

## Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 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 financial year.*

*It outlines our strategy, how we intend to spend the funding in this financial year and the effect that last year's spending had within our school.*

*If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.*

#### School Overview

Detail	Data
School name	Pencoed Comprehensive School
Number of pupils in school	11-16 762 11-18 933
Proportion (%) of PDG eligible pupils	11-16 24.4% 11-18 20.8%
Date this statement was published	23/09/22
Date on which it will be reviewed	01/09/23
Statement authorised by	Edward Jones
PDG Lead	Matthew Thompson
Governor Lead	Mrs Sharon Goulden

#### Funding Overview

Detail	Amount
PDG funding allocation this financial year	£161,000
Funding from School Budget Allocation	£8,006

## Part A: Strategy Plan

### Statement of Intent

You may want to include information on:

- **What are your ultimate objectives for the pupils being supported?**

The objective of PDG expenditure at Pencoed is to:

- Reduce the impact of poverty on learners' progression and attainment
- Progress in embedding a whole school approach to mental health and emotional well-being
- Ensuring the school environment supports the well-being of learners and staff. This specifically includes promoting race, gender and wider equalities as well as anti-discrimination activity, through learning and the wider school environment
- Arrangements to safeguard learners
- Ensuring that all learners, particularly those disadvantaged by backgrounds or circumstance, are included equally in all aspects of school life
- Ensuring that all learners are given equal opportunities to succeed and that barriers to meaningful participation or learning are actively identified and addressed
- Make Pencoed a school at the heart of the community

- **How does your current strategy plan work towards achieving those objectives?**

Our current strategy is providing and developing a dedicated team of Learner Hub/Hwb Dysgwyr staff who are able together to support targeted pupils in supporting attendance, progress, positive attitudes to learning and emotional and mental health well-being with a view to supporting successful outcomes and developing positive attitudes towards school life. Vulnerable learners including eFSM, Looked After Pupils, Young Carers, Service children, EAL, refugee children, those with social and emotional issues or who require safeguarding are targeted for support. Uptake of the provision will be monitored to provide data. The team also engages with the families and carers of these learners in order to strengthen the relationship between home and school, which we believe is important in achieving some of the objectives outlined above.

The team's work is focused around both the "Learner hub/Hwb dysgwyr" and "Behaviour Support Hub/ Hwb Cefnogi Ymddygiad", located within the school, alongside staff working within our MLD Learner Resource Centre.

The main aim of this team of staff is to support the progress and wellbeing of vulnerable learners in the school, working alongside the school's Progress and Wellbeing Team and Curriculum Leaders, with a particular focus on eFSM, CLA pupils and those impacted by wider concerns relating to poverty, or those suffering from social and emotional difficulties. This strategy builds on the school's wellbeing and equity strategy integral to

*the School Improvement Priorities over the last few years.*

*The team, led by the Learner Hub Manager is line managed by the Deputy Headteacher and Assistant Headteacher who are responsible for the school's approach to closing the Attainment Gap, a key priority within the School Improvement Plan.*

*The development of this provision is on-going from previous years and has been strengthened by the appointment of a Learning Hub Manager and Behaviour Support Officer. The use of the PDG Grant and aspects of the EIG grant supports the staffing of the learner hub/hwb dysgwyr and the Behaviour Support Hub/Hwb Cefnogi Ymddygiad as well as two members of staff within the MLD LRC, which directly impacts the provision and support we provide for the vulnerable learners we serve.*

*This support provided is aimed at disadvantaged learners in overcoming barriers to learning and includes all learners who have been eFSM in the last two years or are looked after as well as learners who are identified as young carers, many of whom are also eFSM. A number of approaches and programmes are used within the Learner Hub for example they Ascent Project aimed at developing self-confidence and reducing negative thoughts and low mood, Girl Power groups aimed at supporting female learners with aspects such as self-esteem and body confidence and Invisible Walls which supports learners who have family members who are involved in crime. Participation is tracked and a revolving door approach adopted to ensure that access is equitable and needs driven. Our provision within the learning hub is increasingly being focused on earlier intervention in KS3 (with a focus on developing learner resilience and positive attitudes towards learning and participation in school life) ensuring that our learners are engaging with wellbeing support on a "revolving doors basis", increasingly based on a referral led approach. Referrals are made by Progress and Wellbeing Leaders and the ALN team.*

