

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT



*This statement details our school's use of the PDG for the 2024 to 2025 academic year. This grant forms part of the **Local Authority Education Grant (Equity)**.*

It outlines our strategy, how we intend to spend the funding in this academic year.

School Overview

Detail	Data
School name	Porthcawl Comprehensive School
Number of pupils in school	1235 (2023, published PLASC figures)
Proportion (%) of PDG eligible pupils	13.2% (Rolling 3-Year Average %) 14.8% (2023, PLASC funded %) 17.6% (2024-2025, school %)
Date this statement was published	June 2024
Date on which it will be reviewed	31.03.25
Statement authorised by	Mr M Stephens (Headteacher)
PDG Lead	Mr D Beard (Deputy Headteacher)
Governor Lead	Mrs A Thomas

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£169,050 (+£14,950 from last year)

Part A: Strategy Plan

Statement of Intent

The ultimate objective is to have a positive impact on our eFSM students by providing support to close the eFSM/non eFSM attainment gap.

The current strategy plan works towards this objective by:

- *providing extra support in literacy and numeracy so that students are more fully able to engage with the full curriculum;*
- *providing learner support in literacy and numeracy via withdrawal and/or curricular reduction to work with individuals and/or smaller groups;*
- *providing additional pastoral support via a Pastoral Support Assistant working across year groups and key stages;*
- *introducing school improvement projects to lead enrichment provision within the 'Curriculum for Porthcawl' model;*
- *introducing school improvement projects/post holders to lead progress and engagement support for students; and*
- *employing two Learning Support Officers to provide pastoral and emotional support with a particular focus on the attendance and engagement and a particular focus on bespoke curriculum provision of eFSM students.*

This plan of action will also provide support for other students including pupils from low-income households.

The plan links to the National Mission – Excellence, Equity, Wellbeing.

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
1. Closing of the attainment gap between eFSM students and the full cohort at Key Stage 3 and Key Stage 4.	Analysis of data (including examination results) showing a closing of the gap between eFSM students and the full cohort when compared to previous end of year data and/or national statistics. E.g.

	Key Stage 4 Core Data Comparisons.
2. Employment of a temporary / fixed term Literacy Support Teacher to support identified students with basic literacy skills across Key Stage 3 and Key Stage 4, providing both in-class and small group support intervention. This intervention strategy will be coordinated via the English Faculty.	Improved outcomes for students within NRT assessments at KS3, reducing the gap within the cohort. Increased 'Personal Progress' Scores and 4 Es. Improved outcomes in GCSE English Language.
3. Employment of a temporary / fixed term Numeracy Support Teacher to support identified students with basic numeracy skills across Key Stage 3 and Key Stage 4, providing both in-class and small group support intervention. This intervention will be coordinated via the English Faculty.	Improved outcomes in maths at KS3, reducing the gap within the cohort evident via NNT, Personal Progress Scores and 4Es. Close the gap between eFSM and non-FSM in KS4 numeracy and maths GCSE.
4. Employment of a Safeguarding and Wellbeing Leader and a Student Support Officer . Both post holders will respond to and provide mentoring, support, and engagement opportunities for our most vulnerable learners. Each will work with Ty Enfys staff/pastoral staff to provide pastoral organisation, health and wellbeing support, liaise with outside agencies for continuity of support. Approaches will ensure, strong Student Support mechanisms across the school.	Mentoring and wellbeing support for identified learners. Improve engagement in learning and school. Students engage appropriately, both within lessons and across the wider school community. Attendance both to school and to lessons during the day improves. Families continue to be involved in supporting their child. Progression and attainment of vulnerable students improves.
5. Employment of a temporary / fixed term Curriculum Support Officer . To provide mentoring, monitoring, and curriculum support for learners via bespoke programmes of curriculum support and alternative curriculum.	To reduce barriers to being in school and support students to engage more successfully in all aspects of learning both in the classroom and within the school community. Support the achievement of bespoke qualifications and programmes.

