

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 several 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, mentoring 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 School Improvement Partner.

*This statement details our school’s use of the **Pupil Development Grant (PDG)** for the 2026 to 2027 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	1185 (2025, published PLASC figures)
Proportion (%) of PDG eligible pupils	13.6% (Rolling 3-Year Average %) 17.2% (January 2026) including ‘transitionally protected’ students.
Date this statement was published	June 2026
Date on which it will be reviewed	31.03.27
Statement authorised by	Mr M Stephens (Headteacher)
Grant Funding Lead	Mr D Beard (Deputy Headteacher)
Chair of Governors (Lead)	Mrs A Thomas

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£157,579 (£1,309 lower than the previous financial 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 / wellbeing support via two Student Support Officers who work across year groups and key stages;*
- *employing a Curriculum Support Officer to provide pastoral and curriculum support with a particular focus on the attendance, progress and engagement of eFSM students; and*
- *a particular focus on providing a ‘bespoke’ curriculum provision (where needed).*

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. The outcomes of eFSM pupils improve at Key Stage 4.

<p>2. 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.</p>	<p>Mentoring and wellbeing support in place for identified learners.</p> <p>Improved engagement in learning and attendance at school.</p> <p>Students engage successfully, both within lessons and across the wider school community.</p> <p>Attendance both at school and in lessons during the day improves.</p> <p>Families continue to be involved in supporting their child, and this is supported via a comprehensive 'Helping Hands' programme.</p> <p>Progression and attainment of vulnerable students improves.</p>
<p>3. Employment of a Curriculum Support Officer. To provide mentoring and curriculum support for learners via bespoke programmes of curriculum support and alternative curriculum via the Curriculum Support Room. To include 1:1 and small group sessions with an increased focus on Key Stage 3.</p>	<p>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.</p> <p>Support the achievement of bespoke qualifications and programmes.</p> <p>Under the guidance of the school's ALNCo, facilitate a range of provision via the school's Curriculum Support Room as per each pupil's bespoke timetable / curriculum.</p> <p>Literacy and Numeracy Support in place.</p>
<p>4. Provide a bespoke, alternative curriculum to meet the needs of pupils in Key Stage 3 and Key Stage 4. To include full time and part time provision delivered both 'in-house' and 'off-site' as per curriculum modifications and need.</p>	<p>To support individual learner needs, to improve attendance and increase engagement.</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 across the wider aspects of school via a bespoke curriculum offer.</p> <p>Bespoke provision in place for identified pupils.</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 individual withdrawal and/or small groups;
- Bespoke curriculum to improve the provision for learners and the engagement of learners;
- Increased emotional/wellbeing support;
- Attendance support;
- Provide wider support for families and learners; and
- Improve wellbeing and engagement.

Learning and Teaching

Budgeted cost: **£28,000**

Activity	Evidence that supports this approach
<p><i>Employment of a Curriculum Support Officer to work within the school's Curriculum Support Room.</i></p> <p><i>To focus on pupil progress, learner engagement, attendance and wellbeing.</i></p>	<p>Employment of x1 Curriculum Support Officer (G7) from 01.09.26 to 31.08.27. To provide 'curriculum support'.</p> <p>This strategy provides increased teaching & learning support. Alongside of this, it further supports the care support and guidance the school provides its pupils.</p> <p>The 2026-2027 academic year will build upon the introduction of the school's 'Curriculum Support Provision' in 2025-2026 with a more structured entry and exit criteria.</p> <p>The school's evidence and evaluation confirm that pupils who engage in curriculum support benefit greatly from additional individual / small group intervention and a bespoke curriculum offer. It is evident that this additional support strengthens pupil progress, engagement and attendance.</p> <p>Under the guidance of the school's ALNCo, the post holder to work primarily with KS3 and KS4.</p> <p>x1 (G7) temporary / fixed term positions.</p> <p>Total: £28,000 (approximate) (figure includes, NI and Superannuation)</p>

Community Schools

Budgeted cost: **£28,000**

Activity	Evidence that supports this approach
<i>Temporary / fixed term employment of a Family Engagement Officer to focus on engagement, attendance and wellbeing.</i>	<p>Employment of x1 temporary / fixed term Family Engagement Officer (G7) from 01.09.26 to 31.08.26.</p> <p>Post holder to work primarily with KS3 and KS4 pupils. The role will increase/strengthen community working. E.g. home-school-partnerships and family learning.</p> <p>x1 (G7) temporary / fixed term positions.</p> <p>Total: £28,000 (approximate) (figure includes, NI and Superannuation)</p>

