

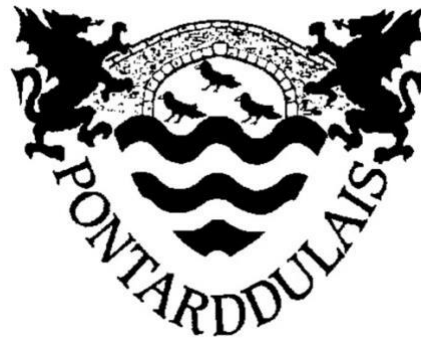
2023/2024

**Accelerated Learning Programme Grant (ALP)
Recruit, Recover, Raise Standards**

Annual Spend Plan

Grant Amddifadedd Disgyblion (GAD) Cynllun Gwariant Blynyddol

Ysgol Gyfun Pontarddulais



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Total ALP / Cyfanswm GAD	£48,522.97
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Please note the following financial information is for period 1st April 2023 to 31st March 2024

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	Intended Outputs (evidence based)	Intended Outcomes i.e. Provision	Cost
Higher Level and Longer-Term priorities (2023-26) Community-based learning (National Mission – Objective 5)	<ul style="list-style-type: none"> • Appoint a Cluster Family Engagement Officer (FEO) to engage with families where pupils need additional support to engage in school life. • Plan a programme of parental engagement sessions in school. • Open Big Bocs Bwyd to the wider community to engage with families. • Pupils learn how to grow, harvest, cook and sell food using the polytunnel and Big Bocs Bwyd through community involvement. 	<ul style="list-style-type: none"> • Raise standards of all pupils – measure this using effective tracking to monitor pupil progress. 	See A1, A2, B5 & D2

<p>Higher Level and Longer-Term priorities (2023-26) Reduce the impact of poverty on pupils' progression and attainment. (National Mission – Objective 2)</p>	<ul style="list-style-type: none"> • PDG plan updated annually to provide detail on how pupils are supported. • Additional maths and literacy intervention sessions are focussed on identified pupils. • Parental engagement sessions used to support families. • Financial support provided to support with uniform and other parts of school life. • Pastoral and Ty Dysgu provision widened to support identified pupils. • School uniform policy and practice updated and provision to include and second hand uniform shop. • Every eFSM pupil to have benefitted from literacy and numeracy intervention programmes prior to beginning their GCSEs. 	<ul style="list-style-type: none"> • Lexonik training provided where required. 	<p>See A1, A2, B5 & D2</p>
<p>Higher Level and Longer-Term priorities (2023-26) Breaking down barriers (National Mission – Objective 2)</p>	<ul style="list-style-type: none"> • ALN bill fully implemented. • All pupils with statements of SEN (Special Educational Needs) transferred to the new ALN system. • Trauma Informed School whole school approach implemented to support pupils with social and emotional needs. • Fully inclusive classroom practices embedded. • Universal provision approach used to ensure all pupils are supported to access the curriculum successfully. 	<ul style="list-style-type: none"> • Fully implemented by September 2025. 	<p>See A1, A2, B5 & D2</p>
<p>A1. Enhance additional support for eFSM pupils to reduce the attainment gap.</p> <p><i>Literacy including oracy, numeracy and digital competence developed and applied within a broad, balanced and engaging curriculum. This will include higher order reading and writing skills, high level mathematics, where relevant, and digital competence at the appropriate level and as relevant to learners progressing with their qualifications.</i></p>	<ul style="list-style-type: none"> • eFSM parental engagement sessions arranged throughout the year. • Family Engagement Officer visited family homes of the eFSM pupils with low attendance. • eFSM identified for staff more effectively through use of Talaxy. • Mentors allocated to all Year 11 eFSM pupils • All Year 7 eFSM pupils to complete a Lexonik literacy intervention programme; progress reported based on before and after benchmarks. • All Year 7 eFSM pupils to complete a numeracy intervention programme; progress reported based on before and after benchmarks. • eFSM pupils prioritised for KS4 maths intervention. • Increased practice of eFSM pupils in leadership roles 	<ul style="list-style-type: none"> • Family Engagement Officer time to target identified pupils • Mentors' time used effectively and impacting positively upon targeted pupils • Literacy and Numeracy standards raised 	<p>15,644</p>

<p>A2. To increase the attendance of Year 11 girls via a targeted mentoring programme <i>Support and engagement through coaching – this in recognition that learners may need coaching, emotional support and relationship building as well as support for examination preparation and skills for those undertaking qualifications.</i></p>	<ul style="list-style-type: none"> • A mentoring programme used to support improving the attendance. • Targeted groups attendance to increase. • Improvement in attainment of target group. 	<ul style="list-style-type: none"> • Improved attendance and attitudes to learning in targeted groups 	<p>9,249</p>
<p>B5. Further develop independent revision skills of pupils. <i>Development of independent learning skills, motivation and enjoyment of learning, to enable and encourage learners in all groups to make accelerated progress and, where appropriate, by working more effectively alone and out of school.</i></p>	<ul style="list-style-type: none"> • Year 8 pupils prepared for examinations through PSE provision in school. • Revision pack provided to Year 8 pupils to support independent learning. 	<ul style="list-style-type: none"> • Mentoring of targeted pupils to improve independent revision skills 	<p>8,582</p>
<p>D2. To develop a Trauma Informed School (TIS) approach to support pupils with social and emotional needs <i>Support and engagement through coaching – this in recognition that learners may need coaching, emotional support and relationship building as well as support for examination preparation and skills for those undertaking qualifications.</i></p>	<ul style="list-style-type: none"> • Staff trained on the scientific theory behind the principles and ethos. • All staff using Meet and Greet strategy. • Having a TIS advocate in all areas. • Introduced 'If only my teacher knew.....' to pilot with Year 7 in form time. • TAs trained and using TIS strategies and activities. • Parental TIS workshops held. • Intervention sessions timetabled for target pupils with trained staff. 	<ul style="list-style-type: none"> • Additional support given to identified pupils / groups of pupils • Raise standards of attainment in vulnerable groups 	<p>19,551</p>

Cont/d...

<p>Other / Arall Training</p>			
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Other / Arall Tracking			
			Cyfansymiau / Total Cost
			53,026
Hyfforddiant / Training CPD	£		