

PDG outcomes- Impact Assessment

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

Success criteria:

1. 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 data. All evidenced shown by our impact assessments.

Personalised Assessments Improvement

- ✓ 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

KS4 Data

- ✓ 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)

2. Greater numbers of our eFSM learners develop a love of reading and read widely and often. (2)

- ✓ 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)

3. Attendance and punctuality improves (3)

- ✓ Attendance of our eFSM learners improves to over 90% and stay in line with non eFSM

4. 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. 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 (4)

- ✓ 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
- ✓ 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)

5. More of our eFSM learners can demonstrate perseverance, independence and a resilient attitude to learning. (5)

- ✓ 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.

Evaluation on planning for and securing improvements	R	A	Y	G
<p><u>Autumn Term Impact</u></p> <p>✓ FLO Appointed October 2023</p> <p>Attainment</p> <p>Group work is being carrying in Agored, WRE (work related education) course with 3 FSM pupils and there is a further 1 FSM pupil completing the WRE course. This is an additional qualification to allow pupils to work towards their cap 9 as they were not showing progression in other subjects. It is too early to evaluate the impact of this support on learner progress</p> <p>RILL is a new Literacy programme being carried out by 2 TA's within the primary phase. 3 FSM pupils are currently undertaking the programme. However, it is too early to evaluate the impact of this intervention as it takes place over a 15-week period.</p> <p>1 FSM pupil within the Primary phase is receiving spelling and comprehension intervention. 1 FSM pupil within the primary phase is receiving phonics and numeracy intervention. 1 FSM pupil within the primary phase is receiving phonics and reading intervention. These interventions began the week beginning the 20/11/23. However, it is too early to review the impact of these interventions. A review of these interventions will be carried out before February half term.</p> <p>3 FSM pupils are currently receiving ELSA support from trained TA's. When the pupil's intervention comes to an end a parent and pupil questionnaire will be sent out and the responses will be logged on provision maps. This intervention will be impact assessed in a timely manner</p> <p>7 FSM pupils Year7-Year 9 are currently receiving reading interventions. After 8 weeks of having the interventions, the pupils will be tested again to see if progression has been made. This will be reviewed after the tests have been taken. This has been applied to provision maps and will be updated within a timely manner of the 8 week test completion.</p> <p>Support has been provided to 2 FSM pupils with finding a work experience placement for the end of year 10. Impact cannot be assessed until the work experience has been completed in July.</p> <p>All staff are aware of the new whole school approach to effective questioning however it is too early to assess impact</p> <p>The majority of teachers plan effective lesson starters that have a positive impact on learner engagement however it is too early to assess impact on learner progression</p> <p>Many staff are aware of all the different groups of learners in their classes and plan a high level of challenge accordingly, as a result many learners make strong progress in lessons (SLT learning walks Autum 2023)</p> <p>All staff from Year 3-8 are aware of the Wal Tyfu strategy, and it is effectively planned for by many teachers up to year 8. As a result, many learners have the opportunity to make progress using success criteria (SLT learning walks Autum 2023)</p>				

Reading

An in-school library/book swap for those pupils on FSM has been initially set up through community donations and is available in CT. It is too early to assess the impact of this provision.

Library card application forms have been given to all our primary learners. This will allow our pupils to access and utilise the library (books and computers) outside of school hours. This allows all our pupils to have equal opportunities in accessing a variety of resources. It is too early to impact assess this provision.

Library visits have been arranged for all our primary learners once every half term. Each class has a library card and those books can be kept for a half term. This ensures that our pupils who may not be able to access the library outside of school have access to reading materials. It is too early to impact assess this provision.

Attendance

Attendance is monitored on a monthly basis. In October, 15 out of 17 Pupils that we are currently monitoring, attendance has improved. There are 18 Pupils currently on the list however 1 pupil is currently going through the process for EHE so is not counted within the reviews. 1 pupil whose attendance has dropped is now receiving a reduced timetable for the next 5 weeks in hope that this will improve overall attendance and will then go back onto a full timetable. Other provisions are being put in place, later starts and part time timetables and will be reviewed in line with the attendance pathway.

Attendance- ClassCharts analysis -September 2023 -December 2023 (Reception – Y11)
FSM-88.42% Non FSM –91.54%
CLA-76.39% Non CLA –91.54%
ELA-92.57% Non EAL-91.54%
Young Carer – 87.54% -Non Young Carer 87%

Wider Participation -Wellbeing

2x FSM pupils taking part in Wild Skills. As the sessions come to an end, questionnaires will be sent out to learners to impact assess in a timely manner.

