



**YSGOL
LLANFYLLIN**

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2022 to 2023 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	Ysgol Llanfyllin
Number of pupils in school	815
Proportion (%) of PDG eligible pupils	14.2%
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr Graeme Hunter
PDG Lead	Mr Llyr Thomas
Governor Lead	Mr Graeme Hunter

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£115,000
Total budget for this academic year	£ 115,000

Part A: Strategy Plan

Statement of Intent

The PDG is made available to improve outcomes for learners who are eligible for free school meals (e-FSM), eligible learners in Early Years settings where Foundation Phase is delivered and children who are looked after by the local authority. It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

At Ysgol Llanfyllin we aim to support all our pupils and with this grant we can give extra support to those who are disadvantaged. Our ultimate objective is that our eFSM pupils have the same opportunities to achieve their potential as our non eFSM pupils do.

Our current strategy of investing in the wellbeing of the pupils in providing them with our Canolfan Teulu services combined with extra support in the class room and financial assistance with extra-curricular activities gives the wider support that they need to achieve their potential in their years with us at Ysgol Llanfyllin.

The key principles of our strategy plan are -

- Academic support in the form of intervention groups and someone to one support where needed to ensure pupils are making progress.
- Support with attendance issues to ensure that pupils are in school and learning.
- Wellbeing support to address any issues whether they are at home or at school, to ensure these issues do not form a barrier to their learning.

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
eFSM pupils have an equal opportunity to reach their potential as non eFSM pupils	That most of our eFSM pupils are making strong progress in relation to their starting points, measured by our tracking systems, teacher assessment 'data', self-assessment and evidenced shown by our impact assessments.
eFSM pupils are not being adversely affected by any issues at school or at home affecting their wellbeing.	Most eFSM pupils being supported by Canolfan Teulu make strong progress in their learning, show positive attitudes to learning and that there is a positive impact on their wellbeing. Accurate and up to date records to be kept to evidence to support this will be contained in stakeholder questionnaires, learner voice records etc.

eFSM pupils are being supported to attend school to be able to have the chance to succeed.	The Attendance Manager, Attendance Officer, Wellbeing Team and Education Welfare Officer working together to monitor the attendance levels of eFSM pupils to ensure support is given where needed. Regular reviews of attendance levels of eFMS pupils to be carried out to identify areas of concern and evidence improvements.
eFSM pupils get the opportunity to take part in extra-curricular activities that they would otherwise not benefit from. This wider approach is intended to benefit these pupils' wellbeing which will then feed into their academic achievements.	Individual pupils are assessed and offered financial support to enable them to take part in a sport or activity outside school that they would not be able to take part in otherwise. As a result, nearly all pupils receive an inclusive education at Ysgol Llanfyllin.

Activity in this academic year.

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

Learning and Teaching

Budgeted cost: £ 100,639

Activity	Evidence that supports this approach
Teaching Assistant Support.	<p>Studies showing that TAs have a positive impact on pupil attainment. Wilson et al. (2003) found that TAs improve pupils' learning experience, boost pupil motivation and self-esteem, establish good relationships with children and are largely favoured by parents.</p> <p>The role of Teaching Assistant is crucial as they are responsible for supporting children, ensuring that they get the most out of their school life and personal development in the classroom. They will work one-to-one with pupils, as well as in groups.</p>
ELSA support	<p>Emotional support assistants provide vital emotional support and guidance for eFSM students, offering them an emotionally available adult to practise strategies to manage their anger, stress, and emotional needs.</p> <p>“Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.SEL</p>

	<p>interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community” (EEF website)</p>
<p>KS4/Foundation phase Numeracy/Literacy intervention.</p>	<p>eFSM students receive regular intervention with a specialist one to one tuition from learning support assistant to boost their numeracy skills. “On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas” (EEF Website).</p>
<p>One to one interventions</p>	<p>Catch up literacy is used for One to one reading intervention programme for struggling readers from Reception to Year 9. According to the EEF, it has a moderate impact on their learning. Springboard, spelling tutor, NESSY and individual withdrawal sessions are delivered on a one to one basis.</p>
<p>Pastoral support manager(part salary)</p>	<p>In a large school, teachers can be in front of a large number of pupils in a week. Whilst it is vital for them to know their students in-depth, memorising a detailed curriculum and everyone’s individual learning needs doesn’t leave them much capacity to be attentive to their pastoral needs too. It would also be unfair to a child to have too many people privy to some of their most personal feelings and experiences. An effective pastoral manager bridges this gap. Fundamentally, their role is to remove barriers for the most vulnerable pupils to enable them to access their education, without being disadvantaged in relation to their peers. At an individual level, a professional in a pastoral role can have a profound impact on pupils. They can be the difference between a child attending school or not, or a family engaging with their child’s education. They can be crucial in ensuring that a child in their family gets the intervention and support they need, whether at school or at multi-agency level. Essentially, they can be the difference that ensures a child receives an effective education. At a whole-school level, the entire culture rests on pastoral leaders doing their jobs successfully, If they don’t school cannot undertake their core business of effectively educating children. The Estyn document - ‘Effective school support for disadvantaged and</p>

	vulnerable pupils – case studies of good practice’ evidences the importance of pastoral support in schools.
<i>Attendance Officer (part salary)</i>	The Attendance Manager, Attendance Officer, Wellbeing Team and Education Welfare Officer working together to monitor the attendance levels of eFSM pupils to ensure support is given where needed. Regular reviews of attendance levels of eFMS pupils to be carried out to identify areas of concern and evidence improvements.
eFSM SEREN	The SEREN students have been identified as the schools more able and talented learners. There are opportunities for these students to attend workshops, residential trips, funding will be available to support the eFSM SEREN learners to attend.

