

## **PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT**

### **PORTHCAWL COMPREHENSIVE SCHOOL**



The purpose of the Pupil Development Grant (PDG) is to improve outcomes for learners eligible for free school meals (eFSM). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

#### **Introduction & Summary**

At Porthcawl Comprehensive School, our plan for using the PDG is integrated into, and aligned with, our School Improvement Plan (SIP), drawing on best practice, well-evidenced interventions and forming part of a whole-school strategy. We use the PDG in order to narrow the gap in both attainment and achievement for this targeted group. We fund a number of approaches aimed at supporting and enhancing wellbeing as well as improving academic knowledge and skill.

We track progress pupil progress regularly and ensure that high quality teaching and learning is in place every day. Our approaches range from the employment of specialist staff, bespoke provision and additional intervention. Other approaches are targeted and specific and aimed at removing barriers to learning that social context and poverty can lead to.

Porthcawl Comprehensive School uses the PDG funding for a range of 'whole-school approaches'. These approaches very often benefit all pupils. However, there is a focus on supporting the needs of eligible learners in light of the disadvantage they face. It is used to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

#### **Approaches include:**

- professional learning for teachers and/or support staff;
- employment of support staff;
- tailored learning and teaching interventions;
- providing high-quality learning and teaching; and
- developing Community Focused Schools

The school's PDG Plan is scrutinised by the Governing Body and monitored by the Local Authority and Central South Consortium Improvement Partner.

*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**

<b>Detail</b>	<b>Data</b>
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**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	<b>£169,050</b> (+£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 <b>Literacy Support Teacher</b> 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 <b>Numeracy Support Teacher</b> 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 <b>Safeguarding and Wellbeing Leader</b> and a <b>Student Support Officer</b> . 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 <b>Curriculum Support Officer</b> .  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 <b>Pastoral Support Assistant</b>.</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 <b>'Enrichment'</b>. 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 <b>'Progress &amp; Engagement Tutor'</b>.</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"> <li>• Support in literacy and numeracy;</li> <li>• Address barriers to learning and improve inclusion;</li> <li>• Learner support via withdrawal and/or small groups;</li> <li>• Bespoke curriculum to improve the provision for learners and the engagement of learners;</li> <li>• Increased emotional/wellbeing support;</li> <li>• Provide wider support for families and learners; and</li> <li>• Improve wellbeing and engagement.</li> </ul> |
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## Learning and Teaching

Budgeted cost: **£31,200**

<b>Activity</b>	<b>Evidence that supports this approach</b>
<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 =  <b>Total: £15,600</b></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 =  <b>Total: £15,600</b></p> <p>Similar strategy / system used successfully in 2023-2024 academic year.</p>

## Community Schools

Budgeted cost: **£33,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>
<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 <b>Pastoral Support Assistant (G7)</b> 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><b>Total: £28,000 (approx.)</b> (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 =  <b>£5000</b></p> <p><b>Evidence includes</b> changing context of school, increased FSM learners and need for wider progress and engagement in learning support. X2 TLR3 positions <b>Progress &amp; Engagement Tutor.</b></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>	<b>Safeguarding and Wellbeing Officer</b> <b>£41,000 (approx.)</b> <b>Student Support Officer</b> <b>£25,000 (approx.)</b> <b>Temporary / Fixed Term Curriculum Support Officer (G7)</b> <b>£28,000 (approx.)</b> 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 <b>£2500</b>

**Total budgeted cost: £169,116**

<b>Pupil Development Grant 2024-2025</b>	
Learning & Teaching	£31,200
Community Focused Schools	£33,000
Wider Strategies	£96,500
<b>PDG Total Spend</b>	<b>£160,700</b>
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>	

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

**PDG outcomes (Summary)**

This details the impact that our PDG activity had on pupils in the 2023 to 2024 academic year.