Sports Wales comes to the school to run 3 wellbeing/sports sessions with groups of pupils. 12 FSM pupils are part of the programme. As the sessions come to an end questionnaire will be sent out to learners to impact assess appropriately.

Wellbeing Check in with FSM pupils on a Monday and Friday morning to help encourage overall wellbeing. 1 page profile is to be updated and this is to be communicated face to face with staff and will be reviewed half termly to make sure that her needs are being met and overall behaviour has improved within the classroom.

Key stage 2 FSM pupils are currently completing a questionnaire in relation to access to music lessons within school and if they attend any extracurricular activities. This data will then be analysed by 12/1/24. Once the has been analysed I will look to see if we can facilitate more music lessons and extra-curricular activities. Following communication with parents and carers several actions have been put into place. Supporting one individual with finding an

extra- curricular activity. 2 pupils have been referred for counselling. 2 pupils will be taking part in wild skills. Impact will be assessed through learner and parental voice.

Communication

Parents/carers of pupils within the foundation phase have been informed about FSM grants as we currently have very few pupils on FSM. This may be due to the introduction of UFSM. Parents/carers have been forwarded information on how to apply for FSM the link to the school essentials grant and information regarding funding music lessons, breakfast club and help towards educational school trips. It is too early to impact this provision.

Parents/carers of individuals who receive FSM have been informed about additional information regarding help towards educational school trips, free breakfast club, music lessons and the school's essentials grant. For those parents/ carers who we did not have an email for, contact has been made via telephone call and either added an email address to our Classcharts and SIMS system. It is too early to impact assess this provision.

Currently supporting 5 families by doing frequent check in's. By doing this it is supporting not only the pupils but the parents in making sure they have the tools they need to access school. This provision will be impact assessed in a timely manner through learner and parent voice.

A fire safety email has been sent out to FSM families following our year 9 pupils having a fire safety lesson. The information provided to families contains access to free home checks. If needed the Fire team can provide houses with one smoke alarm and one carbon monoxide detector.

A Number Up poster has been sent out to FSM families. This is a free Powys run scheme to help improve overall number and maths skills.

Community Projects

Greggs breakfast club grant has been applied for which provides schools with £1000 to supply healthy breakfast choices to schools. It would be my aim to use this grant to buy fruit and cereal bars to keep in CT so that those FSM pupils who cannot access our breakfast club, can still have access to a breakfast/snack. This grant has yet to be confirmed.

The Neighbourly project has been signed up for, this is where local shops and supermarkets will supply any surplus food to the school and parents/ carers/ pupils will be able to take this food home so it does not end up in landfill and going to waste.

Arts council for Wales grant has been applied for however the school is already signed up to this. So, we will monitor and ensure we are applying for the grants we are entitled to. The NHS held a Eat Smart, Save Better session in Llanfyllin Library. The session was one hour long, including tips on how to get the most out of your cupboard ingredients. While there I identified 7 parents/carers of the school. 3 of which were FSM. (These would be sessions that the school would like to run as part of a long-term plan including the physical making of recipes as parent/carer and child sessions.)

Application for Tesco Stronger Starts grant has been started, which can provide organisations with £1500 if they collect enough blue tokens. However, this process may take a longer period of time from confirming if we have been selected to having the chance to collect the tokens as the organisations only change every 3 months.

Communicated with Darren Mayor from the Cross Keys, Llanfyllin. We are going to Liaise together and set up a cooking session, firstly for the year 7 FSM pupils, then after feedback we can introduce this to other year groups and then expand it to families in the future.

Areas for Improvements

- **Communication about the in-school library will need to be communicated**
- **To monitor pupils using external agency/ELSA and to gather learner feedback to assess feedback**
- **Urdd participation**
- **Music Lessons learner feedback**
- **Sporting representation- to work with the PE department to signpost pupils to external free clubs**
- **Communication via website on grants/support available**
- **Breakfast club analysis**
- **Trip payments / support – analysis numbers that go on trip and who we support**
- **To support more FSM pupils with Careers/work experience support/college applications in Y10 and 11**
- **GCSE Pod – support for Y10/11 moving towards exams**

Spring Term Impact

Attainment

Whole Staff training - INSET Day training – questioning/voice 21

Mark Hackney has spoken about mentoring sessions with potential support for pupils with exams.

On re-testing FSM pupils on their spelling and reading 100% of our pupils have made improvements after only 8 weeks of interventions. 3 of those pupils have made significant progress and passed the test meaning the interventions are no longer needed. 3 of the individuals receiving interventions have ULP’s. One Pupil has passed the test after the 8-week retest meaning the intervention has now finished. 3 of the individuals receiving interventions have school IDP’s.