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

Budgeted cost: **£102,500**

Activity	Evidence that supports this approach
<i>Employment of a Safeguarding & Wellbeing Leader and Student Support Officer to work within the school's Student Support provision in Ty Enfys. To provide pastoral and emotional wellbeing support via individual and/or small groups, including a focus on relationships, equity and wellbeing.</i>	<p>The continuation of the school's successful 'Student Support' provision to support all pupils with a particular focus on eFSM.</p> <p>Employment of x1 Safeguarding and Wellbeing Officer Total: £43,000 (approximate) (figure includes, NI and Superannuation)</p> <p>Employment of x1 Student Support Officer Total: £27,000 (approximate) (figure includes NI)</p> <p>Similar strategy / system used very successfully in the 2025-2026 academic year.</p>
<i>Courses and support from an 'alternative curriculum' offer for disengaged learners / learners in need of modified support. E.g. curriculum provision and/or modification delivered by outside providers.</i>	<p>Evidence: The school has a successful track record of designing bespoke and/or alternative curriculum provision for pupils to increase engagement.</p> <p>Total: £30,000</p> <p>Sum will depend on enrolment agreed by outside partners in readiness for September 2026.</p>

<p><i>Provide resources and/or equipment to enhance and improve the school's 'Enrichment' provision and/or educational trips and visits for eFSM pupils.</i></p>	<p>Evidence: Since the 2024-2025 academic year, the school has provided a bespoke 'Enrichment' curriculum offer for pupils in Key Stage 3. This curriculum is experiential and is designed as a fortnightly extra-curricular offer for pupils. This funding will allow provision to be improved and broadened, and for resources to be purchased and provided for eFSM pupils.</p> <p>Where needed, this funding will be used to provide additional support for school trips and visits.</p> <p>Total: £2,500</p>
--	---

Total budgeted cost: £102,500

Pupil Development Grant 2026-2027	
Learning & Teaching	£28,000
Community Focused Schools	£28,000
Wider Strategies	£102,500
Pupil Development Grant (PDG) Total Spend	£158,500
Pupil Development Grant (PDG) allocation	£157,579
<i>Approximate £921 overspend. This will be supplemented by the school's delegated budget.</i>	

Part B: Review of outcomes in the previous academic year

PDG outcomes (Summary)

This details the impact that our Pupil Development Grant (PDG) activity had on pupils in the 2024-2025 academic year (5/12ths) and the 2025 to 2026 academic year (7/12ths).

Activity	Impact
Support in Literacy and Numeracy	<ul style="list-style-type: none">• Increased standards and progress in literacy and numeracy across the curriculum. Evident via intervention, test scores and outcomes.• Closing of the attainment gap between identified eFSM students and the full cohort at Key Stage 3.• Overall positive GCSE results in English Language and Mathematics/Numeracy. In Summer 2025, whole school Literacy Points Score Average was 44.7pts, Numeracy Points Score Average was 41.3pts and the Capped 9 was 387.5pts. With the Welsh Government, All Wales Core Dataset, the school's achieved v's modelled were all significantly 'positive'.• In 2025, the Capped 9 performance of our FSM pupils was above the Local Authority average, however it was slightly (less than 3pts) below the Family of School average and the Wales average.• In 2025, the school's FSM literacy points score (37pts) was significantly higher than the Family of Schools average (33pts), the Local Authority average (30.1pts) and the Wales average (31.8pts).• In 2025, the school's FSM numeracy points score (29.7pts) was higher than the Local Authority average (27.1pts) and the Wales average (27.9pts). It was in line with the Family of Schools average.• In 2025, the school's FSM science points score (30.8pts) was higher than the Family average (29.3pts), higher than the Local Authority average (27.5pts) and higher than the Wales average (27.1pts).• In 2025, the school's Skills Challenge Certificate FSM points score (29pts) was higher than the Local Authority average (27.8pts) and the Wales average (22.4pts). It was in line with the Family of Schools average.• In 2025, the FSM / Non-FSM performance gap narrowed and is less than the Family, Local Authority and Wales averages in a few identified performance

	measures. However, this requires further improvement.
Bespoke curriculum to improve the provision for and the engagement of learners	<ul style="list-style-type: none"> • A broader, more wide-ranging 'alternative' curriculum offer meets need. There is evidence of success both in terms of outcomes and engagement with pupils attending the Junior Apprenticeship (JA) programme. • All FSM pupils attending the Junior Apprenticeship (JA) Programme successfully completed and secured a P16 pathway. • Increased attendance and improved engagement from pupils. • Improved outcomes in bespoke curriculum provision.
Work of Curriculum Support Officer	<ul style="list-style-type: none"> • Stronger outcomes (both at KS3 and GCSE) for vulnerable learners. In identified subjects. • Additional qualifications facilitated such as SWEET. • Increased curriculum support / bespoke timetable / curriculum offer. • Improved wellbeing and engagement. • Increased 'curriculum' offer and structure for pupils following modified timetables. • Improved / strengthened learning structures.
Work of Safeguarding and Wellbeing Leader and Student Support Officer	<ul style="list-style-type: none"> • Increased emotional / wellbeing support. • Improved wellbeing and engagement. • Increased work and liaison with outside agencies. • Improved / strengthened pastoral structures.

