**PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT**

*This statement details our school’s use of the PDG for the 2023/2024 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**

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| **Detail** | **Data** |
| School name | Porth Community School |
| Number of pupils in school | 939 |
| Proportion (%) of PDG eligible pupils | 28.4% |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Yvonne Jones |
| PDG Lead | Senior Deputy Headteacher  Assistant Headteacher Inclusion and Wellbeing |
| Governor Lead | Chair of Governors |

**Funding Overview**

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| **Detail** | **Amount** |
| PDG Funding allocation this academic year | £262,200 |
| EYPDG Funding allocation this academic year | £10,350 |
| **Total budget for this academic year** | **£272,550** |

**Part A: Strategy Plan**

**Statement of Intent**

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| The purpose of the Pupil Deprivation Grant (PDG) is to improve outcomes for learners eligible for free school meals (eFSM) and looked after children (LAC). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.  The expenditure is directed to partial costs for:   * Teaching Assistants (Literacy interventions) * Teaching Assistants (Numeracy interventions) * Pastoral/Wellbeing support   Porth Community School will support eligible pupils through a variety of regular interventions and support provided by staff. This will be closely tracked by senior staff to ensure appropriate interventions are in place and progress is made by pupils.  Key areas to be addressed are literacy, numeracy and wellbeing. These are encompassed within the School Development Plan priorities and embrace the Curriculum for Wales: pupils are ambitious, capable learners. Pupils are healthy, confident individuals.  **Priority 2** – To develop pupils literacy, numeracy and digital skills to support progress across all areas of learning.  **Priority 4** – Ensure a whole school focus on wellbeing and mental health for staff and pupils. |

**Intended Outcomes**

This explains the outcomes we are aiming for by then end our current strategy plan, and how we will measure whether they have been achieved.

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| **Intended outcome** | **Success criteria** |
| Pupils are ambitious, capable learners | PDG eligible pupils:   * Close gaps with their peers. * Many make strong progress in developing their literacy and numeracy skills. * Pupils who receive interventions make strong progress in their literacy and numeracy skills. |
| Pupils are healthy and confident individuals | PDG eligible pupils:   * Improved attendance. * Reduction in referrals to external agencies for mental health. * Pupils feel confident in coming to school and accessing learning. * Access a range of activities not normally accessible to them. |

Activity in this academic year

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| * Staff will support PDG eligible pupils with a range of literacy, numeracy and wellbeing interventions. * Leaders will closely track PDG pupils progress and skills to inform interventions. * PDG eligible pupils will have access to a wide extracurricular programme and will be supported to attend. |

**Learning and Teaching**

**Budgeted cost: £265,174**

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| **Activity** | **Evidence that supports this approach** |
| Specialist literacy and numeracy teaching assistants provide a range of interventions for targeted pupils. | Established literacy and numeracy programmes are used to support pupils’ skill development in these areas.  These programmes have demonstrated success over a number of years, both across the school and other schools in Wales. Programmes include:   * Accelerated Reader * Literacy Launchpad * Rapid Read * Lexonics * MALT * Big Maths |

**Community Schools**

**Budgeted cost: £0**

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| **Activity** | **Evidence that supports this approach** |
| **\*\*Not prioritised through PDG funding – addressed elsewhere\*\*** | |

**Wider strategies**

**(For example and where applicable, health and wellbeing, curriculum and qualifications, leadership and raising aspirations)**

**Budgeted cost: £32,665**

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| **Activity** | **Evidence that supports this approach** |
| Specialist pastoral support is provided to support pupils with their mental health | A variety of well-established strategies are available to support eligible pupils with their mental health and wellbeing.  These include access to mental health support programmes and liaison with external agencies to provide bespoke support for pupils. |

**TOTAL BUDGETED COST: £297,839 (additional costs will be met from the school budget).**

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

**PDG Outcomes**

Procedures for identifying pupils who require literacy and numeracy interventions are well established across all phases of the school. Many eFSM pupils in receipt of interventions make good progress from a low starting point. Teaching Assistants and Learning Coaches use well-embedded strategies to develop pupils’ skills.

Pastoral support encompasses all behaviours which affect learning, providing direct intervention and referring pupils for external support. Support provided has resulted in the removal of external barriers to learning and provided pupils with security and continuity of pastoral care. Support provided assists vulnerable/eFSM pupils of all abilities to achieve in line with nFSM pupils

**Externally provided programmes**

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| **Programme** | **Provider** |
| **\*\*PDG funding is not used to fund externally provided programmes\*\*** | |

**Further information**

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| **N/A** |