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

Budgeted cost: £ 14,361

Activity	Evidence that supports this approach
<i>Educational visits/Trip costs and cost of extra- curricular activities eg music lessons and outside school activities for eFSM pupils.</i>	Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. This increase in confidence and social skills feeds in to their academic achievements.
<i>If required, breakfast to be provided for eFSM pupils in exam years.</i>	It is well-known that appropriate food and nutrition is key to successful learning and pupil wellbeing. We will make our breakfast club available to eFSM students in KS4 at no cost to them or their families.

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Total budgeted cost: £ 115,000.00

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 2021 to 2022 academic year.

Total amount of grant £ 86,250 (April 21 to March 2022)

EYPDG - £5750 – to be spent on resources/staffing for the Foundation Phase.

PDGLAC - £270 – to be spent on resources and support for pupil who are in care.

The grant of £86,250 was used in the following ways:

Activity 2021-22	Commentary/outcome
<p>Intervention Support from Teaching Assistants to ensure that eFSM pupils are given the best chance to achieve their full potential whether they need extra help to achieve their levels or are more able and talented pupils who need to be challenged further.</p> <p>Amount spent –Foundation Phase and KS2 42.5 TA hours per week - £24,387 KS 3 & 4 24.5 TA hours per week - £14,070</p>	<p>Academic outcomes for eFSM pupils 2021-22:</p> <p>In terms of their skills, most (90%+) pupils from homes with low income make strong and secure progress in relation to their starting points and their age and ability.</p> <p>All eFSM pupils in KS2 achieved CSI and 80% achieving Level 5. However, only 50% of eFSM pupils in the FPh achieved the FPI.</p> <p>At KS4 the performance of eFSM students in the main subject indicators is broadly in line with the whole cohort. FSM students achieved a Cap 9 score of 406 which is only slightly below the 409 achieved by the whole cohort.</p> <p>The 2021-22 Cap 9 score of 406 by our eFSM students compares favourably with 368 in 2018-19, 380 in 2019/20 and 358 in 2020/2.</p> <p>FSM students performed well in Language/Literature achieving an average score of 46 which is slightly</p>

	<p>above the whole cohort score of 44. Performance in Maths/Numeracy, Science and Challenge Certificate were broadly in line with the whole cohort.</p>
<p>Pastoral Support for pupils throughout the school to ensure that it is not just the academic attainment of pupils that is being addressed. All aspects of wellbeing and mental health are covered by these skilled staff. Amount spent – £29,255</p>	<p>Support given to all students (eFSM and non) through our Canolfan Teulu pupil support centre.</p> <p>Most (90%+) pupils understand how to live a healthy lifestyle.</p> <p>Most (90%+) pupils generally feel safe and free from physical and verbal abuse at school and believe that bullying is not a cause for concern.</p> <p>Most feel confident that teachers and other staff deal very well with any problems that may arise. They understand how to make healthy choices in relation to diet, physical activity and emotional well-being. Most (90%+) know the most significant risks and how to keep themselves safe online.</p> <p>Evidence – pupil voice activities and stakeholder questionnaires’ 2021-22</p>
<p>Attendance monitoring to monitor and improve pupil attendance which in turn increases attainment and has a positive impact on learner outcomes. Amount Spent - £14,695</p>	<p>Attendance data for eFSM pupils 2020-21 - 2021-22</p> <p>2020 - 2021 FSM students’ attendance was 86.18% (non-FSM 86.8%)</p> <p>2021 - 2022 FSM Attendance was 85.71% (non-FSM 88.1%)</p> <p>This is a reduction of 0.47% from 20/21 to 21/22.</p> <p>Improving the attendance rates of our eFSM students remains an area for development. (Please see 2022-23 plan above.)</p> <p>Current (Nov 22) FMS attendance is 86.50%</p>

<p>Targeted financial assistance for eFSM pupils for activities such as musical instrument tuition, extra-curricular trips etc. Without this help these pupils would not be able to benefit from or have access to these types of activities.</p> <p>Amount Spent. £3,843</p>	<p>Details of extra-curricular activities undertaken and their impact:</p> <p>Instrumental tuition (Woodwind) provided for targeted eFSM pupils. All targeted pupils have progressed well in terms of gaining individual and small ensemble instrumental skills. All targeted pupils have chosen to continue with small group tuition on their chosen instrument.</p> <p>Extra-curricular trip to West Midlands Safari Park paid for targeted eFSM students in our Cynod Cynradd. It is difficult to measure the impact of attendance at activities such as these. However, the negative impact of not attending when all other classmates are would have been significant.</p> <p>Without this funding the targeted pupils would not have been able to attend with their peers.</p>
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Externally provided programmes

Programme	Provider
THRIVE PROGRAMME LICENSE	POWYS LEA