

Annex B: Pupil Development Grant Strategy Statement

From 2023-2024 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2023-2024 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

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

School Overview

Detail	Data
School name	Archbishop McGrath
Number of pupils in school	830
Proportion (%) of PDG eligible pupils	16.7%
Date this statement was published	Summer 2023
Date on which it will be reviewed	Spring 2024
Statement authorised by	Headteacher
PDG Lead	Headteacher
Governor Lead	Chair Resources Committee

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£141,450
Total budget for this academic year	£4,374,382.73

Part A: Strategy Plan

Statement of Intent

- *PDG funding is used to help fund staffing and associated initiatives linked to raising the attainment of all learners*

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
Ensure all pupils make the expected levels of progress.	See School Improvement Plan
Attendance improves in line with targets	
FSM exclusions reduce	

Activity in this academic year

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

Specific details are included in the School Improvement Plan 2023-2024. A summary of this can be obtained from the school upon request.

Learning and Teaching

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach
<i>Staff training linked to the implementation of the 'Walkthrus' teaching and learning package.</i>	Six Professional Progress staff development sessions planned across the three terms.

Community Schools

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach
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Appointment of 2 x Wellbeing Support Officers	Effective levels of home-school communication maintained.
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ 45,450

Activity	Evidence that supports this approach
<i>Funding for Raising Standards Leaders, ClassCharts behaviour package</i>	See School Improvement Plan 2023-2024 Reduced exclusions Improved attendance

Total budgeted cost: £ 141,450

Part B: Review of outcomes in the previous academic year

PDG outcomes

PDG Evaluation 2022-23

Evaluation

Was the PDG plan/ strategy appropriate in meeting the needs of FSM learners across the school?

- Effective
- Developing
- In need of support

5. Did the PDG plan result in changes in practice or provision?

- Yes
- No

6. How effective has the PDG funding been in improving learner well-being?

- Effective
- Developing
- In need of support

Please provide supporting information: e.g. innovative practice

PDG funding is pivotal to ensuring the school provides highly effective learner wellbeing. Two Assistant Headteachers lead on safeguarding and wellbeing and in January 2022, 2 x Wellbeing Support Officers were appointed to support the most vulnerable learners. All of these posts are predominantly funded by the PDG. Numbers of fixed-term exclusions are significantly lower than 2021/2022 due to the increased amount of time invested in behaviour management strategies such as restorative practice.

The Progress Centre provides intervention, nurture provision and bespoke timetable support for our most vulnerable learners and this is staffed by a Grade 7 LSO also funded by PDG. The school is continuing to develop the entry and exit criteria for learners who need to access this provision.

The school has been at the forefront of developing wellbeing support for all learners including the most disadvantaged. In terms of innovative practice, the school has been commended for its involvement in the Public Health/SHRN surveys and this has included wellbeing support for staff as well as pupils.

How effective has the PDG funding been in improving achievement of FSM pupils?

- Effective
- Developing
- In need of support

9. Please provide supporting information

PDG has been supporting the provision of staff and resources to help facilitate literacy and numeracy intervention.

28 pupils in year 7 were offered numeracy intervention with members of the Maths department on a fortnightly basis. The pupils are assessed on STAR every term and intervention groups designated according to results and lessons pupils will need to be withdrawn from.

Of these 28 pupils 20 have standardised score below 85 and the other 8 between 85 and 88. (Pupils highlighted in blue are eFSM)

Two pupils have been withdrawn from intervention by parents in year 7 this term both with NRSS of 69, with parents stating intervention was having a negative impact on their child's wellbeing. Both withdrawal letters were followed up with a phone call from myself and both parents continued to withdraw.

At the start of the new year, 24% of the year 7 cohort were classed as in need of intervention/urgent need. By December 2022, this has dropped to 15%. Further analysis will be carried out later this term.

There are 12 pupils in year 8 receiving numeracy intervention 8 of which have NRSS below 85 and the other 4 with scores of 85 exactly.

Freckle has been purchased as an addition resource to support the numeracy skills of our lowest attainers. This work started after February half-term.

Literacy

Year 7

In September, 56% of the year group were above the benchmark of an NRSS of 97; 30% were on watch with an NRSS of below 97 and 14% of pupils were in need of urgent intervention.

