

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	Ysgol Llanfyllin
Number of pupils in school	792
Proportion (%) of PDG eligible pupils	17%
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr Graeme Hunter
PDG Lead	Mrs Jenna Graham
Governor Lead	Mr Graeme Hunter

Funding Overview

Detail	Amount
PDG	£126,500.00
EYPDG	£4,600
Total budget for this academic year	£ 131,100

Part A: Strategy Plan

Statement of Intent

The aim of PDG funding is to reduce the gap in attainment between learners eligible for Free School Meals and those who are not. At Ysgol Llanfyllin, we believe the highest possible standards can only be achieved by having the highest expectations of all learners. The PDG places priority on the achievement of learners from disadvantaged backgrounds, ensuring there are strategies in place that will help our learners to succeed. Some learners from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to support these learners to reach their full potential, including the PDG.

Our approach to the PDG is a holistic one – we do not believe that a single strategy, or even group of strategies will be the answer to close the attainment gap. The Estyn report on effective use of PDG funding (2020) supports a whole school approach. Our staff know that every aspect of school life should be viewed through the eyes of a disadvantaged learner by using our 'Golden Thread' approach. Our PDG strategy is therefore aligned with our School Development Plan (SDP). We are committed to ensuring that the priorities we have for whole school improvement are delivered in a way that ensures they will impact on our disadvantaged learners.

To construct our strategy plan, we have identified the barriers that our disadvantaged learners are more likely to face and used these to shape our actions and intended outcomes. The most frequently occurring barriers at Ysgol Llanfyllin are:

Lower attainment throughout school: For many reasons such as hunger, lack of space to study, role as a young carer and lack of role models, disadvantaged learners have underperformed in previous assessments and have gaps in knowledge, skills and understanding when compared to their non-disadvantaged peers.

Reading: Our disadvantaged learners are less likely to read widely and often, less likely to have access to a wide range of reading resources outside of school, less likely to use public libraries or read journals or newspapers. This has an impact on their cultural capital, understanding of local and national issues as well as impact on their ability to access the curriculum.

Attendance and punctuality: There are often additional blocks in the way of our disadvantaged learners reaching the high levels of attendance we expect at Ysgol Llanfyllin. This is due to a wide range of issues that may include: parent/carer support, transport issues, caring responsibilities, and more incidents of ill health or financial pressures.

Aspirations and wider participation. Sometimes our disadvantaged learners have lower or narrower expectations of themselves in terms of what they can achieve now and in the future. This can be shaped by experiences outside of school. Some of our disadvantaged learners find it more difficult to take up wider participation opportunities we offer at school due to financial pressures, peer expectations, lack of experience, confidence and transport.

Attitude to learning, behaviour and Wellbeing. Internal information tells us that our disadvantaged learners are on average less likely to show a positive attitude to learning and/or reach our high standards for behaviour. This can be for reasons including lack of role modelling outside of school, poor health or nutrition, adverse childhood experiences or attachment issues. Additionally, 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.

Although we are required to write a one-year strategy plan, it is important to note that many of these barriers that prevent our disadvantaged learners reaching the same level of attainment as their non-disadvantaged peers will take longer to overcome. Equally, although we are likely to make progress towards our intended outcomes in one year, we recognise that closing the attainment gap will require a long term approach and achieving the outcomes is likely to take longer. Actions below are cross-referenced to the barriers listed above.

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
Improve attainment of our eFSM pupils. eFSM pupils have an equal opportunity to reach their potential as non eFSM pupils (1)	✓ That many (70% or more) of our eFSM pupils are making progress in relation to their starting points, measured by our tracking systems, teacher assessment 'data', self-assessment and self-evaluation activities e.g. listening to learners, listening to readers and intervention progress