Y11 SMID – Data capture (Jan/Feb 2023)

	All	Male	Female	Non EAL	FSM	Non FSM	SEN	Non SEN
Interim Capped 9	405.15	402.03	408.7	405.15	384.0	406.24	369.15	422.71
Average Points Literacy	42.62	40.46	45.09	42.62	37.0	42.91	37.05	45.34
Average Points Numeracy	44.15	44.98	43.19	44.15	41.0	44.31	39.3	46.51
Average Points Science	38.61	37.69	39.65	38.61	32.0	38.95	31.25	42.2
Average Points Skills	36.2	34.86	37.72	36.2	29.67	36.53	25.0	41.66

Y11 Interventions -

To raise the attainment of Cap9 for FSM pupils provisions have been put in place to complete alternative qualifications. Five FSM pupils are currently completing a Work Related Education. 2 FSM pupils are completing PSE. 2 FSM pupils are completing WBacc.

Y13 ALPS Data Summary for FSM (March 2024)

Student ...	Prior Attainment	Subjects																		
Box, Darnie	3.46	<table border="1"> <tr> <td>MEG - CD</td> <td>Grade - C</td> <td>MEG - CD</td> <td>Grade - D</td> <td>MEG - M</td> <td>Grade - M</td> </tr> <tr> <td colspan="2">A - Art (Photography)</td> <td colspan="2">WBQ - Advanced Skills Challenge Cert</td> <td colspan="2">12 CT int Dip - Business</td> </tr> </table>	MEG - CD	Grade - C	MEG - CD	Grade - D	MEG - M	Grade - M	A - Art (Photography)		WBQ - Advanced Skills Challenge Cert		12 CT int Dip - Business							
MEG - CD	Grade - C	MEG - CD	Grade - D	MEG - M	Grade - M															
A - Art (Photography)		WBQ - Advanced Skills Challenge Cert		12 CT int Dip - Business																
Cois, Freya	4.45	<table border="1"> <tr> <td>MEG - CD</td> <td>Grade - B</td> <td>MEG - CD</td> <td>Grade - B</td> <td>MEG - CD</td> <td>Grade - B</td> </tr> <tr> <td colspan="2">A - English Literature</td> <td colspan="2">A - Media Studies</td> <td colspan="2">A - Psychology</td> </tr> <tr> <td>MEG - CD</td> <td>Grade - A</td> <td colspan="4">WBQ - Advanced Skills Challenge Cert</td> </tr> </table>	MEG - CD	Grade - B	MEG - CD	Grade - B	MEG - CD	Grade - B	A - English Literature		A - Media Studies		A - Psychology		MEG - CD	Grade - A	WBQ - Advanced Skills Challenge Cert			
MEG - CD	Grade - B	MEG - CD	Grade - B	MEG - CD	Grade - B															
A - English Literature		A - Media Studies		A - Psychology																
MEG - CD	Grade - A	WBQ - Advanced Skills Challenge Cert																		
Hunter, Millie	7.14	<table border="1"> <tr> <td>MEG - A</td> <td>Grade - A</td> <td>MEG - A</td> <td>Grade - C</td> <td>MEG - A</td> <td>Grade - M</td> </tr> <tr> <td colspan="2">A - D&T (Product Design)</td> <td colspan="2">A - Mathematics</td> <td colspan="2">WBQ - Advanced Skills Challenge Cert</td> </tr> </table>	MEG - A	Grade - A	MEG - A	Grade - C	MEG - A	Grade - M	A - D&T (Product Design)		A - Mathematics		WBQ - Advanced Skills Challenge Cert							
MEG - A	Grade - A	MEG - A	Grade - C	MEG - A	Grade - M															
A - D&T (Product Design)		A - Mathematics		WBQ - Advanced Skills Challenge Cert																
Morgan, Pflon	6.73	<table border="1"> <tr> <td>MEG - B</td> <td>Grade - B</td> <td>MEG - B</td> <td>Grade - B</td> <td>MEG - B</td> <td>Grade - A</td> </tr> <tr> <td colspan="2">A - Biology</td> <td colspan="2">A - English Literature</td> <td colspan="2">A - History</td> </tr> <tr> <td>MEG - B</td> <td>Grade - A</td> <td colspan="4">WBQ - Advanced Skills Challenge Cert</td> </tr> </table>	MEG - B	Grade - B	MEG - B	Grade - B	MEG - B	Grade - A	A - Biology		A - English Literature		A - History		MEG - B	Grade - A	WBQ - Advanced Skills Challenge Cert			
MEG - B	Grade - B	MEG - B	Grade - B	MEG - B	Grade - A															
A - Biology		A - English Literature		A - History																
MEG - B	Grade - A	WBQ - Advanced Skills Challenge Cert																		
North, Bron...	7.50	<table border="1"> <tr> <td>MEG - A*IA</td> <td>Grade - C</td> <td>MEG - A*IA</td> <td>Grade - A</td> <td>MEG - A*IA</td> <td>Grade - C</td> </tr> <tr> <td colspan="2">A - Chemistry</td> <td colspan="2">A - Mathematics</td> <td colspan="2">A - Maths (Further)</td> </tr> <tr> <td>MEG - A*IA</td> <td>Grade - A</td> <td colspan="4">A - Physics</td> </tr> </table>	MEG - A*IA	Grade - C	MEG - A*IA	Grade - A	MEG - A*IA	Grade - C	A - Chemistry		A - Mathematics		A - Maths (Further)		MEG - A*IA	Grade - A	A - Physics			
MEG - A*IA	Grade - C	MEG - A*IA	Grade - A	MEG - A*IA	Grade - C															
A - Chemistry		A - Mathematics		A - Maths (Further)																
MEG - A*IA	Grade - A	A - Physics																		