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 2024-2025 (5/12ths) 2025-2026 (7/12ths)

Key Question	Commentary
Was the PDG plan / strategy appropriate in meeting the needs of eFSM learners across the school?	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 & Progress Reports' from middle leaders, fortnightly Actions & Decisions (ADL) meetings and weekly monitoring. Our self-evaluation processes focus on all 'learners' and all 'areas' effectively. Moving forward,

	our monitoring and mentoring should be refined further to have a greater emphasis on support for pupils in Key Stage 4 (Years 10, 11) rather than in Key Stage 3 (Years 7, 8, 9) and this will be explored further.
Did the PDG plan result in changes in practice or provision?	The plan resulted in an increase in staffing/provision within English and Maths (to run small group and 1:1 intervention) and within the school's wellbeing / student support departments. The plan resulted in a 'strengthening' of curriculum support via the introduction of a bespoke in-house provision. E.g. pupils receiving small group and 1:1 intervention. This provision provided much needed capacity to support eFSM pupils in terms of their provision and outcomes.
How effective has the PDG funding been in improving learner wellbeing?	Over the last 12 months, 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 pupils which has allowed Heads of Year, Heads of Faculty, the Deputy Headteacher (Pastoral) 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 continue to look at the structural day-to-day 'operation' and 'strategy' of the Head of Year (Year Tutor), and Assistant Year Tutor roles to best complement whole school approaches and strategy. There was a notable increase of use of the Pastoral Hub and other intervention.
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 worthwhile, bespoke interventions 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 2024/25 (5/12ths of PDG) The following data is taken from the Welsh Government All Wales Core Data Set (My Local School): <ul style="list-style-type: none"> In Y11, eFSM/CLA Capped 9 is 294.6pts. This was above the Local Authority and in line with the Family and A wales average. Academic year 2025/26 (7/12ths of PDG) The following data is taken 'in-year' from the school's tracking systems: <ul style="list-style-type: none"> In Yr11, eFSM/CLA Capped 9 is predicted at 329.2pts In Yr10, eFSM/CLA Capped 9 is predicted at 323.3pts In Yr9, eFSM/CLA Capped 9 is predicted at 371.6pts In Yr8, eFSM/CLA Capped 9 is Predicted at 388.4pts In Yr7, eFSM/CLA Capped 9 is Predicted at 382.1pts
How effective does the self-evaluation and MER activities support vulnerable learner progress?	There is an on focus on tracking eFSM, vulnerable/discrete groups of learners at departmental / faculty level. Overtime this has been improved via Actions & Decisions Log (ADL) link meetings and refinements to our termly Standards Meetings between leaders.

	<p>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’ titled the “Expectations – Empowerment – Engagement” cycle. In 2025-2026, the school launched a revised meetings cycle with changes made to Pastoral Leader and Curriculum Leaders meetings – these are a stronger platform for pupil progress.</p>
<p>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?</p>	<p>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 Support and Student Support has facilitated 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 has/is considering different structures for in-house provision. Evident via the introduction of a Pastoral Hub and in 2025-2026, the relocation/expansion of the school’s Curriculum Support Room. As well as ‘learning’, our work is having a positive impact on behaviour and attendance for the pupils who attend this provision. Leaders have several case studies to evidence this. 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. This was strengthened in 2025-2026 to include ‘Learning in the Outdoors’. In addition, the school’s Enrichment Curriculum for Key Stage 3 provides experiences and skills for all pupils. 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 Cymru, Ospreys Programme, Skills, Hair & Beauty, Junior Apprenticeship Programme and/or Alternative Providers.</p>
<p>How is the teaching and learning of vulnerable pupils?</p>	<p>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 consistently across the school using a five-stage planning approach:</p> <ul style="list-style-type: none"> • Activate & Aim • Begin & Build • Check & Consolidate • Deepen & Display • Evaluate & Encapsulate <p>This approach ensures a consistency and a drive for ‘exceptional learning for all’, with a spotlight on differentiation to challenge all learners. In 2025-2026, we refined our processes further with a greater emphasis on subject-specific pedagogy and subject-specific assessment. This work was led by the school’s Middle Leaders at</p>

