

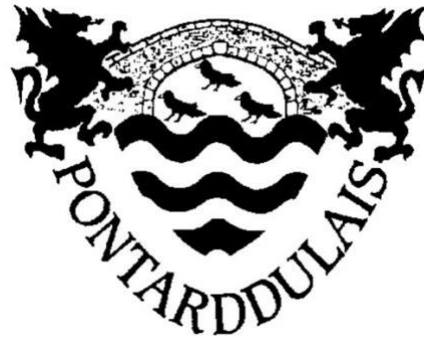
**2022/2023**

**Pupil Deprivation Grant (PDG)**

**Annual Spend Plan**

**Grant Amddifadedd Disgyblion (GAD ) Cynllun Gwariant Blynyddol**

**Ysgol Gyfun Pontarddulais**



Total PDG / Cyfanswm GAD £162,150

Please note the following financial information is for period 1<sup>st</sup> April 2022 to 31<sup>st</sup> March 2023

Activity – action required, for instance, recruitment of outstanding teachers (WA)		Outputs – evidence that activities have occurred, for instance the number of teachers that have received catch up training (WA)	Outcomes – the difference / impact made, for instance improvement in numeracy levels. (WA)	Inputs – resources, in this case the PDG funding and human resource required (WA)
Activity supported i.e. collaborative, evaluative and developmental	Key	Intended Outputs (evidence based)	Intended Outcomes i.e. Provision	Cost
<p>Higher Level and Longer Term priorities (2022-25)  <b>Reduce the impact of poverty on pupils' progression and attainment</b>  <i>High Quality Learning and Teaching - with a particular focus on the pedagogy used by teachers, the role of support staff and the professional learning provided for practitioners.</i></p>		<ul style="list-style-type: none"> <li>• PDG plan updated annually to provide detail on how pupils are supported.</li> <li>• Additional maths and literacy intervention sessions are focussed on identified pupils.</li> <li>• Lexonik training provided where required</li> <li>• Parental engagement sessions used to support families.</li> <li>• Financial support provided to support with uniform and other parts of school life.</li> <li>• Pastoral and Tŷ Dysgu provision widened to support identified pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise standards of all pupils – measure this using effective tracking to monitor pupil progress.</li> <li>• Big Bocs Bwyd (March 2023).</li> </ul>	See A6, E1 & E3 below
<p>Higher Level and Longer-Term priorities (2022-25)  <b>Big Bocs Bwyd</b>  <i>Community Schools - with a particular emphasis on the role of Family Engagement Officers, the role of the school within the wider community and work with other children's and family agencies.</i></p>		<ul style="list-style-type: none"> <li>• Pupils learn how to address food waste and supporting children in becoming food literate.</li> <li>• Curriculum includes growing food in school using a polytunnel.</li> <li>• Curriculum includes pupils cooking food they have grown.</li> <li>• Pupils sell food they have grown.</li> <li>• Community engaged through using Big Bocs Bwyd, volunteer work and organised events such as coffee mornings.</li> </ul>	<ul style="list-style-type: none"> <li>• Big Bocs Bwyd installed with appropriate access and environment.</li> </ul>	See C1 below

<p>Higher Level and Longer Term priorities (2022-25)  <b>Whole School Mental Health and Wellbeing approach embedded</b>  <i>The Health and Well-being of Children and Young People - in line with the Framework on Embedding a Whole-School Approach to Emotional and Mental Well-being.</i></p>		<ul style="list-style-type: none"> <li>• Key staff attend training sessions during 2022-2023 academic year.</li> <li>• Agreed strategies embedded from September 2023.</li> <li>• Training provided by NHS Board.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school approach fully understood and embedded.</li> </ul>	See C4 below
<p><b>A1. Support pupils ability to revise effectively</b>  <i>Community Schools - with a particular emphasis on the role of Family Engagement Officers, the role of the school within the wider community and work with other children's and family agencies.</i></p>		<ul style="list-style-type: none"> <li>• Open evening delivered to parents regarding revision.</li> <li>• PSE used to formally teach revision techniques.</li> <li>• Whole school revision timetable produced for Year 9.</li> <li>• Year 9 revision timetable shared and explained to pupils, staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Open evening well attended.</li> <li>• Parents/ Carers appropriately informed.</li> <li>• Pupils benefit from the structured approach.</li> </ul>	5,551.69
<p><b>A2. Update mentoring programme to further support eFSM pupils.</b>  <i>Developing high aspirations through strong relationships - aligned to the role of the Careers Service, the Youth Engagement and Progression Framework, the Young Person's Guarantee and the Seren Network.</i>  <i>Leadership - focusing on its importance in overcoming the impact of poverty on attainment and the leadership of community schools.</i></p>		<ul style="list-style-type: none"> <li>• All eFSM pupils requiring mentoring allocated a mentor.</li> <li>• Mentoring booklet produced and used.</li> <li>• Reduction in the attainment gap between non-eFSM and eFSM outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on eFSM pupils and ensuring that home school links are effectively established and nurtured.</li> <li>• Develop positive links and ensure parents/carers are well informed about their child/children.</li> <li>• Early intervention for literacy and numeracy support.</li> </ul>	26,909.98
<p><b>A6. Identified pupils given enhanced support through intervention groups for Literacy and Numeracy.</b>  <i>High Quality Learning and Teaching - with a particular focus on the pedagogy used by teachers, the role of support staff and the professional learning provided for practitioners.</i></p>		<ul style="list-style-type: none"> <li>• Personalised assessments used to support identified pupils.</li> <li>• Familiarisation tests targeted at weaknesses and shared with parents.</li> <li>• Progress of individual pupils measured and shared with staff and governors.</li> <li>• Increase staffing capacity to deliver numeracy interventions to identified pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective resources available for all subjects for all pupils.</li> <li>• Literacy and Numeracy programmes used effectively resulting in high standards for all pupils.</li> </ul>	56,794.64

