

# Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2024 to 2025 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.

If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.

## School Overview

| Detail                                  | Data              |
|---|-------------------|
| School name                             | Ysgol Aberconwy   |
| Number of learners in school            | 1114              |
| Proportion (%) of PDG eligible learners | 19.2%             |
| Date this statement was published       | 30/9/24           |
| Date on which it will be reviewed       | 18/7/25           |
| Statement authorised by                 | Ian Gerrard       |
| PDG Lead                                | Leadership Team   |
| Governor Lead                           | Dr Brenda Bignold |

## Funding Overview

| Detail                                     | Amount           |
|--|------------------|
| PDG funding allocation this academic year  | £ 200,100        |
| <b>Total budget for this academic year</b> | <b>£ 200,100</b> |

## Part A: Strategy Plan

### Statement of intent

The purpose of the Pupil Development Grant is to improve the educational attainment of pupils from low income families and who are entitled to free school meals (eFSM). Schools are expected to maximise the use of this funding by introducing sustainable strategies which will quickly lead to improved outcomes for pupils entitled to free school meals.

As a school, we want to learn from the best practice in Wales and beyond by:

1. planning interventions that focus on improving the attainment of pupils from deprived backgrounds, regularly monitoring pupils' progress and evaluating the impact of the intervention.
2. integrating plans for the effective use of the PDG into the School Development Plan, basing our practice on sound evidence and including them as part of a whole school strategy.
3. balancing whole school strategies with targeted interventions to ensure that all learners entitled to free school meals benefit as individuals, whilst the whole school also develops its ability to support every learner to achieve their full potential.

Ysgol Aberconwy has a comprehensive plan, agreed and monitored by Conwy Local Authority, to promote high expectations attainment and progress and to remove barriers to learning for pupils entitled to this funding.

We have used the funding available to:

- Providing targeted support to improve attendance for vulnerable learners.
- Developing opportunities for parents and the local community to become more involved in pupils' learning.
- To develop additional learning opportunities at lunch and after school through clubs and workshops.
- To provide after school and holiday learning session to support the progress of vulnerable learners.
- Provide learning coaches to support identified groups of learners.
- Provide additional mentoring to support identified groups of learners.
- Provide personalized curriculum opportunities to support identified groups of learners.
- Ensure that teaching and learning is of the highest standard for all learners and that all teaching staff are aware of vulnerable pupils and of support available for them.
- To support learners with essentials for learning through a deprivation fund.

## 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   |
|--|--|
| Ensuring learner well-being, as the foundation for learning, is the primary focus for these learners   | Improved attendance of specified learners and overall rate at 92%. FSM rate to 90%                   |
| Support pupils social and emotional learning   | Reduced exclusion rate to 300 sessions   |
| Encourage pupils to become independent and resilient learners  | Improved GCSE outcomes – APS to 375. FSM APS to 325.   |
| Monitor interventions to ensure that they are having the expected impact   | Exclusion and attendance rates for specified learners reduce   |
| Develop early literacy and numeracy approaches   | Average NNT and NRT scores >100. FSM cohort >95  |
| Developing strategic partnerships with third sector or other agencies to work together to raise the attainment of disadvantaged learners   | Improved GCSE outcomes – APS to 375. FSM APS to 325.   |
| Reduce the number of cases where eFSM receive fixed-term exclusions  | Reduced exclusion rate to 300 sessions. eFSM exclusions in line with rest of the school              |
| Increase the attendance of eFSM learners   | Improved attendance of specified learners and overall rate at 92%. FSM rate to 90%                   |
| Develop parental engagement and engagement with families to help them support their children’s learning  | Improved GCSE outcomes – APS to 375. FSM APS to 325. Average NNT and NRT scores >100. FSM cohort >95 |
| Support all eFSM learners via effective early identification and tracking. This includes the more able learners  | Exclusion and attendance rates for specified learners reduce   |
| Up-skilling both teaching and support staff so they use pedagogical approaches known to be most effective for learners from disadvantaged backgrounds, including in a blended learning context | Improved GCSE outcomes – APS to 375. FSM APS to 325. Average NNT and NRT scores >100. FSM cohort >95 |
| Ensure support staff are highly trained to deliver appropriate interventions effectively.  | Exclusion and attendance rates for specified learners reduce   |

## Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

## Learning and teaching

Budgeted cost: £39,150

| Activity  | Evidence that supports this approach  |
|---|---|
| Part fund additional staffing to deliver 'Reading Power Programme' to enhance literacy skills at KS3  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>   |
| Part funding of additional TA support to assist in 1-1 support of learners at KS3   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>   |
| Continue to develop teacher's skills in collaborative learning strategies, assessment for learning, developing creative and persuasive thinking, literacy, numeracy and specific aspects of well-being and growth mindset | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a> |

## Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £ 65,908

| Activity   | Evidence that supports this approach  |
|--|---|
| Part fund EWO and ASA to support and improve attendance          | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> |
| Purchase of 'SchoolCloud' product to support parental engagement | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>                     |
| Develop onsite inclusion centre in Hafan and Pontio              | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>                     |

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

Budgeted cost: £ 95,042

| Activity  | Evidence that supports this approach  |
|---|---|
| Part fund Guidance Mentors at KS3   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>   |
| Part funding of additional support for KS3 and KS5 Pastoral teams   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>   |
| Purchase of 'ProvisionMap' software to develop tracking systems and data reviews on SIMs  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>   |
| Timian training for Y Ganolfan and Pastoral staff   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>                   |
| Provide training for the delivery of a comprehensive intervention programme including : ELSA, Seasons of Growth, Lego therapy, EBSA, Drawing & Talking, Chatter and TiS training for additional support staff | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>       |
| Provide an appropriate curriculum at KS4 through engagement with College and other providers to improve engagement  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>             |
| Enhance the curriculum through extra curricular and outdoor learning opportunities, including participation in the John Muir Award, Duke of Edinburgh's award and funding trip costs                          | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>             |
| Provide time for ALNCo and Inclusion coordinator to monitor impact of grant expenditure on interventions listed and to refine practice where necessary  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> |

**Total budgeted cost: £ 200,100**

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

### PDG outcomes

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

| Activity   | Impact   |
|--|--|
| Professional Learning development to: <ul style="list-style-type: none"> <li>- Improve quality of teaching and learning</li> <li>- Provide pastoral interventions</li> </ul>                                 | Pastoral staff were trained to deliver 'trauma informed' strategies in 2023/24. A number of staff also embarked on the Timian programme and ELSA training. The school will be expanding this provision and training in 2024/25. Initial impact has been positive. Attendance remains above the LA average and in line with the all-Wales average.<br><br>CPS 9 improved from 337 to 347 in 2024 with FSM CPS9 increasing by a similar proportion from 279.5 to 292.6. The percentage of students achieving L2 increased by 2%.   |
| Provision of resources for: <ul style="list-style-type: none"> <li>- Pupil tracking</li> <li>- Annual licences</li> <li>- Curriculum engagement</li> <li>- Extra curriculum provision</li> </ul>             | We purchased licences for Schoolcloud and ProvisionMap. Pupil tracking software has enabled us to evaluate the effectiveness and frequency of our intervention strategy and School cloud has supported us in engaging with parents at parents evenings.<br><br>We have funded a number of activities for FSM students such as DofE, Glan Llyn, Rewards trips etc.  |
| Provide additional staffing to : <ul style="list-style-type: none"> <li>- Improve attendance</li> <li>- Improve literacy skills</li> <li>- Support mental health concerns</li> <li>- Support ALNs</li> </ul> | Attendance of FSM learners in 23/24 was 80.1%. This compares with the LA average of 76.4% and the school's FSM attendance in 2022/23 of 80.6%<br><br>Average scores in the NNT and NRT assessments improved during 2024 :<br><br>Y7 : <ul style="list-style-type: none"> <li>- Reading : 96 → 101.3,</li> <li>- Numeracy : 93.8 → 98.3</li> </ul> Y8 : <ul style="list-style-type: none"> <li>- Reading : 96.1 → 99</li> <li>- Numeracy : 94 → 97.8</li> </ul> Y9 : <ul style="list-style-type: none"> <li>- Reading : 96.3 → 100.2</li> <li>- Numeracy : 96.4 → 97.7</li> </ul> |

|  |  |
|--|--|
|  | Interventions for ALN students also had a positive impact. Reading scores for intervention groups in Y7 rose from 75.6 to 82.5, in Y8 from 80 to 87 and in Y9 from 81.7 to 83. |
| Provide supply costs to release key staff for training and development activities. | ALN transformation is on track, and students are appropriately supported in accordance with IDPs.  |

### 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 |
|-----------|----------|
|           |          |
|           |          |