

# PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT



This statement details our school's use of the PDG for the 2022 to 2023 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.

Detail	Data
School name	Pen Y Dre High School
Number of pupils	949
% of PDG eligible pupils	32.5% PLASC 2022-23
Date this statement was published	14.09.2023
Date on which it will be reviewed	01.09.2024
Statement authorised by	K. Maher (Headteacher)
PDG Lead	H. Richards (Deputy Headteacher)
Governor Lead	D. Swallow

## Part A – Strategy Plan

### Statement of intent

#### What are your ultimate objectives for the pupils being supported?

- To narrow the attainment gap between FSM and nFSM pupils
- To ensure support of all pupils for wellbeing is strong
- To remove any skills gap that exists – both prior to and post COVID

#### How does your current strategy plan work towards achieving those objectives?

- By providing excellent teachers with additionality to support pupils
- To use our excellent support systems to remove the barriers to learning

#### What are the key principles of your strategy plan?

- Given nearly 50% of our pupils receive FSM or have recently been FSM and those who do not are close to the boundary for support, the strategy is that support is directed to all pupils who require it.

### 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
Narrow the Gap between FSM and nFSM pupils	Further narrow the Gap between FSM and nFSM pupils.
Continue to remove the barriers to learning utilising our excellent pastoral and vulnerability support systems	Increased outcomes for all pupils – esp. those on FSM.
Continue to ensure regular pupil attendance incl FSM	Regular pupil attendance for all pupils – esp. those on FSM and reducing persistent absenteeism.
Continue to train all staff in the analysis of performance of core groups of learners, incl FSM	More effective results and examinations analysis leading to increased outcomes.
Continue to run a series of study skills sessions for KS4 pupils to effectively prepare them for examinations	Pupils better prepared for examinations and less wellbeing issues related to examination performance.
Continue to monitor progress of eFSM pupils and explore strategies to raise attainment and aspirations.	Pupils engage in careers opportunities and visits to post 16 providers to ensure that post 16 courses better suit pupils needs and abilities.

## Activity in this academic year

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

1. Additional staffing costs associated with wellbeing provision and support through our Learning Coaches - £107,429.
2. Additional staffing of Artist in Residence working with the community and pupils -£30,000
3. Additional staffing to support key skills and core subjects – English & Maths Staffing costs -£100,000
4. Maintaining and staffing catch up programmes and provision in core literacy and numeracy – staffing costs £22,000.
5. Create capacity for our Pedagogy Coaches to further raise standards of teaching and learning in conjunction with our high-quality professional learning programme - £7560
6. Assisting in the development of pupil aspirations via the school's extra-curricular programme. -£42,000
7. Supporting LA Community focused schools -£5,000

## Learning and Teaching

Budgeted cost: £ 7560 + £22,000

Activity	Evidence that supports this approach
Time for pedagogy coaches enabling them to be effective in their coaching role	Time for Pedagogy Coaches to coach colleagues
Provision of Pedagogy Coaches to support in-house PL	Strong approach to PL
Raising pupils' literacy and numeracy skills in relation to pupils starting points	Additional literacy and numeracy provision that supports pupils who have lower than expected literacy and numeracy levels

## Community Schools

Budgeted cost: £107,429 + £5,000

Activity	Evidence that supports this approach
Additional study skills and revision sessions for pupils in school holidays	Pupils attend sessions during the holidays to support learning
Wellbeing visits by Learning Coaches to support the most vulnerable	Support all pupils including efsm and the most vulnerable pupils
Supporting Community Focused Schools – Attendance focus & behaviour	Enhanced transition and support for pupils and their families who are vulnerable and or been identified as historic persistent absentees

## Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ 30,000 + £42,000 + £100,000

Activity	Evidence that supports this approach
Art Therapy	To support all pupils including efsm pupils to create opportunities to promote pupil wellbeing through creative means
Extra-Curricular Opportunities and linked costs	A wide variety of extra-curricular opportunities that provide unique learning experiences. E.g. The significant number of pupils that participate in DofE.
Staffing catch up programmes and provision in core literacy and numeracy	Additional support for pupils who need to further develop their literacy and numeracy skills

Total budgeted cost: **£ 310k**

## Review of outcomes in the previous academic year PDG outcomes

This details the impact that our PDG activity had on pupils in the 2020 to 2021 academic year.

### Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales

Programme	Provider
ELSA	ELSA
Baxter Project	Baxter Project
Egg Seed	Egg Seed

### Further information (optional)

Support for all pupils (not just FSM – see above) meant that the school secured strong outcomes for all pupils including vulnerable and efsm pupils in 2022-23. In all KPI's, efsm performance exceed 2021-22 outcomes and notably in most KPI's the outcomes achieved in 2022-23 exceed the 6-year averages.

- Capped 9: efsm performance improved by +3.3 performance points (p.p) and is +18 p.p higher than the 6-year average
- 'Best Literacy': efsm performance improved by +0.6 p.p and is +0.3 p.p higher than the 6-year average
- 'Best Maths': efsm performance improved by +0.5 p.p
- 'Best Science': efsm performance improved by +0.4 p.p and is +1.1 higher than the 6-year average
- S.C.C: efsm performance improved by +4.2 p.p and is +7.9 higher than the 6-year average

Wellbeing provision has been identified as being highly beneficial to pupils and is highly regarded and RSE influenced provision all over Wales. Still ongoing issues around mental health – seeking support through the LA and CTM. Professional Learning has been purposeful and supported colleagues in further refining classroom practices that enable pupils in making strong progress.

Teaching & Learning and assessment have begun a strong resurgence following COVID and is close to pre-COVID expectations. Continued work on this is vital to support learning and continue high expectations.

Progress in raising pupils' literacy and numeracy levels has been valuable in raising outcomes. On entry the Year 11 (2022-23) had a NRT score of 91 and a NPT score of 83. Both of which are significantly lower than the national average. Overall pupil performance in the C9 average 40 performance points across the 9 qualifications averaging a C grade. This indicates a strong value added being significantly below the national average on entry and leaving inline with the national average at GCSE. Literacy and Numeracy interventions informed by STAR normed reference standardised scores indicates pupils make good progress in developing their literacy and numeracy skills.