	<p>the end of the academic year 2024-2025 and at the start of academic year 2025-2026. Teaching staff are aware of who the vulnerable pupils are in their classes and ensure that detailed informative feedback is provided to ensure progress. All teachers make effective use of the Class Charts software, with extensive use of 'analytics' and Provision Map software to assist in highlighting those pupils in teachers' classes. This was refined and strengthened further in 2025-2026.</p>
<p>Have there been improvements in the quality of teaching and learning?</p>	<p>There have been strong improvements in the quality of learning and teaching as outlined briefly in the section above. The development of learning and teaching is a whole school strategic priority (as evidenced in the School Improvement Plan within Priority 2). Over time, our approaches and systems have led to more 'consistency' in lesson delivery both in terms of the standards & progress pupils achieve and the quality of teaching. The schools monitoring, evaluation and review processes demonstrate that teachers have a better understanding of the impact of their 'teaching' on 'learning'. Improved teaching has been evidenced in the evaluation within the school's "Expectations – Empowerment – Engagement" monitoring cycle. (see self-evaluation report)</p>
<p>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?</p>	<p>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. We have a clearly designed and structured pastoral/registration structure for all pupils. This is year group specific and is designed as Key Stage 3, Key Stage 4 and Key Stage 5; this ensures and supports effective climate and culture for all. 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 and resources. E.g. for Food Technology, Art, Enrichment.</p>
<p>How effective is the school in addressing any attendance and exclusion needs of eFSM pupils?</p>	<p>The attendance of FSM pupils is an on-going and strategic focus for the school. This is evident within Priority 3 of the School Improvement Plan. Over time, there have been improvements to whole school attendance. In 2025, the school's whole school attendance was 90.4%, which demonstrates that the school has increased its attendance rates faster than national figures, when comparing current attendance to pre-pandemic levels. However, the attendance of FSM pupils has fluctuated (over the last few years) and whilst the school has made improvements in overall attendance, the attendance of FSM pupils needs to improve. When considering 'attendance' the school has a range of comprehensive tracking, monitoring and supportive processes and these are effectively embedded into the school's overall processes. The school's Student Support Officers provide significant and valuable support in relation to attendance and supporting those</p>

	<p>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 system, 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, and in 2025-2026 our systems were strengthened with SLT mentoring Year 10 pupils. During the 2024-2025 academic year, whole school attendance increased by 0.4 percentage points (pp) when compared to the previous academic year, placing the school in benchmarking quarter 2 (top 50%) of similar schools. For 2025 reporting, whole school attendance placed the school as position third in its Welsh Government 'Family of Schools'. The school's attendance of 90.4% was above the Family average (89.6%), above the Local Authority (89%) and above Wales (89.1%). In 2024 reporting, the attendance of FSM pupils increased significantly by 3.2 pp when compared to the previous academic year. In 2024 reporting, the school's FSM percentage attendance figure was above the Family of Schools average and the Wales average. However, in 2025 reporting, the school's FSM attendance percentage dropped by 0.2 pp to 81.5% when compared to 2024 (81.7%). Despite the drop, in 2025, the attendance of the pupils identified as FSM was above the Family of Schools average (80.4%), above the Local Authority average (80.9%) and above the Wales average (81.2%). However, despite being above all three national comparators (as identified by the Welsh Government) the attendance of FSM pupils needs to improve. In 2025, the school made positive progress in reducing the number of pupils classed as 'persistently absent'. The above data is taken from the Welsh Government's Attendance Core Data Set for 2025 reporting. In 2025-2026, attendance reporting (subject to validation at the time of writing this report) indicates that the whole school FSM and non-FSM attendance percentage will decrease (slightly). This is due to a high-level of seasonal cold/flu virus during autumn term 2025, and when considered alongside the school's overall priorities/targets there was notable impact. The 2026 reporting data will be confirmed in the summer term 2026.</p>
<p>Is there proportional representation of eFSM pupils across the school? For example, school council positions of responsibility, extra-curricular, top sets?</p>	<p>The Senior Leadership Team has actively sought the views of all pupils in terms of pupil voice (spring term 2026). Through the annual monitoring and review calendar ("Expectations, Empowerment, Engagement Cycle") and through follow up discussions between all pupils with Senior Leaders. FSM pupils have had the opportunity to share their views. FSM pupils are actively approached and invited to join a variety of pupil groups to include: The Wellbeing Ambassadors, Year Group Councils, Whole</p>

	<p>School Councils, Eco-Groups, Extra-curricular groups and are, as a result, proportionally represented. The school also completes a biennial whole school pupil survey; this is due to be completed in summer term 2026, having been previously completed in summer term 2024.</p>
<p>From discussions with school leaders, what are the emerging school improvement priorities relating to vulnerable learners next year?</p>	<ul style="list-style-type: none"> • Continue to rigorously monitor the attendance and punctuality of eFSM learners, with an increased focus on the attendance of eFSM girls (Yr9, Yr10, Yr11) to also include U codes (late after register closed); • 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; • Provide a 'modified' curriculum (as required); • Continue to provide bespoke support via Ty Enfys; • Increase the use and function of the Curriculum Support Room. • Refinements t the use and function of the Curriculum Support Room; • Consider staffing allocation / curriculum allocation; and • Offer a bespoke curriculum to those eFSM who find mainstream a daily challenge.