



Helping you to make the most of your PDG

Using PDG for inspirational adventure learning at Nant BH and Pentre

*On average, pupils who participate in adventure learning interventions appear to make approximately **three additional months' progress**. (Sutton Trust toolkit, 2015)*

- We provide an exciting range of effective, high-quality adventurous learning activities and experiences for learners from Foundation Phase to Key Stage 4.
- Our adventure learning courses positively impact on pupil confidence, resilience, motivation, behaviour, social and emotional skills, health and well-being and academic attainment.
- Our courses will benefit all learners but we regularly hear that pupils who struggle to achieve in a classroom setting benefit the most.
- Our activities are led by well-qualified and knowledgeable professionals who are focussed on facilitating positive change through adventurous experiences in a wild environment.
- We have a strong commitment to the local area and the Welsh language and culture.
- We plan all of our courses individually to meet the individual needs of learners.
- We ensure that quality learner support, reviewing, and reflection is built-in to your course, not bolted-on. We will assist your group to identify their own and others' strengths and areas for development to enable you to reflect on and utilise this self-learning, peer coaching and cognitive skill development on your return to school.
- You will have sole occupancy of the centre for your residential group – the Centre becomes an extension of your school and our staff can fully focus on your group, their development and their success.
- All activities are linked to LNF, Purposes of the Curriculum and Areas of Learning and Experience. Activities develop a range of skills across the curriculum and beyond and you will be provided with written resources that link activities directly to key learning goals. You will be able to build on these experiences and activities on your return to school.
- We provide pre- and post-course support, ideas, lessons and resources to embed learning and experience and ensure a sustainable effect for your children.
- Follow-up activities can be used to further develop key skills and social and emotional skills.
- Opportunities to extend your experience with day visits to our centres or outreach by our staff, as well as weekend and holiday activities for children, adults and families.
- Ongoing CPD for teachers has also been shown to be key in supporting e-FSM & LAC learners: this can be provided at our centres or in schools to help your staff support and build on improvements in self-confidence, self-efficacy and motivation.

Get In touch to book a course:

Tel: 01492 640735

Email: info@nwoes.co.uk

Web: www.nwoes.co.uk

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Making the case:

Using PDG to access adventure learning at Nant BH and Pentre

Funding levels for eligible pupils will rise to £1,050 in 2015-16 and £1,150 in 2016-17.

Sutton Trust-EEF Teaching and Learning Toolkit, 2015:

- On average, pupils who participate in adventure learning interventions appear to make approximately **three additional months' progress**.
- Studies of adventure learning interventions consistently show **positive benefits on academic learning**, and wider outcomes such as **self-confidence**.
- The evidence suggest that the impact is greater for longer courses in a **wilderness setting**.
- Skills such as **perseverance and resilience** are developed and these skills have a knock-on impact on **academic outcomes**
- Young people perceive adventure learning interventions to have had a **positive impact on their lives and attitudes**.
- It is important to work with **well-trained and well-qualified staff** as adventure experiences can pose very different physical and emotional risks to those in schools'

Welsh Government Publication *PDG: Short Guidance for Practitioners*, 2013:

- Schools are expected to make the best use of this funding to implement **sustainable** solutions that will quickly bring about changes for learners who are eligible for free school meals (e-FSM) or who are looked-after children (LAC)
- PDG may be used for whole-school initiatives that will **particularly** benefit learners who are e-FSM and/or LAC
- The grant does not have to be tracked to individual learners, but schools must bear in mind that they will be held **accountable** for how they use the grant

Top Strategies for Tackling Poverty and Disadvantage in Schools, Estyn, 2012:

- Improving the **social and emotional skills** of disadvantaged pupils
- Providing **enriched experience** and a variety of **extra-curricular activities and trips**
- Improving disadvantaged pupils' **literacy and learning skills**
- Listening to pupils and **encouraging participation**.



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North Wales Outdoor
Education Service

Real adventure...real learning