

Pupil Development Grant School Statement



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

School Overview

Detail	Data
School name -	Cyfarthfa High School
Number of learners in school	879
Proportion (%) of PDG eligible learners	17.27% (PLASC 2022-23)
Date this statement was published	September 2023
Date on which it will be reviewed	February 2024
Statement authorised by	L Brennan
PDG Lead	L Brennan
Governor Lead	

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£209,682.91
Total budget for this academic year	£209,682.91

Part A: Strategy Plan

Statement of intent

'The purpose of the PDG is to improve outcomes for learners eligible for free school meals (eFSM). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.'

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
Improved outcomes for e-FSM students at KS4 - reduction in EFSM gap in KS4 performance measures.	Data analysis shows a closing of the gap between eFSM students and the full cohort in KS4 key performance measures compared to previous end of year data and/or national statistics. More students leave school having achieved the L1 threshold.
Improved reading scores.	Improved outcomes for students in the NGRT/NRT assessments at KS3 (maintain or improve SAS) Improved outcomes in GCSE English language
Improved student attendance for all year groups	Attendance targets met More pupils achieving attendance of <95% Persistent absenteeism across the school is reduced
Improved teaching for eFSM students	Teaching judged as at least good and has an impact on levels of attainment of e-FSM students

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

- Employment of a range of staff to support literacy, numeracy and wellbeing
- Contribute towards funding intervention programmes with a focus on literacy, numeracy, well-being support
- Supporting the tracking and planned intervention of academic, behaviour and attendance strategies
- Professional learning to support teaching and learning (including providing staff training to develop our school's RADY work)
- Provide alternative provision for a small number of vulnerable Key Stage 4 students

Learning and teaching

Budgeted cost: £92,348

Staffing/ Activity	Evidence that supports this approach
Literacy and numeracy interventions - employment of LSAs to provide literacy and numeracy catch up at KS3 to small groups or 1:1 when needed (eg dyslexia support)	The EEF toolkit has been a source of reference for ensuring a wide range of approaches to improve teaching and learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit
Literacy and Numeracy interventions KS4 – employment of learning coaches to provide additional support for English, maths and science	The school has also used the professional learning and suggested strategies provided by the RADY strategy consultant

Community Focused Schools:

Budgeted cost: £ 34,848

Staffing /Activity	Evidence that supports this approach
Provision of an attendance and wellbeing officer	Wider engagement with parents builds strong relationships with families and helps improve attendance, with targeting of particular groups of learners to maximise their potential and achievement. Develop and support high levels of attendance and target particular groups of learners for improvement in order to maximise student potential and achievement. Collaboration with other services supports the needs of students and their families

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

Budgeted cost: £ 66,442 + £23,666 = £90,111

Staffing/Activity	Evidence that supports this approach
Behaviour focus- Employment of a Behaviour Manager	The EEF toolkit has been a source of reference Strengthen positive behaviour management to improve behaviour for learning, embed a positive and focused learning environment throughout the school.
Behaviour focus- Employment of a Student Support Manager - support the students through delivery of Thrive and Elsa	The EEF toolkit has been a source of reference Proven interventions that develops the confidence, motivation, self-esteem, social and emotional needs, health and wellbeing of EFSM pupils to improve their overall academic performance.
Provide alternative provision for a small number of vulnerable Key Stage 4 students to improve engagement and attainment	EEF Toolkit effective strategies -Effectiveness of small group academic intervention, provision of alternative qualifications, one to one tutoring and behaviour interventions to improve academic outcomes of vulnerable pupils and allow them to remain in mainstream education

Total budgeted cost: £ 117, 307

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
NA	

Further information (optional)

As a school, we have adopted the RADY strategy and we are focused on how we can best support our eFSM students in all areas of school, our school as we continue to work to close the significant gap between the attainment of our e-FSM students and the rest of their cohort. Addressing the individual needs of pupils post Covid including wellbeing as well as academic support, a focus on improving attendance and behaviour has helped students make good progress towards pre- pandemic standards and higher expectations encourage pupils to aim even higher.

A whole school RADY approach has been woven into the new school SDP from September 2023 in order to influence all areas of school life.