*The key principle is to develop a team of staff to support learners in overcoming barriers to attendance, positive attitudes to learning and progress. There will be an increasing focus on a referral led approach from Progress and Wellbeing Leaders going forward.*

- **What are the key principles of your strategy plan?**
- *Wellbeing and Equity*
- *Closing the attainment gap*
- *Improving Literacy*
- *Curriculum and pedagogy*

*These form the overarching principles of our school improvement plan.*

### **Intended Outcomes**

- *Develop the wellbeing first approach across the curriculum and how this is support through the school's vision of Learn, Grow Thrive, Flourish*
- *Develop resilience and building confidence for identified groups of learners (MAT, Boy/Girl, eFSM)*
- *Embed a learner informed curriculum in HWB based on lived experiences. This will ensure that pupils not accessing lessons are able to continue with learning and progress.*
- *Embed wellbeing for learning strategies across the curriculum*
- *Develop links and support for parents through new parent/ carers focused group 'Flourishing Families'*
- *Develop wellbeing interventions driven by My Concern data*
- *Develop visual consistencies for behaviours for learning that have an impact on learning Improved tracking and monitoring of wellbeing/behaviour interventions*
- *Continue school to school working implementing wellbeing/behaviour strategies from sharing good practice*
- *Secure improvement in learner pathways and outcomes through cross - county working*
- *Improve pupil attendance through effective tracking and intervention strategies*
- *Reduce the impact of poverty on learners' progression and attainment through the work of the Learner Hub*

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.

<b>Intended outcome</b>	<b>Success criteria</b>
<i>To improve the attendance of targeted pupils.</i>	That the percentage attendance for eFSM pupils is within 7.5 percentage points of the wider cohort for each year group cohort 7-11.
To ensure that all efSM learners have access to Wellbeing Support through the Learners Hub Team.	Record of interventions kept for evaluation and impact. Work undertaken during year to develop a more referral led approach. This will ensure a more targeted intervention approach to eFSM hub users.
Support learners in gaining targeted outcomes, identified though tracking.	38% of eFSM learners attaining 5 or more GCSEs at A*-C including English and Mathematics. Attainment in 2022 was 28% for the cohort, 33% for mainstream learners.

To make use of the Behaviour Support Hub in reducing the number of fixed terms exclusions.	Reduction in fixed term exclusions – ensuring in particular a reduction in fixed terms repeat exclusions eFSM pupils. Baseline to be established based on 21-22 exclusion data.
All Young Carers at KS4 to be supported by a mentoring programme.	100% of KS4 Young carers at KS4 provided with mentoring support and a named point of contact who co-ordinates activities for Young Carers. A number of young carers are also eFSM learners.
efSM pupils with Dyslexia provided with additional Dyslexia Support.	All eFSM pupils identified with Dyslexia provided with access to support through the ALNCo. This is provided by 2 LSOs who use a range of programmes such as Lexia.

### Activity in this academic year

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

<p>Expenditure focuses on staffing this central staffing resource that co-ordinate the work of the learner Hub and behaviour support hub, to include</p> <p>100% funding of 3 Learning Co-ordinators (1 current vacancy) whose interventions are focused on eFSM learners, pupils with persistent low attendance, LAC learners, Learners with Safeguarding concerns and Young Carers and those at risk of underachieving due to the impact of poverty and or emotional and mental health well-being concerns; 1 Family Support and Wellbeing Officer; 1 Behaviour Support Hub Officer, 1 Senior Learning Support Officer (Dyslexia) 1 LSO</p> <p>25% Funding Learner Hub Manager (remainder of funding from EIG)</p>
--