Y13 Interventions

Reading

13 FSM Primary pupils have now applied for Library cards through the school (Some pupils within the Primary phase already have Library cards and access the Library). 4 of our Primary Phase classes have now started regular half termly trips to the town Library.

The in-school library has now been set up. 75% of the pupils who have accessed the library so far are FSM pupils.

Attendance

Attendance of our FSM pupils whose percentage is below 85% is monitored monthly to see if improvements are being made. By undertaking the analysis of attendance, it allows us to see the bigger picture. Contacting and keeping regular contact with parents has become a pivotal role in ensuring the increase of attendance and looking deeper into the reason why a pupil may not be attending school. By analysing the data regularly, we are in line with Estyn's January (2024) report on Improving school attendance in secondary schools.

Regular meetings with EWO

Attendance Capture (Sept- March 1ST – Reception –Y11)

FSM-87.45% Non FSM –91.27%

CLA-75.60%% Non CLA –91.27% (Y11 pupil – Educated off site, still on role)

ELA-92.34% Non EAL-91.27%

Young Carer – 86.63%% -Non Young Carer 91.27%

Data Capture for FSM

Wider Participation (Proportional Representation) / Wellbeing

28% of FSM pupils are receiving external agency support.

7 FSM are currently undertaking the ELSA programme.

Urdd percentages 14% of these pupils are FSM pupils.

Pupil voice - 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 33 FSM pupils' part of these pupil voice groups.

Sport Representation: 10 FSM pupils across years 5 and 6 have represented the school in the primary phase. 9 out of 53 girls who have represented the school in secondary phase are FSM. 11 out of 115 boys who have represented the school in secondary phase are FSM.

A survey with FSM pupils (Yr3-6) based on whether they play a musical instrument or attend any clubs that the school provides/ clubs outside of school this was the responses.

- 4 out of the 24 FSM Pupils already have music lessons through the school. 12 out of the 24 FSM Pupils would like to have music lessons (Guitar, Piano, Recorder and Drums). 8 out of the 24 FSM Pupils wouldn't like to have music lessons.
- 6 out of the 24 FSM Pupils attend the after-school sports club provided by the primary teachers. 13 out of the 24 FSM Pupils attend extra-curricular activities, ranging from swimming lessons, rugby, karate, football, tennis and youth club.

We have funded/part funded trips for 4 FSM pupils.

Communication

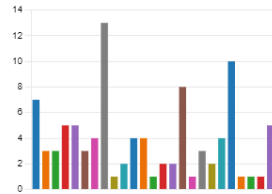
An online Survey has been sent out to parents and carers (9/2/24) to see what help, support and additional information we can provide to families.

On analysing the community support questionnaire, we can see the list of support/ information that parents/carers would like to receive and the way in which they would like to receive it. Following this a dedicated page will be created on our school website to display all information around families and the information they have deemed important to them. This Information when collated will also be sent out to current parents/carers of the school via email and via classcharts announcements and this is preference for 75% of the people whom responded. Working with the community is only one aspect of our PDG and we are currently working closely with Darren and Shan from The Cross Keys to provide cooking sessions and a joint community fridge based both in school and at The Cross Keys. We would like the opportunity to open these sessions up to families and during school hours in the near future. 1/5 of respondents would like to know more about FSM and the school essentials grant. This will be at the heart of our web page including links for easy access.