In December, 65% of the year group were above the benchmark; 22% were on watch with an NRSS of below 97 and 13% of pupils were in need of urgent intervention.

Year 8

In September, 59% were above the benchmark of 97; 22% were on watch and 19% needed urgent intervention

In December, 64% were above the benchmark of 97; 24% were on watch and 12% needed urgent intervention.

Additional information will follow at the end of this term.

There are currently 24 pupils in Year 7 who were offered literacy intervention with Beth Williams in the Progress Centre, or as part of their literacy lessons within the Department on a fortnightly basis. Intervention lists are designed after each STAR assessment. The Progress Centre is generally responsible for those with a NRSS under 85 (15 pupils) and intervention is focused on reading skills and provision of reading-age appropriate

The department is also supported by the work done by the Progress Centre in the trial of 'Dyslexia Gold' - 6 pupils across the Autumn Term (Year 7)

19 students in Year 8 are receiving literacy support via the Progress Centre - 12 of these pupils have a NRSS under 85. 8A have a literacy catch-up and reading skills lesson with me every fortnight.

17 students in Year 9 are receiving literacy support via the Progress Centre.

Class Planning reports from STAR reader are shared with the Department. These reports focus on the common areas of weakness for pupils and help teachers to embed literacy skills across their lessons.

Whilst accepting that the ability profile of each cohort varies, actual KS3 and 4 outcomes for 21/22 compared to current data for 22/23 shows significant progress is likely to be made for nearly all key indicators.

KS4	FSM 21-22	FSM 22-23	Diff
Capped 9	316.4	362.6	+46.2
L2+	39.1%	54.6%	+15.5%

KS3	FSM 21-22	FSM 22-23	Diff
CSI L5+	75%	91.7%	+16.7%
CSI L6+	21.4%	45.8%	+24.4%
CSI L7+	0%	4.2%	+4.2%
English L5+	75%	91.7%	+16.7%
L6+	42.9%	58.3%	+15.4%
L7+	14.3%	4.1%	-10.2%
Welsh L5+	57.1%	75.0%	+17.9%
L6+	0%	12.5%	+12.5%
L7+	0%	0%	0%
Maths L5+	82.4%	100%	+17.6%
L6+	50.0%	58.3%	+8.3%
L7+	10.7%	25.0%	+14.3%
Science L5+	100%	100%	0%
L6+	42.9%	87.5%	+44.6%
L7+	10.7%	8.3%	-2.4%

How effectively does the self-evaluation and MER activities support vulnerable learner progress?

- Effective
- Developing
- In need of support

Please provide supporting information

Wellbeing and Skills leads are currently carrying out the second tranche of 'ATL' (Attitude towards learning) scrutiny sessions. All sessions include pupils of all abilities and backgrounds.

Tracking of eFSM learners is continuing to develop using SMID. The SMID system provides a wealth of data that needs to be interrogated further in order to ensure impact.

A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

Is the curriculum equitable in ensuring particular attention is paid to the provision of individuals and groups of learners across the school?

- Yes
- No

Please provide supporting information

All pupils have equal access to the full curriculum. Very few pupils are in receipt of bespoke, reduced curricula and this coordinated by the ALNCo and Wellbeing staff depending on the rationale behind it the alterations made. These pupils are supported in the school Progress Centre by a dedicated LSO. This post is fully funded by the PDG.

The ALNCo also co-ordinates the curriculum provision and any interventions for vulnerable learners including those classed as having EAL (23% of the school), looked after and young carers. The school has a small but increasing number of refugees from Afghanistan, Ukraine and Syria. These pupils receive bespoke support to help develop social inclusion and literacy skills.

Is the teaching and learning of vulnerable pupils:

- Effective
- Developing
- In need of support

Have there been improvements in the quality of teaching and learning?

- Yes
- No

Please provide supporting information including areas that are in need of development.

Following on from the Estyn re-visit and removal from monitoring in November 2022, the school is focussing on developing the curriculum for Wales for launch from September 2023. Support has been provided by CSC and work is continuing by working with subject leads and colleagues from neighbouring schools. Regardless of the background of the pupils, the key focus that will help the school to make further progress is to ensure all pupils are in receipt of high quality teaching in all lessons. SLT are in the process of developing a comprehensive programme focussing on further developing teaching and learning from term 3 2023.