	<p>data. All evidenced shown by our impact assessments.</p> <p>Personalised assessments improvement</p> <ul style="list-style-type: none"> ✓ Whole School English Reading (2-9) – Work towards the many (70%) of FSM to make progress ✓ Whole School Welsh Reading (2-9) work towards many (70%) FSM are making progress ✓ Whole School Procedural- work towards that many (70%) of FSM are making progress <p>KS4 Data</p> <ul style="list-style-type: none"> ✓ KS4 Data (August 2024) work towards increasing the FSM Cap 9 Score of within 10 compared to Non FSM ✓ KS4 Data (August 2023) work towards increasing the Level 2 Inclusive for FSM to between 40-50% ✓ KS4 Data (August 2023) work towards increasing the Level 2 Threshold for FSM to 70% ✓ KS4 Data (August 2023) maintain the Skills Challenge results in 2024- 40% A*-A/100% A*-C ✓ KS4 Data (August 2023) work towards increasing the Welsh Bac to between 40-50% for FSM (4 units plus a C or above in English/welsh and maths)
<p>Greater numbers of our eFSM learners develop a love of reading and read widely and often. (2)</p>	<ul style="list-style-type: none"> ✓ Whole School English Reading (2-9) – Work towards the many (70%) of FSM to make progress ✓ Many (70% or more) of our eFSM pupils are regularly visiting the library and loaning books ✓ Many (70% or more) of our eFSM pupils are developing a love of reading (Learner Voice)
<p>Attendance and punctuality improves. (3)</p>	<ul style="list-style-type: none"> ✓ Attendance of our eFSM learners improves to over 90% and stay in line with non eFSM
<p>More of our eFSM learners have broad and ambitious aspirations for their future. Greater proportions of eFSM learners engage fully in the wider participation opportunities we provide at the school.</p> <p>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</p> <p>(4)</p>	<ul style="list-style-type: none"> ✓ Many (70% or more) of eFSM learners participate in a range of career and aspiration opportunities. ✓ KS4 Data (August 2023) maintain the Skills Challenge results in 2024- 40% A*-A/100% A*-C ✓ KS4 Data (August 2023) work towards increasing the Welsh Bac to between 40-50% for FSM (4 units plus a C or above in English/welsh and maths) ✓ Increase the number of eFSM learners who participate in our clubs, performances, and leadership opportunities. Staff to keep records for comparisons to be made in future years

	<ul style="list-style-type: none"> ✓ Increased numbers of eFSM learners attend visits arranged by the school. ✓ Many (70% or more) eFSM learners are actively engaged in their learning (answering questions, seeking challenge, problem solving)
More of our eFSM learners can demonstrate perseverance, independence and a resilient attitude to learning. (5)	<ul style="list-style-type: none"> ✓ All eFSM learners and their families know about breakfast club and benefit from breakfast club if appropriate, meaning they are ready to learn. ✓ Many (70% or more) eFSM pupils being supported by Canolfan Teulu/FLO make strong progress in their learning, show positive attitudes to learning and that there is a positive impact on their wellbeing.

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: £102,600

Activity	Evidence that supports this approach
Teaching Assistant Support and Teaching Assistant Support for EYPDG	<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 and will record interventions and impacts via provision maps. LSAs will also attend learner progress meetings when necessary</p>
<p>All staff to set aspirational targets for all EFSM take into account the impact of deprivation when setting targets for eFSM learners (1) (3) (4) (5)</p> <p>The assessment and feedback across the school has been strengthened during the year (following a</p>	<p>Our in-school enquiry shows that without considering the impact of prior attainment on setting targets, eFSM learners would be set targets on average a half to 1 grade lower than non FSM peers.</p>