### Learning and Teaching

Budgeted cost: £66,406

<b>Activity</b>	<b>Evidence that supports this approach</b>
<i>Dyslexia and Basic Skills Support including KS3 recovery intervention programmes</i>	Dyslexia and Basic Skills have proven to be barriers for a number of our learners, based on the results of standardised testing, particularly in accessing examinations and assessments. Employment of a Senior Learning Support Officers and Learning Support Officer will provide basic skills and dyslexia support for MLD Resource Base pupils and other learners, with an emphasis placed on eFSM targeted pupils. Small group interventions are supported by recent EEF report.
<i>BSH</i>	The Behaviour Support Hub led by the Behaviour Support Officer will develop a consistent approach that allows learners, who find it difficult to engage positively in class, to be supported with a view that they are able to return to learning successfully in the classroom. Nurture and restorative learning approaches will be developed as part of this approach. The approaches being developed this year aim to ensure positive outcomes from learning time in the Hub. This approach aims to allow learners to reflect positively on their school experience, developing positive attitudes towards learning and finding ways of resolving issues and developing more appropriate relationships with peers and adults. We envisage that his approach will also help reduce the number of fixed term exclusions in the school. Referrals to the BSH will be logged and a Professional Learning programme put in place for the Behaviour Support Officer.

## **Community Schools**

Budgeted cost: £28,006

<b>Activity</b>	<b>Evidence that supports this approach</b>
<i>Family and Wellbeing Co-ordinator, led by Learning Hub Manager to develop an</i>	Developing a “flourishing families” approach at Pencoed aims to strengthen the positive influence of parents and carers on attendance and participation in school. We will look to develop the role based on successful models and have already provided support to parents through the delivery of

<i>approach to strengthening family engagement</i>	programmes such as NVR which provides support to families in developing better parenting skills and positive relationships with their children. Views of parents and carers will inform the development of our “Flourishing families” programme.
--	--

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

Budgeted cost: £74,594

<b>Activity</b>	<b>Evidence that supports this approach</b>
<p><i>School ensures that Attendance, Attitudes to Learning and PT tracking systems identifies progress made by eFSM learners.</i></p> <p>Progress and Wellbeing Leaders for each group to support vulnerable learners and to report on their progress as a targeted group throughout the years</p>	<p>Tracking of eFSM and vulnerable learner groups by the Progress Data Officer and Deputy Headteacher with responsibility for Standards, allows interventions to be put in place. Discussions are held regularly on the progress of these learners.</p> <p>Persistent non- attendance of eFSM pupils will be monitored (under 80% and 85%) and used to identify interventions related to attendance, through working with the EWO, capable of narrowing the gap relating to each cohort</p>
<p><i>Pupil Support Officers focused on activities that support eFSM, LAC pupils and Young Carers this will include supported with emotional and behavioural needs. Many of our eFSM pupils are also young carers</i></p> <p><i>All eFSM pupils to be provided with access and</i></p>	<p>Interventions by Pupil Support Officer, co-ordinated by the Learner Hub Manager will target eFSM pupils at risk of disaffection and under attainment and those who are eFSM who have emotional and mental health wellbeing needs.</p> <p>Records of interventions will be kept with an increasing focus on developing a referral led approach within school.</p> <p>Support will also be drawn from the school counsellor who attends each Wednesday.</p>

support as required.	
----------------------	--

**Total budgeted cost: £ 169006**

**Part B: Review of outcomes in the previous academic year**

***PDG outcomes***

This details the impact that our PDG activity had on pupils in the 2020 to 2021 academic year.