How effective is the culture and climate of the school in enabling:

The development of vulnerable pupils:

- Effective
- Developing
- In need of support

As a school, we are proud of our nurturing environment for all learners. Our practices prioritise mental health and social development. We are a buffer for vulnerable families before early help is available. We foster strong community links and provide a help for vulnerable families whenever they need us.

As a Catholic school, social justice is a significant priority.

Following on from the pandemic, the number of pupils classed as eFSM has increased to almost 18%. Significantly more pupils are coming from deprived backgrounds and deprived communities such as parts of Maesteg, Brackla and Cormelly. Our mission of having Christ at the centre and for our pupils to leave us as 'Empowered, Virtuous and Employable' individuals demonstrates the importance we place caring for the poorest

and most vulnerable children and young people in society. It is clear that the pandemic disproportionately affected disadvantaged families and the school believes it is critical that every effort is made to enable all pupils to develop increased resilience.

How effective are the school in addressing any attendance and exclusion needs of FSM pupils?

- Effective
- Developing
- In need of support

Please provide supporting information

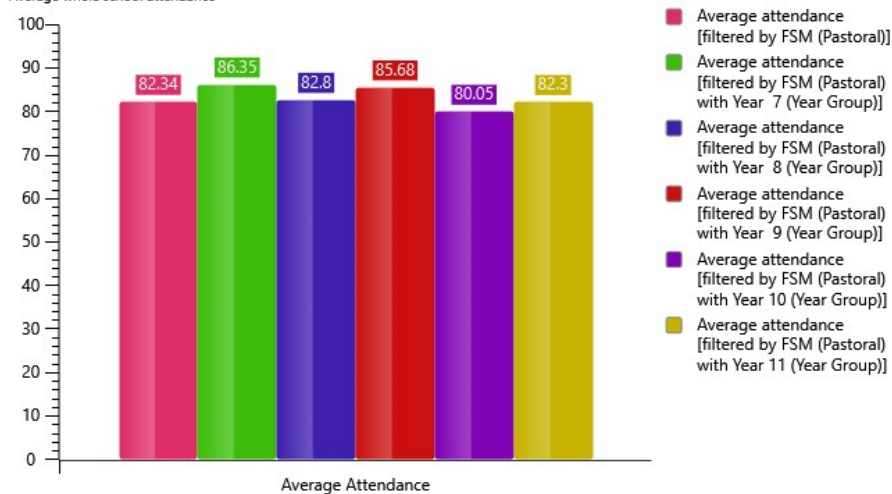
Whole school attendance is above the LA average:

Year 7 attendance: 92.0%
 Year 8 attendance: 89.9%
 Year 9 attendance: 90.9%
 Year 10 attendance: 89.4%
 Year 11 attendance: 87.1%
 Whole school attendance: 89.8%

The school has appointed 2 x Admin Assistants since December. Part of their role is to follow up on attendance of all learners.

Whole school attendance

Average whole school attendance



Is there proportional representation of FSM pupils across the school? For example, school council positions of responsibility, extra-curricular, top sets?

- Yes

Since September 2022, a key priority has been to increase the number of pupils who hold positions of responsibility. Care is taken to ensure all groups are represented as far as possible.

From your discussions with school leaders what are the emerging school improvement priorities relating to vulnerable learners for next year?

- Becoming a more poverty aware school will be a SIP priority going forward including launching the 'cost of the school day' package for learners and the potential introduction of year group equity champions,
- Continue to ensure pupils from all abilities and backgrounds are fairly represented on the Student Council and departmental positions of responsibility.
- To ensure first teaching is of the highest quality for all learners in all classes and key stages.
- To continue to develop outreach provision for families including support for numeracy and literacy.
- To continue to raise funds for our Pupil Opportunity Fund in order to provide direct financial support to vulnerable learners and their families.
- To ensure the continued development of literacy and numeracy skills of all learners but with an added focus on the most disadvantaged.
- To improve tracking of eFSM pupils.

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
GCSEPod	
ClassCharts	TES
Provision Map	TES