<p>normality to school routines after Covid) and there is far more consistency in the use of WWW, EBI and CTG in the secondary phase. The Wal Tyfu, although still in its infancy, is having a positive impact on many learners improving their work independently. However, there is a need to ensure that the ‘Melyn Meddwl’ and Wal Tyfu (assessment and feedback) are consistently effective and lead to improvement in the quality of learners’ work - (SDP 2023-2024 Priority 1.5)</p>	<p>Lyn Sharratt – CLARITY – What matters most in Learning, Teaching and Learning - Bump It up Walls</p>
<p>Ensure that eFSM has access to GCSE revision Pod and monitor use by eFSM learners.</p> <p>Provide support with devices where required.</p> <p>Provide revision books as well for those who need them. (1) (5)</p>	<p>Historically, or eFSM learners have had lower engagement in the VLE and therefore we know we need to focus more on engaging this group.</p>
<p>Train staff in highly effective use of personalised assessments so that all learners, and eFSM as a priority, receive quality feedback that helps them to make accelerated progress. (1) (2) (5)</p> <p>The Data Manager has set up the Traciwr resource for leaders and practitioners to have easy access to learner progress information. This is in its infancy and it’s too early to evaluate the impact. However, leaders and practitioners need to use the range of information from the reading and numeracy personalised assessments to plan learner progression and focus on these between assessment sessions. (SDP 2023-2024 Priority 2.3/2.5)</p>	<p>Lyn Sharratt – CLARITY – What matters most in Learning, Teaching and Learning</p>
<p>Work with staff to increase levels of independence and engagement of eFSM learners, including with homework, by ensuring that staff know their eFSM learners, their strengths and interests as well as gaps in knowledge, skills and understanding. In addition, ensure staff are explicitly teaching the metacognitive strategies these learners require. (ALL)</p>	<p>EEF toolkit shows that metacognition and self-regulation add 7 months of progress.</p> <p>The Estyn report on effective use of PDG funding states that homework support is an effective method of support.</p>
<p>Effective questioning techniques to engage learners in their own learning (1) (5)</p> <p>In the majority of lessons, teachers ask open questions which allow the learners, including disadvantaged learners, to develop their knowledge and understanding purposefully and many teachers</p>	<p>EEF toolkit shows that mastery learning adds 5 months additional progress</p>

<p>ask questions regularly to check for learners' understanding (Impact Assessment Priority 1 2022-2023). However, there is a need to ensure that all teachers' questioning explores learners' understanding effectively and develops most learners' critical thinking skills well. (SDP 2023-2024 Priority 1.1)</p>	
<p>Promote and sustain a culture of reading across eFSM learners (1) (2)</p> <p>Implement Voice 21 to strengthen the school's approach to oracy by embedding and evaluating Voice 21 strategies across the school (SDP 2023-2024 Priority 2.1)</p> <p>With the focus on improving effective questioning, increasing the level of challenge and teaching from the high-level progression plans there is a need for all practitioners to implement the explicit vocabulary instruction into their lessons so that learners' can articulate their learning effectively as part of the 'Stretch It' and 'Format Matters' aspects of effective questioning. (SDP 2023-2024 Priority 2.2)</p> <p>Implement Bedrock Learning in Year 7 from September 2023 and evaluate the impact on learner progression.</p>	<p>Numerous research papers show that socio-economic status has an impact on reading and in turn student motivation and engagement in learning. For example, Noble, K. G., Farah, M. J., and McCandliss, B. D. (2006). Socioeconomic background modulates cognition-achievement relationships in reading. <i>Cogn. Dev.</i> 21, 349–368.</p>
<p>Numeracy/Literacy intervention (1) (2)</p> <p>RILL – Key Stage 2 Group Intervention. In Ysgol Llanfyllin - RILL is a programme that is aimed at helping low ability pupils in Y4 develop their language skills in Welsh (reading and spelling). Programme is 15 weeks long 2hours per week.</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 Webiste).</p> <p>RILL is a short, evidence-based language and literacy programme for Key Stage 2 children learning one-to-one or in small groups. Originally launched in response to the COVID-19 pandemic and resulting national school closures, RILL is delivered digitally - either remotely to the child's home, or in the classroom.</p> <p>Their mission is to ensure that children across the UK - particularly those who struggle to read - receive the</p>

	best possible targeted intervention and regain and improve their literacy and language skills.
One to one interventions (1) (2)	Catch up literacy and numeracy is used for one to one reading and numeracy 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 for homework and speech and language are delivered on a one to one basis. Dyfal donc llythrennedd a rhifedd.
eFSM SEREN (1)	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: £38,000

