

Annex 1. Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2023 to 2024 academic year.

It outlines our strategy, how we intend to spend the funding in this year and the effect that last year's spending had within our school.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

| Detail | Data |
|---|-----------------------|
| School name | Ysgol Penrhyn Dewi VA |
| Number of learners in school | 630 |
| Proportion (%) of PDG eligible learners | 10.8% |
| Date this statement was published | 30.6.23 |
| Date on which it will be reviewed | 7.10.23 |
| Statement authorised by | Mrs Rachael Thomas |
| PDG Lead | Mr Gareth Williams |
| Governor Lead | Mrs Rachael Coleman |

Funding Overview

| Detail | Amount |
|--|-------------------|
| PDG Early Years | £ 6,900.00 |
| Key Stage 3 PDG | £26,220.00 |
| Continuum statutory school age | £55,430.00 |
| Total budget for this academic year | £88,550.00 |

Part A: Strategy Plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for the children being supported?
- How does your current strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

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 bridge the gap for our RADY learners in providing equity in accessibility to teaching and learning and all extended learning opportunities. | Attendance Improvements Parental engagement Individual Outcomes |
| To provide interventions at key transition points and additional support for our most vulnerable learners in Foundation Phase and Key Stage 4. | Feedback from extended FACE project Transition Information Individual Outcomes |
| To provide wellbeing support for our most disadvantaged learners, engaging with their families/carers to support them in engaging with school and collaborating to support our pupils self-esteem, attendance and access to learning both at home and in school. | Pupil voice Attitudes to Learning AFL Evaluation Report Attendance Improvement |

Activity in this academic year

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

Learning and teaching

Budgeted cost: £ 11,897

| Activity | Evidence that supports this approach |
|---|---|
| Development of High-Quality Teaching and Learning Strategies and Monitoring to raise standards | Outcomes, Quality Assurance Process |
| Additional Head of Phase introduced in Years 8 and 9 (Acceleration Phase) to allow all progress managers to have smaller cohorts. Thereby enabling them to focus on all groups of learners to improve outcomes. | SMID Pupil progress, WG test scores |
| Allocated time of a lead teacher to monitor and manage progress of RADY pupils. Identifying areas of need and developing learning programmes to address this need. | Attendance, pupil progress at Foundation Phase, Fulfilment Phase and transition. Parental engagement. |
| Focused learning support from experienced teaching assistants | Individual outcomes Data Drops |

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £ 55,894

| Activity | Evidence that supports this approach |
|--|---|
| Extension of the FACE project to engage foundation phase parents in supporting their child's academic and social development/improve attendance. | Feedback from Parent engagement project |
| Appointing Inclusion Support to engage with RADY, Vulnerable and disadvantaged learners and their families. Liaising with outside agencies and LA Inclusion Dept to assist in FSM applications, uniform, school nurse, counsellors, CAMS, Emotional Health, Transition for College, careers officer and Heads of Phase and Youth Worker/ELSA support and EWO to support attendance, Police liaison Officer | Pupil voice, SHRN Survey, SSS, Attendance data, FSM data, PSP's, Post 16 Transition evidence, Careers Wales |

| | |
|--|--|
| <p>Inclusion Assistant providing direct support to RADY pupils in KS3 and administrating the target tracking process and liaising with appropriate agencies</p> <p>Contribution towards a dedicated behaviour support and well-being service based on Dewi campus</p> <p>Lead for Safeguarding providing strategic direction to prioritise RADY pupils</p> | <p>Outcomes and Pupil Voice</p> <p>Outcomes</p> <p>Pupil Voice</p> |
|--|--|

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

Budgeted cost: £ 20,759

| Activity | Evidence that supports this approach |
|---|---|
| Lead teachers to monitor and manage progress of RADY pupils. Identifying areas of need and developing learning programmes to address this need. | Attendance, pupil progress at Foundation Phase, Fulfilment Phase and transition. Parental engagement. |
| Dedicated ALNCO sessions focused on RADY | Evaluation report and target tracking progress, Pupil voice |

Total budgeted cost: £ 88,850

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2022-23 academic year.

| Activity | Impact |
|---|---|
| Additional Head of Phase, Inclusion Officer appointment | <p>Attendance for eFSM pupils has risen from 84.49% for the year 21-22 to 85.83% this academic year. There is still a 4% gap between eFSM and RADY pupils and the Non-eFSM cohort.</p> <p>83% of pupils interviewed in the SHRN stated that they felt happy in school. 90% of pupils stated that they felt that their teacher cared about them as a person.</p> <p>81 Pupils have been referred to external agencies for support.</p> |
| Additional Head of Phase in Year 8 and 9 | <p>The current Year 9 RADY have achieved a predicted better Interim Capped 9 score of 354 compared to the Year 9 of last academic year who achieved a Capped 9 of 327.5. This could be explained by the difference in the cohort.</p> <p>RADY pupils for the current Y10 are on track for a capped 9 points score of 246 with eFSM currently working at 306.67. 5 points below the rest of the cohort</p> |
| FACE project | 100% of parents in reception attended parent's evening this year and a significant number attended the coffee mornings run as part of the FACE project. |
| Increasing Parental engagement targeting RADY pupils for Parent's evenings. | <p>Engagement of parents at parent's evenings in the primary phase was at no less than 85% for any year group.</p> <p>In the secondary phase Parents evenings were not as well attended with the lowest being in Year 7 with 71%. The highest was in Year 9 with 83% attendance.</p> |
| Dedicated behaviour support | 98% of all interactions for eFSM pupils recorded on Classcharts are positive. 97% of interactions recorded on Classcharts for RADY pupils were positive. |

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 |
|-----------|----------|
| | |
| | |

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.