

2023/2024

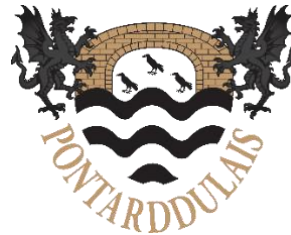
Pupil Development Grant (PDG)

Annual Spend Plan

Grant Amddifadedd Disgyblion (GAD) Cynllun Gwariant Blynyddol

Pontarddulais Comprehensive School

Ysgol Gyfun Pontarddulais



Total PDG / Cyfanswm GAD £158,700

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	Key	Intended Outputs (evidence based)	Intended Outcomes i.e. Provision	Cost
<p>Higher Level and Longer Term priorities (2023-26) Community-based learning (National Mission – Objective 5) <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"> • 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"> • To further engage all families and ensure all pupils are given every opportunity to reach their full potential • Big Bocs Bwyd to open Autumn 2023 • Development of polytunnel 	<p>Cost are within A1, A2, C3, D4, E1 & E3</p>
<p>Higher Level and Longer Term priorities (2023-26) Breaking down barriers (National Mission – Objective 2) <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"> • 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"> • Full implementation by September 2025 	<p>Costs are within D1, D2, E2 & E4</p>
<p>Higher Level and Longer Term priorities (2023-26) Reduce the impact of poverty on pupils' progression and attainment <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"> • 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. 	<ul style="list-style-type: none"> • Big Bocs Bwyd in place by October 2023 • By September 2026 every eFSM pupil in Year 10 would have benefitted from literacy and numeracy intervention. 	<p>Cost are within A1, A2, D4 & E3</p>

		<ul style="list-style-type: none"> • Every eFSM pupil to have benefitted from literacy and numeracy intervention programmes prior to beginning their GCSEs. 		
<p>Higher Level and Longer-Term priorities (2023-26)</p> <p>Community focussed school (National Mission – Objective 5)</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"> • Pupils learn how to address food waste and supporting children in becoming food literate. • Big Bocs Bwyd installed with appropriate access and environment. • Curriculum includes growing food in school using a polytunnel. • Curriculum includes pupils cooking food they have grown. • Pupils sell food they have grown. • Community engaged through using Big Bocs Bwyd, volunteer work and organised events such as coffee mornings. • 2G pitch installed and made available to the wider community for leasing. 	<ul style="list-style-type: none"> • Big Bocs Bwyd installed • 2G pitch installed 	Cost are within A1, C3, & E1
<p>Higher Level and Longer Term priorities (2023-26)</p> <p>Whole School Mental Health and Wellbeing approach embedded</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"> • Key staff attend training sessions during 2022-2023 academic year. • Agreed strategies embedded from September 2023. 	<ul style="list-style-type: none"> • Whole school approach fully understood and embedded. Launch Sept 2023 update Sept 24 	Cost are within D2, E2 & E4
<p>Higher Level and Longer Term priorities (2023-26)</p> <p>High-quality teaching and leadership (National Mission – Objective 4)</p> <p><i>The Curriculum for Wales and Qualifications - focusing on the importance of language development, meta-cognition and self-regulation as being key enablers of success within the new curriculum and offering learners a wide range of qualification routes.</i></p>		<ul style="list-style-type: none"> • All teaching staff engaged in a programme of professional learning based on pedagogical approaches proven to be the most effective at supporting the success of all pupils. • Particular focus based on supporting ALN pupils and those who are socio-economically disadvantaged. • Clear professional learning path embedded from classroom teacher to senior leadership. 	<ul style="list-style-type: none"> • Online CPD library to be implemented by September 2023. • Whole school review of inclusive classroom practices evaluated by June 2024. 	Cost are within B4, D1, D2, E2 & E4

<p>Higher Level and Longer Term priorities (2023-26) Cymraeg belongs to us all (National Mission Objective 6) <i>Developing high aspirations through strong relationships</i> <i>The Curriculum for Wales and Qualifications - focusing on the importance of language development, meta-cognition and self-regulation as being key enablers of success within the new curriculum and offering learners a wide range of qualification routes.</i></p>		<ul style="list-style-type: none"> • The use of Welsh across the whole school is encouraged by all through different Areas of Learning focussing on specific phrases. • Coordinator Cymraeg added to the school's TLR structure and an appointment made by September 2023. • Welsh culture, 'cynefin', heritage and traditions promoted across the curriculum. • Eisteddfod celebrations reintroduced in Spring Term 2024. 	<ul style="list-style-type: none"> • Co-ordinator Cymraeg appointed • Eisteddfod reintroduced 	<p>Cost are within B4</p>
<p>A1. Enhance additional support for eFSM pupils to reduce the attainment gap <i>Community Focused 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"> • 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"> • Further develop positive links with parents • Family Engagement Officer appointed • All staff fully trained in Talaxy • Literacy and Numeracy Intervention programmes continue to impact positively on standards • Focus on raising standards of eFSM pupils 	<p>37,200</p>
<p>A2. To increase the attendance of Year 11 girls via a targeted mentoring programme <i>Community Focused 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> <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"> • 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"> • Structured mentoring programme involving a range of staff • Improved attendance • Positive, motivated attitudes evident amongst focussed group 	<p>2,360</p>