Activity	Impact
Support in literacy and numeracy	<ul style="list-style-type: none"> <li>Increased standards and progress in literacy and numeracy across the</li> </ul>

	<p>curriculum. Evident via intervention, test scores and outcomes.</p> <ul style="list-style-type: none"> <li>• Closing of the attainment gap between identified eFSM students and the full cohort at key stages 3 and 4.</li> <li>• Strong GCSE results in English Language and Mathematics/Numeracy.</li> <li>• Bespoke curriculum increased overall school engagement.</li> </ul>
Bespoke curriculum to improve the provision for and the engagement of learners	<ul style="list-style-type: none"> <li>• Increased attendance and engagement.</li> <li>• Improved outcomes in bespoke curriculum provision.</li> </ul>
Work of Safeguarding and Wellbeing Leader and Student Support Officer.	<ul style="list-style-type: none"> <li>• Increased emotional / wellbeing support; and</li> <li>• Improved wellbeing and engagement.</li> <li>• Increased work and liaison with outside agencies.</li> <li>• Improved / strengthened pastoral structures.</li> </ul>

### 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.

Programme	Provider
n/a	

### Self-Evaluation Summary 2022-2023 (5/12ths) 2023-2024 (7/12ths)

Key Question	Commentary
Was the PDG plan / strategy appropriate in meeting the needs of eFSM learners across the school?	<p>Heads of Year and Curriculum Leaders are aware of who the eFSM pupils are in their year groups and/or subject areas. These staff monitor and track their wellbeing, progress and performance with strong impact. This is evident in termly standards &amp; progress reports from middle leaders, fortnightly Actions &amp; Decisions (ADL) meetings, and weekly monitoring. Our monitoring can have an emphasis on support for pupils in Key Stage 4 (years 9, 10, 11) rather than in Key Stage 3 (years 7, 8) and this will be explored further.</p>
Did the PDG plan result in changes in practice or provision?	<p>The plan resulted in an increase in staffing in English and Maths (to run small group and 1:1 intervention) and in wellbeing / student support. This provision provided much needed capacity to support eFSM pupils in terms of</p>



	provision and outcomes
How effective has the PDG funding been in improving learner wellbeing?	From September 2023, the school has had in place two non-teaching Student Support Officers, who work across the key stages, with a focus on wellbeing, engagement, family and pupil support. They provide valuable support for the pupils which has allowed Heads of Year, Heads of Faculty and the Assistant Headteacher: Director of Progress to focus more strategically on monitoring, evaluating and tracking pupil data in all aspects of school life. However, we acknowledge that improvements are needed, and the Headteacher, along with the Senior Leadership Team are looking at the structural operations of the Head of Year (Year Tutor), and Assistant Year Tutor roles to best complement whole school approaches and strategy.
How effective has the PDG funding been in improving achievement of eFSM pupils?	This has been judged as overall 'good progress'. We have provided a range of bespoke intervention such as revised setting / group arrangements in core subjects, a revised curriculum plan, targeted English and Mathematics teaching, bespoke curriculum provision and mentoring programmes. Academic year 2022/23 (5/12ths of PDG) In Y11, eFSM/CLA Capped 9 is 321.8pts Academic year 2023/24 (7/12ths of PDG) In Y11, eFSM/CLA Capped 9 is 327pts In Y10, eFSM/CLA Capped 9 is 372pts In Y9, eFSM/CLA Capped 9 is 385pts In Y8, eFSM/CLA Capped 9 is 399pts
How effective does the self-evaluation and MER activities support vulnerable learner progress?	There has been an increased focus on tracking eFSM, vulnerable/discrete groups of learners at departmental / faculty level. This was improved in 2023-2024 and is also monitored closely and discussed in detail at Actions & Decisions Log (ADL) link meetings. At a pastoral level, the Deputy Headteachers hold the Heads of Year and Heads of Faculty to account in terms of Monitoring Evaluation & Review (MER) activities, through fortnightly ADL, Standards & Progress Meetings, Heads of Core Meetings and the school's annual review cycle of 'learning'.
A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it. Is the curriculum equitable in ensuring particular attention is paid to the provision of individuals and groups of learners across the school?	The school offers a bespoke curriculum for some of our most vulnerable learners. This can follow a range of different approaches via in-house and externally provided opportunities. ALN support is tailored to each individual and our Ty Enfys facility, which incorporates Curriculum and Student Support has provided additional in-house support via bespoke intervention, teaching and/or wellbeing. Furthermore, the Senior Leadership Team has recognised the need to expand this provision and is considering different structures for in-house provision. As well as learning, our work is having a positive impact on behaviour and attendance for the pupils who attend this provision. Our Key Stage 3 pupils, as they move through to Key Stage 4 will be offered a bespoke suite of qualifications that are tailored to their needs. Across the school, there is evidence of increased

