

LA Equity Grant Grant Strategy Statement 2025/2026

LA EQUITY GRANT STRATEGY STATEMENT (PDG)

This statement details our school's use of the LA Equity Grant (Previously PDG) for the 2025 to 2026 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	11-16 801 11-18 910
Proportion (%) of PDG eligible pupils	11-16 25.6% 11-18 24.3%
Date this statement was published	1/10/25
Date on which it will be reviewed	20/09/25
Statement authorised by	Edward Jones
LA Equity Grant Lead	Matthew Thompson
Governor Lead	Mrs Sharon Goulden

Funding Overview

Detail	Amount
PDG funding allocation this financial year	£204,700
Funding from School Budget Allocation	£3,555

Part A: Strategy Plan

Statement of Intent

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

The objective of the LA Equity Grant expenditure at Pencoed in 2025/26 is to:

- *Reduce the impact of poverty on learners' progression and attainment through supporting learners at risk of adverse outcomes*
- *Continue 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 in learning are actively identified and addressed*
- *Support learners with Literacy and Numeracy Interventions*

Our current strategy is to continue to provide a dedicated team of Wellbeing Hub/Hwb Lles staff, funded through the Equity Grant allocation 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 through a range of targeted interventions. Uptake of the provision is monitored to provide data and the efficacy of interventions evaluated as part of "Provision Map". 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. Increasingly interventions are based on a developing model that requires referrals from Progress and Wellbeing Leaders and operates on a revolving doors basis.

The team's work is focused around both the "Wellbeing Hub/Hwb Lles" and "Behaviour Support Hub/ Hwb Cefnogi Ymddygiad", located within the school.

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, which has been integral to the School Improvement Priorities over the last few years.

The Wellbeing Hub Team is line managed by the Assistant Headteacher for Wellbeing who has overall oversight of the school's LA Equity Grant approach..

The development of this provision is informed by activity from previous years. The use of the previous PDG Grant (now the LA Equity Grant) and aspects of the EIG grant supports the staffing of the Wellbeing Hub/Hwb Lles and the Behaviour Support Hub/Hwb Cefnogi Ymddygiad. Their work was commended in the school's Estyn report

December 2024.

LA Equity Grant funding is also being used this year to meet the cost of employing a Primary specialist to support Literacy and Numeracy interventions. This intervention, now in its third year, targets learners who require additional support with literacy and numeracy. Again, this provision work on a revolving door basis informed by learner progress.

The provision through the LA Equity Grant is aimed at supporting disadvantaged learners in overcoming barriers to learning and includes 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 Wellbeing Hub. Participation is tracked on “Provision Map” and a revolving door approach adopted to ensure that access is equitable and needs driven. Our provision within the wellbeing hub is increasingly being focused on earlier intervention within years 7 to 9 (with a focus on developing learner resilience and positive attitudes towards learning, including attending lessons 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.

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 is an increasing focus on a referral led approach from Progress and Wellbeing Leaders going forward.

Our strategy aims to support aspects of the School Improvement Plan relating to:

- *Wellbeing, Equity and Diversity(overarching priorities)*
- *Closing the attainment gap*
- *Improving Attitudes to learning, including attendance and positive behaviour*
- *Supporting progress of Literacy and Numeracy Skills*

A clear focus this year will be on reducing persistent absenteeism and exclusions, particularly eFSM 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
<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

	<p>cohort for each year group cohort 7-11.</p> <p>To reduce the % of eFSM learners whose attendance falls below 50%</p>
To ensure that all eFSM learners have access to Wellbeing Support through the Wellbeing 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 through tracking.	35% of eFSM learners attaining 5 or more GCSEs at A*-C including English and Mathematics. Attainment in 2023 was 50% for the cohort, 60.9% for mainstream learners. Attainment in 2024 was 38.9% for mainstream learners and 60% mainstream. Attainment in 2025 was 21.6% for mainstream learners and 25.8% mainstream
To make use of the Behaviour Support Hub in reducing the number of fixed terms exclusions.	<p>Reduction in fixed term exclusions – ensuring in particular a reduction in fixed term, repeat exclusions for eFSM pupils.</p> <p>Reduction of 10% in fixed term exclusions.</p> <p>Reduction of 20% in repeat exclusions of eFSM learners</p>
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 whom co-ordinates activities for Young Carers. A number of young carers are also eFSM learners.
eFSM pupils to be able to access support from the Primary Practitioner in improving their literacy and numeracy skills.	All eFSM pupils identified to be provided with support through the Primary Practitioner and progress tracked.