Activity	Evidence that supports this approach
Employment of Family Liaison Officer who support learners and families both in and outside of school. (1) (3) (4) (5)	One to one tutoring and mentoring are shown to lead to accelerated progress.
Fund curriculum-linked visits for eFSM learners (1) (4)	Without funding, internal evidence shows that eFSM youngsters do not attend these crucial learning experiences 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.
Work with Pastoral Support Manager and Family Liaison Officer to embed a whole school approach to emotional health and wellbeing (5)	In house evidence shows this is required. Disproportionate eFSM learners required health and wellbeing support. 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

	<p>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 vulnerable pupils – case studies of good practice' evidences the importance of pastoral support in schools.</p>
<p>Provide additional mentoring/support/small group tuition for eFSM learners who struggle to regulate their behaviour</p> <p>ELSA Programme</p> <p>(3) (4) (5)</p>	<p>Social and emotional learning is shown to have moderate impact (additional 4 months progress) according to EEF toolkit</p> <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>Ensure that all teachers are effectively creating a dyslexia friendly classroom so that eFSM pupils who have dyslexia or traits of Dyslexia are not being disadvantaged. (1) (2) (5)-</p>	<p>According to studies, dyslexic tendencies to not need to have significant negative impact on educational attainment. This relies on diagnosis and appropriate intervention. (Research into dyslexia provision in Wales, Welsh Government, 2012)</p>
<p>Subsidise Uniform for those who need it (3) (4) (5)- grant – support with grant applications</p>	<p>Estyn 2020 report</p>
<p>Evaluate the take up of wider curriculum opportunities including clubs and student leadership and act where eFSM learners are under-represented. (3) (4) (5)</p>	<p>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility (Department of Education (England) and Institute for Policy Research) presents huge amounts of evidence of the impact of wider participation on eFSM learners</p>

Ensure that eFSM learners receive the required support to enrol onto and successfully complete Duke of Edinburgh award (4) (5)	In an independent review of the Duke of Edinburgh award by the University of Nottingham, 74% of those participating said it had helped them develop self-esteem. 90% said it had given them opportunities to help others and 82% wanted to continue volunteering.
Continue to provide breakfast club. (1) (2) (3)	Independent evaluation of provision of breakfast for young children showed a positive impact. 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.
Provide earlier intervention in attendance issues for eFSM learners (3)	The All Wales Attendance Framework outlines the clear links between absence and lower attainment.
Ensure that all eFSM learners receive careers focused information, work experience and educational choices workshops (1) (4) (5)	Careers advice and guidance is important so that pupils are inspired and motivated to fulfil their potential. Linking learning to the real world and in doing so increasing motivation to work hard bringing more relevance to their learning.
Ensure that all eFSM learners receive External Agencies support if required to support with their emotional and mental wellbeing.	Funding for pupils to receive external agency support. Pupil's emotional and mental wellbeing are important and if these are met, learning is able to take place. (Maslow Hierarchy of needs)

Externally provided programmes

Programme	Provider
RADY – Raising the Attainment of Disadvantaged Youngsters	Challenging Education/Powys LA - working with Simon Blackburn
RILL	<p>RILL is a short, evidence-based language and literacy programme for Key Stage 2 children learning one-to-one or in small groups. Originally launched in response to the COVID-19 pandemic and resulting national school closures, RILL is delivered digitally - either remotely to the child's home, or in the classroom.</p> <p>Their mission is to ensure that children across the UK - particularly those who struggle to read - receive the best possible targeted intervention and regain and improve their literacy and language skills.</p>

Bedrock	By focusing on vocabulary, grammar and subject-specific terminology, Bedrock equips learners with the language and literacy knowledge they need to boost their educational outcomes
Voice 21	To transform oracy teaching and learning across your school, enabling all students to access and benefit from high quality oral education

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2022-2023 academic year.

