

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 and the effect that last year's spending had within our school.

School Overview

Detail	Data
School name	Bryn Celynnog Comprehensive School
Number of pupils in school	1,337
Proportion (%) of PDG eligible pupils	14.14%
Date this statement was published	24.10.2023
Date on which it will be reviewed	19.3.24
Statement authorised by	Ms D Baldock
PDG Lead	Ms D Baldock
Governor Lead	Mr G Evans

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£178,250
Total budget for this academic year	£6,722,087

Part A: Strategy Plan

Statement of Intent

At Bryn Celynnog Comprehensive School, we aim to empower every child to achieve success through nurture and bespoke support. This includes:

- ensuring that eFSM students are empowered to access the curriculum by providing bespoke literacy and numeracy interventions;
- ensuring that eFSM students are able to access providing a raft of well-being support; strategies, including learning coaching, dog therapy, cognitive behaviour therapy, self-esteem coaching and ELSA for targeted students, and to offer therapeutic solutions for targeted families.
- ensuring that eFSM students are able to attend school regularly by providing support and interventions from dedicated attendance staff;
- ensuring that eFSM students have access to a range of enrichments activities;
- ensuring that eFSM students and their families are encouraged to aspire to the highest possible educational achievements through targeted support.

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 Outcomes

Intended outcome	Success criteria
Improved literacy and numeracy levels	As a result of targeted interventions, eFSM students improve their literacy/numeracy levels in line with their chronological age.
Improved well-being	eFSM students improve their well-being, evidenced through well-being surveys.
Improved attendance	The attendance of targeted eFSM students improves.
Improved engagement in enrichment activities	eFSM students are involved in enrichment activities through the Pupil Engagement Programme.
Improved academic achievement	The achievement of eFSM students continues to improve, with an increased proportion of eFSM students accessing the Sixth Form.

Activity in this academic year

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

- Literacy and Numeracy Coaches are employed to provide targeted interventions. This includes a Literacy Coach specifically devoted to Year 11 and Sixth Form students.
- Additional well-being provision has been sourced to ensure that students have access to a raft of well-being interventions tailored to individual needs.
- An additional Attendance Officer has been employed to enhance the raft of attendance interventions offered to students and their families.
- An Assistant Headteacher has been appointed to extend the offer of enrichment activities to eFSM students and their families.
- Well-being Coaches are assigned to specific cohorts and targeted students to ensure that 'nurturing success' results in improved academic achievement and fulfilment.

Learning and Teaching

Budgeted cost: £10,200

Activity	Evidence that supports this approach
Literacy / Numeracy Coaches	Literacy and numeracy levels enable students to fully access the curriculum.
Skills progression	Transferable skills / skills progression enable access to the curriculum.

Community Schools

Budgeted cost: £15,000

Activity	Evidence that supports this approach
Enrichment activities through the Pupil Engagement Programme	Student fulfilment and engagement improves motivation to access the full range of educational experiences.

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

Budgeted cost: £153,192

Activity	Evidence that supports this approach
Well-being interventions	Students' social skills, self-esteem and mental health impact on academic success and personal fulfilment.
Attendance interventions	Attendance has been adversely affected post-pandemic.

Total budgeted cost: £178,392

Part B: Review of outcomes in the previous academic year (2022-23)

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2022 to 2023 academic year.

Pupil Engagement Programme

- 105 eFSM students participated in the Pupil Engagement Programme.

Targeted Support

In 2022-23, 181 eFSM students accessed targeted support (above and beyond that provided by form tutors and Heads of Year) in either well-being and/or attendance. This can be broken down as follows:

- 77 accessed regular learning coaching sessions
- 36 took part in the Flourish Project
- 24 attended dog therapy sessions
- 28 accessed counselling from our behavioral therapist.
- 15 received ELSA intervention
- 8 took part in school based, targeted YEPS initiatives
- 8 took part in a school-based attendance initiative, five of whom have gone on to sustain attendance of >94% so far this academic year.
- In 2022-23, the **attendance** of our eFSM students showed improvement from the previous year, in all year groups except years 7 and 11. Improving the attendance of our eFSM students remains a priority and we have a multi-faceted strategy in place to address this for 2023/24.

	Pupils in group		Attendance	
	Year 22/23	Year 21/22	Year 22/23	Year 21/22
Year 7	66	45	82.7	85.3
Year 8	48	49	82.9	77.1
Year 9	54	49	79.5	75.5
Year 10	48	41	75.7	63.3
Year 11	41	41	57.3	64.9

- In 2022-23, the average negative **behaviour** points of our eFSM students was -8.0 (compared with -4.7 for non eFSM students). This is an improvement from the previous year, in which the average negative behaviour points of our eFSM students was -13.3 (-11.02 for our non-eFSM students).
- In 2022-23, the average **well-being** score submitted to the Class Charts well-being tracker by eFSM students was +0.94 (compared to +1.02 for non eFSM students). This is an improvement on the previous year, when the average score for eFSM students was +0.77 (+0.99 for non eFSM).

Academic Achievement

- At GCSE, eFSM Capped 9 has increased by 22 points to 292 from 270 in 2019. Students on average improved by 1.5 grades during Y11.
- 40% of eFSM learners achieved GCSEs grade C and above including English and Mathematics.
- Skills (WBQ) at KS4 students average point score rose from 32 in 2019 to 34.5 in 2023. Students on average made over one grade improvement during Y11.
- At KS3:
 - 86.2% of eFSM students achieved L5+ in English.
 - 90% of eFSM students achieved L5+ in Mathematics
 - 90% of eFSM students achieved L5+ in Science.
 - 86.2% of eFSM students achieved CSI threshold.

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	