Activity in this academic year

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

Expenditure will continue to focus on staffing this central staffing resource that co-ordinates the work of the Wellbeing Hub and behaviour support hub, to include

100% funding of 2 Learning Co-ordinators and 1 Family Support and Wellbeing Officer; 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;

100% funding of the Literacy and Numeracy Primary Practitioner

100% of 6th Form Engagement Officer that also carries out support for Y11.

Learning and Teaching

Budgeted cost: £69,762

Activity	Evidence that supports this approach
<i>Literacy and Numeracy Skills intervention programmes</i>	<p>Low Literacy and Numeracy Skills continue to be significant barriers for a number of our learners, based on the results of standardised testing, particularly in accessing examinations and assessments.</p> <p>The Literacy and Numeracy Primary Practitioner provides targeted programmes delivered through small group interventions and classroom based teaching with an emphasis placed on eFSM targeted pupils where required.</p>

Community Schools

Budgeted cost: £32,578

Activity	Evidence that supports this approach
Family Support and Wellbeing Officer, <i>based in the learners hub, the approach here is to strengthen</i>	<p>Developing a “flourishing families” approach at Pencoed aims to strengthen the positive influence of parents and carers on attendance, reducing exclusions and participation in school. We will look to develop the role based on successful models of delivery. Views of parents and carers will inform the development of our support to parents and families.</p>

<i>family engagement.</i>	
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £105,915

Activity	Evidence that supports this approach
<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, Assistant Headteacher 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 90% and 85% and of a particular focus this year under 50%) 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>2 Pupil Support Officers, Sixth Form Engagement Officer Family Support and Wellbeing Officer; 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, ex service children.</i></p>	<p>Interventions by the Wellbeing Hub, co-ordinated by the Wellbeing 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. Interventions will be evaluated using "Provision Map".</p> <p>Support will also be drawn from the school counsellor who attends each week.</p>

<p><i>All eFSM pupils to be provided with access and support as required, including those that aspire to become members of the Pencoed 6th Form.</i></p>	
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Total budgeted cost: £208,255

Part B: Review of outcomes in the previous academic year

PDG outcomes (PDG Grant now replaced by LA Equity Grant)

This details the impact that our PDG activity had on pupils in the 2024 to 2025 academic year.

The establishment of the “Wellbeing Hub” team in 2019/20 has been an important step forward and supported the continuation of interventions supporting mental health and wellbeing for eFSM pupils. The Estyn Report commended the school for being “a caring, inclusive school where the wellbeing of individuals is prioritised, and diversity celebrated. A strong sense of community and belonging forms a secure foundation for pupils to learn, grow, thrive and flourish.”

The environment was noted as warm, calm, and supportive—particularly for vulnerable pupils—creating a setting where everyone feels valued.

We ensured throughout the year that the school’s PT tracking system allowed us to engage in the progress of vulnerable learners and those at risk of adverse outcomes.

Support within the school focused on interventions, individual 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 continue to show a difference between the whole year group and eFSM Pupils. Narrowing this gap will continue to be a focus and tracked across the school year.

The School 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 school’s allocation for Counsellor Support will be increased for 24/25.

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

Outcomes at L2/GCSE were good for eFSM learners in 22 and 23, however, the gap between the attainment of the wider cohort and eFSM pupils widened in 25. Closing the attainment gap is a key aspect of our School Improvement Plan.

Targeted interventions specifically included eFSM learners and a number accessed targeted bespoke intervention session in Mathematics and English.

A number of Wellbeing Hub staff accessed professional learning on a range of interventions. Use of My Concerns and Provision Map has allowed for the tracking of interventions and the wider professional learning of the team has equipped staff with a range of evidence-based strategies and approaches that can be applied consistently.

Further information

Aspects of the LA Equity 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, and in particular reducing persistent absenteeism through effective tracking and intervention strategies.*

During 23/24, A planned Y7 to Y9 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. Poor attendance and internal truancy remain a barrier for some learners involved in interventions.