<p>Success criteria:</p> <ul style="list-style-type: none"> ✓ Most eFSM pupils make strong progress from their starting points, measured by our tracking systems/listening to learners/looking at work and group pupil progress meetings. ✓ Most pupils being supported in the 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. ✓ The Attendance Manager, Attendance Officer, Wellbeing Team and Education Welfare Officer work together effectively to monitor the attendance levels of eFSM pupils to ensure support is given where needed. Regular reviews of attendance levels of eFSM pupils to be carried out to identify areas of concern and evidence improvements. As a result, the gap between the eFSM pupils/disadvantaged pupils and the non eFSM pupils is reduced to within 5% ✓ 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.
<p>PDG Funding</p> <ul style="list-style-type: none"> ✓ Overall Budget £115,000 (Learning and Teaching £100,639- Wider Strategies £14,361)

Evaluation on planning for and securing improvements	R	A	Y	G
<p>Summer Term Impact Impact assessments have only been developed in Autumn term</p>				
<p>Autumn Term Impact Strengths:</p> <ul style="list-style-type: none"> ✓ Class Charts has been purchased and introduced as a whole school tracking tool. Early impact is that all leaders and practitioners have access to relevant information of pupils to allow a holistic understanding of all pupils' needs. As a result all practitioners can identify that EFSM pupils in their classes. Information regarding disadvantaged pupils are also available on pupil tiles. All staff have received phase 1 training on ClassCharts. 				

<ul style="list-style-type: none"> ✓ The software for Provision Maps has also been purchased as part of ClassCharts which allows leaders and other appropriate staff to upload ALN information and provisions on relevant pupils. As a result all staff understand and have an overview of the interventions and provisions for all pupils in their classes. However, the impact of the provision maps for eFSM pupils and disadvantaged learners is not effectively evaluated in a timely manner. ✓ SEREN pupils have clearly been identified on ClassCharts. However, the impact of the SEREN project for eFSM pupils and disadvantaged is not evaluated in a timely manner. ✓ Talented pupils are not yet identified on ClassCharts ✓ LSAs have been allocated groups of pupils and classes to support. Provision Maps are available on ClassCharts. ✓ KS4 Data (August 2022) FSM pupils achieved a Cap 9 score of 408.5 which was only slightly below the 412.54 achieved by the whole cohort. <p>Areas to Develop</p> <ul style="list-style-type: none"> ✓ Plan effective self-evaluation activities for example group pupil progress meetings for eFSM and disadvantaged learners, to evaluate the impact of intervention and provisions. ✓ Identify talented eFSM and disadvantaged learners on ClassCharts and provide effective provision and evaluate the impact 				
<p>Spring Term Impact</p> <p>Strengths:</p> <ul style="list-style-type: none"> ✓ Teacher questionnaire of the effectiveness of ClassCharts has been shared with all practitioners. The key findings are that all staff have a basic knowledge of the programme and are using it to have a holistic picture of the learners in their classes. As a result stage 2 training will be planned for after Easter and a staff handbook will be produced. This will allow a deeper understanding of ClassCharts and the pupils in their classes. ✓ Stage 2 training of ClassChart will be completed by all. As a result all practitioners will have a full understanding of the pupils in their class. ✓ Funding has been allocated to a few KS3/KS4 pupils to allow them to attend Game change to support their emotional and mental wellbeing. However, it is too early to evaluate the impact of this targeted support. We won't see the impact until the next academic year ✓ The school musical presentation of Matilda which included pupils from year 5-13 was very successful. 24% of the cast and backstage crew were FSM pupils indicating proportional representation from this group of learners. ✓ Urdd Membership -19% of these pupils are FSM pupils ✓ Many pupils, especially in the primary phase participate successfully in actively the URDD extra-curricular activities. For example, the eisteddfod and sporting competitions. Ysgol Llanfyllin has had outstanding success in the Eisteddfod and 19% of pupils that competed are FSM pupils. ✓ Attendance- ClassCharts analysis -September 2022- March 2023, -No significant difference in groups of learners. FSM students' attendance was 87% (non FSM 90%). ALN students' attendance was 87% (non ALN 90%). CLA students' attendance 92% (non CLA 90%). Comparable data will be available moving forward after the introduction of ClassCharts in September 2022 ✓ 8 FSM pupils in the primary receive free music lessons. 				