*The establishment of the “Learner Hub” team in 2019/20 was an important step forward and supported the continuation of interventions based on the ACEs informed Pilot work undertaken by the school prior to this. Work on supporting mental health and wellbeing support for eFSM pupils continued during 20/21 as did a focus on their attendance working alongside the EWO, particularly as COVID-19 had impacted on rates of attendance.*

*We ensured throughout the year that the school’s PT tracking system allowed us to re-engage in the progress of vulnerable learners since returning to school - particularly supporting the progress of and outcomes for eFSM pupils. These are also clear priorities for our re-structured Pastoral Team who have operated as Progress and Wellbeing Leaders for each year group since Sept 2019 onwards.*

*Pupil support officers focused on interventions, support and providing feedback to individual learners – including those who were at risk of disengaging from learning and whose attendance was a concern. Family engagement was an important aspect of this support*

*Attendance rates for year groups and, showed a difference between the whole year group and eFSM Pupils*

<i>Year Group</i>	<i>Attendance (%)</i>	<i>Attendance eFSM (%)</i>	<i>p.p difference</i>
<i>Year 7</i>	<i>90.4</i>	<i>85.7</i>	<i>4.7</i>
<i>Year 8</i>	<i>86.5</i>	<i>78.7</i>	<i>7.8</i>
<i>Year 9</i>	<i>86.0</i>	<i>75.4</i>	<i>10.6</i>
<i>Year 10</i>	<i>85.3</i>	<i>74.3</i>	<i>11</i>
<i>Year 11</i>	<i>86.3</i>	<i>77.7</i>	<i>8.6</i>

*The Learning Recovery Co-ordinator (Counsellor) provided 1:1 group support for pupils with emotional and behavioural needs; this included targeting eFSM pupils at risk of disaffection and under attainment and who may have emotional and wellbeing needs.*



*The Senior Learning Support Officer provided basic skills and dyslexia support for MLD Resource Base pupils again with a focus on eFSM targeted pupils*

*Support within the Behaviour Support Hub was initially provided through agency staff for 2021/22. The intention of appointing a member of staff on establishment was to develop a consistent approach that would allow learners, including those who are eFSM learners, who find it difficult to engage positively in class to be supported with a view to ensuring that they were able to return to learning successfully in a classroom situation.*

*Outcomes at L2/GCSE were good with 70% of Y11 inclusive of MLD LRC pupils gaining 5 or more GCSE at A\*-C including English and Mathematics) However there remains a gap between the attainment of the wider cohort and eFSM pupils with 28% of eFSM pupils attaining the same measure (33% when the MLD LRC learners are disaggregated) This was against a target of 40%. Closing the attainment gap is a key aspect of our School Improvement Plan.*

*A targeted parent evening specifically included eFSM learners and a number accessed targeted bespoke morning intervention session in Mathematics and English.*

*A number of Learning Hub staff accessed professional learning on Thrive, Team Teach, ELSA, Child Protection, First Aid and accessed training on the PERMA approach and My Concern. Use of My Concerns has allowed for the tracking of interventions and the wider professional learning has equipped staff with a range of evidence-based strategies and approaches that can be applied consistently*

### **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.*

<b>Programme</b>	<b>Provider</b>

### **Further information (optional)**

*Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.*

*Aspects of this PDG Strategy are built into the School Improvement Plan under our priorities for closing the attainment gap which aim to:*

- Reduce the impact of poverty on learners' progression and attainment.*
- Improving pupil attendance through effective tracking and intervention strategies.*
- Developing links and support for parents/carers through emerging "flourishing families" approach.*
- Develop Pencoed as a Community School.*

*During 21/22 A planned Key Stage 3 recovery intervention programme in Literacy (using Lexia) was delivered and this involved a number of eFSM learners, evaluation of intervention learners has demonstrated the efficacy of Lexia and small group interventions. This is supported by the recent EEF report. Attendance was also seen as a barrier for some learners involved in interventions.*

*Last year and this year each curriculum area will have an eFSM Champion, with each providing reports and updates on targeted support. Professional Learning will be identified for this group of staff.*

*One to one mentoring and revision sessions are also provided to Y11 eFSM pupils, driven by PT tracking data. This provision will be co-ordinated by SLT and evaluated, to include learner voice.*