<p>B4. Further develop the use of Welsh language across the curriculum and promote Welsh culture</p> <p><i>The Curriculum for Wales and Qualifications - focusing on the importance of language development, meta-cognition and self-regulation as being key enablers of success within the new curriculum and offering learners a wide range of qualification routes.</i></p>		<ul style="list-style-type: none"> Schemes of work reviewed for all AoLEs to ensure Welsh culture, 'cynefin', heritage and traditions are promoted across the curriculum. Year 7 Eisteddfod celebrations reintroduced in Spring Term 2024. Each AoLE takes responsibility for developing the use of specific Welsh phrases during lessons, and make this a focus of the whole school review. Coordinator Cymraeg TLR position created with responsibility for promoting Siarter Iaith, and appointment made. 	<ul style="list-style-type: none"> Schemes of Work embedded Evidence of Welsh culture, 'cynefin', heritage and traditions being promoted across the curriculum Eisteddfod firmly established Whole school review reflects impact of this priority 	<p>15,799</p>
<p>C3. Develop curriculum links with Big Bocs Bwyd & polytunnel.</p> <p><i>Community Focused 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> <p><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"> Links created to Big Bocs Bwyd within curriculum areas Big Bocs Bwyd blog regularly updated. Volunteer group created for Big Bocs Bwyd & polytunnel 	<ul style="list-style-type: none"> Incorporate Big Bocs Bwyd relevantly within the curriculum. Organisation and management of Big Bocs Bwyd increasingly becoming embedded 	<p>8,779</p>
<p>D1. To continue to implement the ALN Bill.</p> <p><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> <p><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"> Staff received additional training and reminders on the importance of using OPPs (One Page Profiles) to inform their planning. The majority of staff involved in the creation of OPPs. Talaxy used to aid the identification of ALN pupils in class. IDPs created for Tŷ Dysgu pupils. 	<ul style="list-style-type: none"> Evidence of OPPs being used to inform planning Effective use of Talaxy Effective use of IDPs with the pupils in Tŷ Dysgu 	<p>16,514</p>
<p>D2. To develop a Trauma Informed School (TIS) approach to support pupils with social and emotional needs</p> <p><i>The Health and Well-being of Children and Young People - in line with the Framework on</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. 	<ul style="list-style-type: none"> All staff trained and the Trauma Informed School approach becoming embedded across the school Intervention sessions used to effectively target identified pupils 	<p>34,173</p>

<p><i>Embedding a Whole-School Approach to Emotional and Mental Well-being.</i></p>		<ul style="list-style-type: none"> • TAs trained and using TIS strategies and activities. • Parental TIS workshops held. • Intervention sessions timetabled for target pupils with trained staff. • Governors updated on progress made from staff that have completed the diploma in trauma informed practice. 		
<p>D4. Supporting pupils and families affected by poverty. <i>Community Focused 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. 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"> • Pay as you feel' launched through Big Bocs Bwyd. • Recycled uniform shop opened through Big Bocs Bwyd. • Uniform policy changed to minimise costs. 	<ul style="list-style-type: none"> • Big Bocs Bwyd becoming firmly established within the school and integrated effectively in the curriculum • Further developing the positive links with the local community 	<p>Cost neutral initially with staffing costs anticipated for 2024/25</p>
<p>E1. To establish Pontarddulais Comprehensive as a community focused school. <i>Community Focused 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. 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. 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"> • Cluster Family Engagement Officer (FEO) appointed, and role developed. • Parental engagement activities after school developed further. • Year 7 pupils learned about how we are a Dementia Friendly School. • Big Bocs Bwyd 'pay as you feel' launched to support the community. 	<ul style="list-style-type: none"> • Cluster Engagement Officer role developed • Positive parental involvement further developed • Big Bocs Bwyd becoming firmly established within the school and integrated effectively in the curriculum 	<p>Costs in A1 for FEO Other activities with out cost or cost neutral</p>

<p>E2. Further develop a whole school approach to anti-racism. <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> <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"> • Time for staff in INSET to develop resources that support anti-racist education. • Diversity and Anti-Racist Professional Learning (DARPL) training provided during INSET. • Links developed with other schools and to share best practice. • Support from Partneriaeth requested in “decolonising the curriculum”. • Key staff to be trained by DARPL on anti-racism in education. • “Show Racism Red card” event held. • Schemes of work reviewed for all AoLEs to ensure decolonised topics are included 	<ul style="list-style-type: none"> • Effective links established with other schools • Key staff trained appropriately • Positive feedback from pupils 	9,345
<p>E3. To continue to develop strategies to enhance school attendance. <i>Community Focused 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> <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"> • Progress Managers coordinated year group competitions – celebration of winning form class at end of school year. • Tracking spreadsheet used by Progress Managers/Attendance Officer to monitor individual year group concerns. • Family Engagement Officer used to support specific families. 	<ul style="list-style-type: none"> • School attendance data reflects improved school attendance • Further develop positive links with parents/ carers to encourage good relationships 	39,286
<p>E4. To introduce and develop the Talaxy system in supporting the management of behaviour and achievement. <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> <i>Developing high aspirations through strong relationships</i></p>		<ul style="list-style-type: none"> • All staff trained in using Talaxy to complete registers, monitor behaviour and achievement. 	<ul style="list-style-type: none"> • Talaxy system used effectively 	11,574

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Cont/d...

Other / Arall Tracking				
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			Cyfansymiau / Total Cost	175,030
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Hyfforddiant / Training CPD	No.	£