<ul style="list-style-type: none"> ✓ One to one Interventions-the ALNco assesses reading and spelling ages and interventions are put in place. 86% of the FSM students receiving ALN intervention made improvements (showing some impact). Some of it is minimal but the majority have improved from Sept 2022 to June 2023. ✓ There are pupils assessing ELSA and a further 2 LSAs are currently being trained. 6 FSM learners across the phases have received ELSA Support. Learner and parental feedback has not been collected in 2022-2023 ✓ Pupil voice groups have been established at Ysgol Llanfyllin. The groups meet regularly and have a group set up on teams, where action plans, meetings and outcomes are kept. FSM pupils are proportionally represented with 9 FSM pupils part of these pupil voice groups. ✓ 2 FSM pupils enjoyed the trip to Llangranog supporting their emotional and mental wellbeing. ✓ Sport Representation: 27 FSM pupils across years 3-6 have represented the school in the primary phase. 4 out of 55 girls who have represented the school in secondary phase are FSM. 8 out of 96 boys who have represented the school in secondary phase are FSM ✓ Summer 2023 – Personalised Assessments Up to Y9 – Whole School English Reading 55% FSM are making progress Primary Phase – English Reading 38% FSM are making progress KS3- English Reading – 64% FSM are making progress Up to Y9 – Whole School Welsh Reading 33% FSM are making progress Primary Phase – Welsh Reading 38% FSM are making progress KS3- Welsh Reading – 29% FSM are making progress Up to Y9 – Whole School Procedural- 28% FSM are making progress Primary Phase – Procedural 19% FSM are making progress KS3- Procedural – 32% FSM are making progress ✓ KS4 Data (August 2023) FSM pupils achieved a Cap 9 score of 381.6- Non FSM 420.21 (Whole school 415.97) ✓ KS4 Data (August 2023) Level 2 Inclusive – FSM – 30% Non FSM – 75.64% ✓ KS4 Data (August 2023) Level 2 Threshold – FSM 60% Non FSM – 90.12% ✓ KS4 Data (August 2023) Skills Challenge – 10 FSM in Y11 – 40% A*-A/100% A*-C ✓ KS4 Data (August 2023) Welsh Bac – 30% FSM achieved Welsh Bac (4 units plus a C or above in English/welsh and maths) ✓ There were no FSM pupils in the 2022-2023 Y13. Therefore, no comparisons to make <p style="color: green;">Areas to Develop:</p> <ul style="list-style-type: none"> ✓ Evaluate the impact of ELSA support in 2023-2024 by collecting learner and parental voice and analysing ClassChart data ✓ Implement provision maps to record and evaluate the impact of provisions for eFSM, disadvantaged learners, ALN, AoLE, wellbeing and external agencies. ✓ Train appropriate in the provision map programme so that all provisions can be impact assesses in a timely manner ✓ Continue to engage with the RADY programme and work with Simon Blackburn to ensure proportional representation across the school 			
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Did the action plan address the issue and meet the success criteria?

To some extent the plan addressed the issues and some of the success criteria was met. There are many interventions, provisions and activities in place for FSM and disadvantaged learners however many of these are no evaluated in a timely manner and sorted and stored centrally.

What impact has the action plan had on staff?

- Focus on the interventions and provisions we provide for our disadvantaged learners
- Information in a central place with ease of access.

What impact has the action plan on the Wider School Community?

- Eisteddfod success brings the community together. Urdd has also provided financial support for pupils on FSM and families only pay a £1 for entry

Lessons

- Evaluating the impact of the interventions and provisions in a timely manner and record information in a central place
- Always consider proportional representation of FSM learners in all aspects of school life