further developing the role of the family centre.	Family engagement in pupil centred meetings. Attendance at family centre activities. Increased input and co-production of plans into pupil plans. Increased attendance. Increased skill development across home and school.

To ensure parents are supported with wellbeing strategies that meet their family and child's needs.

Counsellor services available to families who have pupils with complex needs or specific support needs such as bereavement.

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

There is a team approach within Ty Gwyn that meets the needs of the priorities set out in the intended outcomes above.

There are specific roles and responsibilities within the setting that support the delivery of the PDG grant. Some of these roles are part funded. These roles within the school include roles within the family centre team, wellbeing team including school counsellor and positive behaviour support roles.

Total budgeted cost: £99,950