	intervention and bespoke learning pathways being offered as an alternative to just studying GCSE qualifications e.g. Agored, Skills, Hair & Beauty.
How is the teaching and learning of vulnerable pupils?	All staff use the five 'Porthcawl Principles' as overarching strategies in their teaching, with a range of strategies and approaches delivered through the five principles. This is having the desired impact with all learners but in particular the most vulnerable. We structure our learning to ensure a consistency and a drive for 'exceptional learning for all', with a spotlight on differentiation to challenge all learners. Teaching staff are aware of who the vulnerable pupils are in their classes and ensure that detailed informative feedback is provided to ensure progress. Since 2023-2024, all teachers make effective use of the Class Charts software and Provision Map software to assist in highlighting those pupils in teachers' classes.
Have there been improvements in the quality of teaching and learning?	There has been strong improvement in the quality of learning and teaching as outlined briefly in the section above. With the development of learning and teaching being a whole school strategic priority (Priority 2). This has led to far more consistency in lesson delivery (standards & progress and quality of teaching) achieved which has been evidenced in the judgements given to departments and faculties as a result of our whole school teaching and learning reviews. In 2024-2025, we start an 'annual cycle' of learning which will strengthen our processes.
How effective is the culture and climate in the school in enabling the development of vulnerable pupils? How effective is the culture and climate in the school in enabling the school taking steps to be poverty aware?	The school continues to promote equality for all learners, during registration, assemblies and lessons. All that we do is underpinned by our Curriculum Vision and the characteristics of the Porthcawl Pupil. This is our day-to-day and part of our drive to ensure the very best for all pupils. In terms of financial support, the school provides examination resit payments, a uniform exchange, free peripatetic lessons and subsidised school trips and activities. Where applicable we also support and subsidise equipment.
How effective is the school in addressing any attendance and exclusion needs of eFSM pupils?	The school's Student Support Officers provide significant and valuable support in relation to attendance and supporting those pupils at risk of exclusion. One Student Support Officer has been allocated as the member of staff with specific contact for CLA and eFSM pupils, linking with the Deputy Headteacher (wellbeing) and Assistant Headteacher (attendance) to target and focus intervention. This alongside, calendared meetings with a range of professionals is supporting pupil engagement. The Deputy Headteacher (wellbeing) holds regular meetings with the ALNCo (also alternative curriculum lead) and Ty Enfys staff and this is effective in understanding learner need. We also have Assistant Year Tutors who focus on attendance. Despite this increased focus on attendance, eFSM attendance across the school is currently lower than the National, LA and contextual average (78.5% compared to 79.4% nationally). This was

	evident in the Welsh Government's Attendance Core Data Set for 2023 reporting. However, in 2024 attendance reporting (subject to validation at the time of writing this report) the whole school FSM and non-FSM attendance percentage has increased. With the overall attendance figure increasing by one percentage point when compared to 2023.
Is there proportional representation of eFSM pupils across the school? For example, school council positions of responsibility, extra-curricular, top sets?	The Senior Leadership Team has actively sought the views of all pupils in terms of pupil voice (summer 2024). Through the annual monitoring and review calendar and through follow up discussions between all pupils with Senior Leaders. eFSM pupils have had the opportunity to share their views. eFSM pupils are actively approached and invited to join a variety of pupil groups to include: The Wellbeing Ambassadors, Student Council, Eco-Groups, Extra-curricular groups and are, as a result, proportionally represented
From discussions with school leaders, what are the emerging school improvement priorities relating to vulnerable learners next year?	<ul style="list-style-type: none"> <li>• Continue to rigorously monitor the attendance and punctuality of eFSM learners, with an increased focus on the attendance of eFSM girls;</li> <li>• Continue to track the performance of eFSM learners in terms of outcomes across all year groups, whilst also providing bespoke targeted curriculum and learning intervention;</li> <li>• Continue to provide bespoke support via Ty Enfys</li> <li>• Consider staffing allocation / curriculum allocation; and</li> <li>• Offer a bespoke curriculum to those eFSM who find mainstream a daily challenge.</li> </ul>