

## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT



*This statement details our school's use of the PDG for the 2023 to 2024 academic year.*

*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	1225
Proportion (%) of PDG eligible pupils	Current 11.05.23 = (143/985) = 14.7%
Date this statement was published	June 2023
Date on which it will be reviewed	31.03.24
Statement authorised by	M Stephens
PDG Lead	D Beard
Governor Lead	A Thomas

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£154,100 (+£26,450 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; 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, e.g. Transitionally protected students.*

*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 stages 3 and 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.
2. Introduction of Literacy Support Officer to support identified students with basic literacy skills across Key Stages 3 and 4, providing both in-class and small group support intervention	Improved outcomes for students within NRT assessments at KS3, reducing the gap within the cohort.  Improved outcomes in GCSE English Language.

<p>3. Introduction of Numeracy Support Officer to support identified students with basic numeracy skills across Key Stages 3 and 4, providing both in-class and small group support intervention</p>	<p>Improved outcomes in maths at KS3, reducing the gap within the cohort.</p> <p>Close the gap between eFSM and non-FSM in KS4 Numeracy and maths GCSE</p>
<p>4. Safeguarding and Wellbeing Leader and Student Support Officer. Post holders to respond to and provide mentoring, monitoring, support, and engagement opportunities to our most vulnerable learners. Work with Ty Enfys staff/pastoral staff to provide pastoral organisation, health and wellbeing support, liaise with outside agencies for continuity of support.</p>	<p>Mentoring and wellbeing support for identified learners.</p> <p>Improve engagement in learning and school.</p> <p>Students engage appropriately, both within lessons and across the wider school community.</p> <p>Attendance both to school and to lessons during the day improves.</p> <p>Families continue to be involved in supporting their child.</p> <p>Progression and attainment of vulnerable students improves.</p>
<p>5. Learning/Curriculum Support Officer</p> <p>To provide mentoring, monitoring, and curriculum support for learners via bespoke programmes of curriculum support.</p> <p>To include 1:1 and small group sessions with an increased focus on KS4.</p>	<p>To reduce barriers to being in school and therefore engage more successfully in all aspects of learning both in the classroom and within the school community.</p> <p>Support the achievement of bespoke qualifications and programmes.</p>

### Activity in this academic year

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

- 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; and
- Improve wellbeing and engagement.

## Learning and Teaching

Budgeted cost: £46,800

Activity	Evidence that supports this approach
<i>Support for Literacy via timetabled Literacy support sessions at KS3 and KS4</i>	Employment of literacy support officer from 01.09.23 to 31.08.24 for 3 days per week @ £40/hr x 5 hrs per day x 39 weeks = £23,400
<i>Support for Numeracy via timetabled Numeracy sessions at KS3 and KS4</i>	Employment of numeracy support officer from 01.09.23 to 31.08.24 for 3 days per week @ £40/hr x 5 hrs per day x 39 weeks = £23,400

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

Budgeted cost: £90,916

Activity	Evidence that supports this approach
<i>Ty Enfys – pastoral, emotional support via individual and/or small groups, including a focus on attendance</i>	<p>Safeguarding and Wellbeing Officer Grade 10 Salary – Gross £31,000, NI £3,100, Super £6,200 = £40,300</p> <p>Curriculum Support Officer LSO Grade 8 Gross £21,480, NI £1,704, Super £4,248 = £27,432</p> <p>LSO salary – Gross £21,480, NI £1,704, Super £0 = £23,184</p>

**Total budgeted cost: £137,716 (£16,384 projected underspend)**

**£14,066 will be used from PDG to meet the demands within the EIG of the alternative provision as required.**