<p>To include 1:1 and small group sessions with an increased focus on KS4.</p>	<p>Under the guidance of the school's ALNCo, facilitate a range of provision via the school's Curriculum Support Room.</p>
<p>6. Employment of x1 temporary / fixed term Pastoral Support Assistant.</p> <p>To provide mentoring, monitoring, and attendance / wellbeing / engagement support for learners and families, working across key stages. To include 1:1 and small group sessions with pupils and families.</p>	<p>To reduce barriers to being in school and support students and families to engage more successfully in all aspects of learning both in the classroom and within the school community.</p> <p>Stronger pastoral / family support mechanisms in place for Heads of Year and pastoral teams from Key Stage 3 to Key Stage 5.</p>
<p>7. Introduction of a TLR3 School Improvement Project to focus on 'Enrichment'. A temporary fixed term project (1 Year) to launch, develop and monitor enrichment provision within the Curriculum for Porthcawl.</p>	<p>Improved curriculum offer to include a formalised 'enrichment offer' for learners at Key Stage 3. Enrichment provision to provide learning, skills and experiences for learners across the curriculum.</p>
<p>8. Employment of x2 temporary / fixed term posts to focus on progress, wellbeing and engagement projects (TLR3) for targeted groups of pupils. To work with targeted groups and support Heads of Year and Assistant Year Tutors as 'Progress & Engagement Tutor'.</p>	<p>To support pastoral teams and to provide improvements to engagement to reduce barriers to being in school and support students and families to engage more successfully in all aspects of learning both in the classroom and across the wider aspects of school.</p>

Activity in this academic year

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

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| <ul style="list-style-type: none"> • Support in literacy and numeracy; • Address barriers to learning and improve inclusion; • Learner support via withdrawal and/or small groups; • Bespoke curriculum to improve the provision for learners and the engagement of learners; • Increased emotional/wellbeing support; • Provide wider support for families and learners; and • Improve wellbeing and engagement. |
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Learning and Teaching

Budgeted cost: **£31,200**

Activity	Evidence that supports this approach
<i>Support for Literacy via timetabled Literacy support sessions at Key Stage 3 and Key Stage 4</i>	<p>Employment of a temporary / fixed term literacy support teacher from 01.09.24 to 31.08.25 for <u>2 days per week</u> @ £40/hr x 5 hrs per day x 39 weeks = Total: £15,600</p> <p>Similar strategy / system used successfully in 2023-2024 academic year.</p>
<i>Support for Numeracy via timetabled Numeracy sessions at Key Stage 3 and Key Stage 4</i>	<p>Employment of a temporary / fixed term numeracy support teacher from 01.09.24 to 31.08.25 for <u>2 days per week</u> @ £40/hr x 5 hrs per day x 39 weeks = Total: £15,600</p> <p>Similar strategy / system used successfully in 2023-2024 academic year.</p>

Community Schools

Budgeted cost: **£33,000**

Activity	Evidence that supports this approach
<i>Temporary / fixed term employment of a Pastoral Support Assistant with a particular focus on engagement, attendance, and wellbeing.</i>	<p>Employment of x1 temporary / fixed term Pastoral Support Assistant (G7) from 01.09.24 to 31.08.25. To provide increased support to pastoral teams, families, and pupils.</p> <p>Increased community focus. E.g. home-school-partnerships. To work with primarily with KS3 and provide support with KS4 and KS5.</p> <p>x1 (G7) temporary / fixed term positions.</p> <p>Total: £28,000 (approx.) (figure includes, NI and Super figures)</p>
<i>Temporary employment of two member of staff to lead improvement projects linked to progress and engagement.</i>	<p>2 x TLR3 from 01.09.24 to 31.08.25 = £2500 x2 = £5000</p> <p>Evidence includes changing context of school, increased FSM learners and need for wider progress and engagement in learning support. X2 TLR3 positions Progress & Engagement Tutor.</p>

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

Budgeted cost: **£96,500**

Activity	Evidence that supports this approach
<i>Ty Enfys – pastoral, emotional support via individual and/or small groups, including a focus on attendance and wellbeing</i>	Safeguarding and Wellbeing Officer £41,000 (approx.) Student Support Officer £25,000 (approx.) Temporary / Fixed Term Curriculum Support Officer (G7) £28,000 (approx.) Similar strategy / system used successfully in 2023-2024 academic year.
<i>Temporary employment of one member of staff to lead the development of 'Enrichment' provision within the Curriculum for Porthcawl.</i>	1 x TLR3 from 01.09.24 to 31.08.25 = x1 £2500

Total budgeted cost: £169,116

Pupil Development Grant 2024-2025	
Learning & Teaching	£31,200
Community Focused Schools	£33,000
Wider Strategies	£96,500
PDG Total Spend	£160,700
Local Authority Education Grant (Standards) allocation	£169,050
<i>Approximate £8,416 underspend. However, this money will be used to provide additional resources for the identified interventions and strategic projects noted within this plan.</i>	