<p><b>C1. Use the Big Bocs Bwyd project to develop pupils as ethical informed citizens and enterprising and creative contributors.</b> <i>Community Schools - with a particular emphasis on the role of Family Engagement Officers, the role of the school within the wider community and work with other children's and family agencies.</i></p>		<ul style="list-style-type: none"> <li>• Create a team of staff and pupils around the Big Bocs Bwyd initiative.</li> <li>• Begin to embed the Big Bocs Bwyd within the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Further positive involvement with the local community</li> <li>• Incorporate Big Bocs Bwyd relevantly within the curriculum.</li> </ul>	No cost until 2023/24
<p><b>C4. To ensure a whole school approach to mental health and wellbeing.</b> <i>The Health and Well-being of Children and Young People - in line with the Framework on Embedding a Whole-School Approach to Emotional and Mental Well-being.</i></p>		<ul style="list-style-type: none"> <li>• Assistant Headteacher attend training sessions on the implementation of the framework issued by WG.</li> <li>• Provision planned for implementation in September 2023.</li> <li>• Designated staff to provide appropriate support for health and wellbeing for identified individuals and groups of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• INSET session for all staff.</li> <li>• Specific training sessions for identified staff.</li> </ul>	18,582.73
<p><b>C5. To reintroduce and enhance attendance strategies.</b> <i>Community Schools - with a particular emphasis on the role of Family Engagement Officers, the role of the school within the wider community and work with other children's and family agencies.</i></p>		<ul style="list-style-type: none"> <li>• Work with EWO service to reintroduce more rigorous attendance procedures.</li> <li>• Attendance form competitions and recognition.</li> <li>• Attendance updates given in year group assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive home/ school links established.</li> <li>• Robust tracking of attendance.</li> </ul>	55,931.60
<p><b>E1. Continue to develop parental engagement in all aspects of school life.</b> <i>Community Schools - with a particular emphasis on the role of Family Engagement Officers, the role of the school within the wider community and work with other children's and family agencies.</i></p>		<ul style="list-style-type: none"> <li>• Parents attended school-based sessions on topics such as revision.</li> <li>• External agencies such as CAMHs provided parental sessions.</li> <li>• Cookery sessions being offered to families to support pupil development.</li> <li>• An alternative to pupil planners to be discussed with parents, staff and pupils.</li> <li>• Planned discussion sessions with parents throughout the year.</li> <li>• Coffee mornings held to engage identified groups of parents/carers.</li> <li>• After school sessions held to support parents e.g ICT training.</li> </ul>	<ul style="list-style-type: none"> <li>• Good attendance at parents' events.</li> <li>• Increased positive relationships with parents.</li> <li>• Parental input in school planner.</li> </ul>	8,697.52

<p><b>E3. To re-establish 'safe' areas within the school for identified pupils.</b></p> <p><i>The Health and Well-being of Children and Young People - in line with the Framework on Embedding a Whole-School Approach to Emotional and Mental Well-being.</i></p>		<ul style="list-style-type: none"> <li>• A successful breakfast club held daily.</li> <li>• Homework club being well attended.</li> <li>• Room 16 accessible with a nurturing environment break/lunch times for identified pupils.</li> <li>• Lunchtime games club as an alternative venue for identified pupils.</li> <li>• Specific 'safe' place available throughout the day that is separate from Room 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified vulnerable pupils supported appropriately.</li> <li>• Positive relationships established and fostered.</li> <li>• Improved attendance.</li> </ul>	2,380.84
<p><b>F1. Big Bocs Bwyd &amp; Polytunnel installed.</b></p> <p><i>Community Schools - with a particular emphasis on the role of Family Engagement Officers, the role of the school within the wider community and work with other children's and family agencies.</i></p>		<ul style="list-style-type: none"> <li>• Big Bocs Bwyd containers delivered, installed and associated groundworks completed.</li> <li>• Polytunnel delivered, installed and associated groundworks completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils learn how to address food waste and supporting children in becoming food literate.</li> <li>• Curriculum includes growing food in school using a polytunnel.</li> <li>• Curriculum includes pupils cooking food they have grown.</li> <li>• Pupils sell food they have grown.</li> <li>• Community engaged through using Big Bocs Bwyd, volunteer work and organised events such as coffee mornings.</li> </ul>	No cost as other grant funding sourced
<p><b>F6. Installation of 2G Facility and making sport more inclusive in the community.</b></p>		<ul style="list-style-type: none"> <li>• 2G Facility installed with appropriate access and environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved facilities for pupils for curriculum delivery.</li> <li>• Increased use out of school hours by community sporting organisation.</li> <li>• Accessibility for local people who do not have access to transport.</li> <li>• Facility financially viable.</li> </ul>	No cost as other grant funding sourced

*Cont/d...*

<b>Other / Arall Tracking</b>				
<b>Cyfansymiau / Total Cost</b>				<b>£174,849</b>
<b>Hyfforddiant / Training CPD</b>	<b>No.</b>	<b>£</b>		