5. What would you like to find out more about? (please tick all that apply)

[More Details](#)

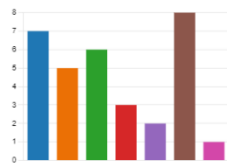
- Family support 7
- Money Advice (money advice se... 3
- Team Around The Family 3
- Family learning (An activity the ... 5
- Parenting support (positive pare... 5
- Incredible Years (Parenting Pro... 3
- Learning through Play 4
- ADHD or ASD Support for childr... 13
- Getting support from another p... 1
- Apply for a school place 2
- Apply for Free school meals 4
- Apply for Uniform grant 4
- Food schemes in the area 1
- Flying Start 2
- Homestart 2
- Welsh for parents 8
- Healthy Start 1
- Parent support groups 3
- Healthy Eating 2
- Improve your IT 4
- How to support your child with ... 10
- Nutrition advice 1
- School readiness 1
- Cooking 1
- Other 5



8. When would you prefer any family learning to take place ?

[More Details](#)

- During the school day 7
- At school at 3.25pm 5
- After 4pm 6
- Weekend 3
- Morning 2
- Evening 8
- Afternoon 1



9. For family learning and activities, which option would you prefer?

[More Details](#)

- One session 17
- Set time and day for activity ove... 15



12. Are entitled to Free school meals?

[More Details](#)

- I claim free school meals 7
- I do not claim free school as I a... 19
- I am eligible for free school mea... 0
- I would like to find out how to a... 1
- I dont know - I would like more... 5



Womens Aid have set up two funds to help DV victims. The funds include a stay fled fund. This fund can help with future planning, housing deposits, rent and financial independence. The second fund is a future fund this is a fund to help individuals who are unable to access benefits, the cost relating to moving house, financial barriers- caring for family/relatives and financial barriers for future planning. We can use this fund as a support for those families who may be in need of support.

Financial Support

School service have provided a fund to help support families with the cost of living crisis. We have completed 14 applications. 9 of the applications were made on behalf of FSM families. We are awaiting news of the application process (Feb 2024)

Evaluation: 4 applicants from the Cost-of-Living grant scheme were successful in receiving a one off £200 payment. The additional applicants received a £20 food voucher to use within their chosen supermarket. All 4 applicants were eFSM pupils.

Community Projects

FSM Cooking Sessions - All pupils enjoyed the session, and their favourite part was making the pizza. They learnt about a balanced diet, how to knead the dough and dairy products and healthy foods. In the future the quiz could have improved and more meat options for the topping.

Following on from the meeting with Mark a meeting was held with Darren and Shan Mayor from the Cross Keys, Llanfyllin. Firstly, the cooking sessions have been set up for the year groups (one per month). TLG was discussed. This is where Mark and a team of community volunteers would be set up to come and help within the school for reading, revising or small projects we may like to set up. Darren is going to discuss this with his team and a meeting will be held to further discuss this.

As we have applied for Neighbourly (surplus food from supermarkets). We also discussed the possibility of placing a linked community fridge. One we placed within the school setting while one would remain within the Cross Keys in order for the community to access it. Parent and pupils would then have access to it within school.

A meeting was held with Mark Hackney (Children’s youth and Families worker) from the Tanat Vyrnwy and Pool Mission. He has recently been appointed a looking to set up potential youth clubs/messy play in the area. Alongside working directly with the school.

Areas for Improvements

- **Music Lesson Survey - Following the survey an email has been sent to the school music teachers to see if they have availability for additional pupils to have music lessons. A letter will then be formulated to go out to individuals to see if they would like lessons**

Summer Term Impacts

Attainment

To raise the attainment of Cap9 for FSM pupils’ provisions have been put in place to complete alternative qualifications. In addition to previous figures one additional FSM pupils is currently completing World Wide Views.

On re-testing eFSM and RADY pupils on their spelling and reading 100% of our pupils have made improvements or maintained their reading/ spelling score. 3 of the individuals receiving interventions have ULP’s. 3 of the individuals receiving interventions have school IDP’s. Pupils will be retested after the summer holidays.

CAP 9/ Results day

- ✓ KS4 Data (August 2024) FSM pupils achieved a Cap 9 score of 384.3- Non-FSM 413.9 (Whole school 412.46)
- ✓ KS4 Data (August 2024) Level 2 Inclusive – FSM – 50% Non-FSM – 61.21%

- ✓ KS4 Data (August 2024) Level 2 Threshold – FSM 66.67% Non-FSM – 80.17%
- ✓ KS4 Data (August 2024) Skills Challenge National – 6 FSM in Y11 – 100% Non-FSM – 91.38%

Year 11 (23/24) - Canlyniadau / Results		All	Non EAL	FSM	Non FSM	SEN	Non SEN	Non Y10	Male	Female
Interim Capped 9		412.46	412.46	384.33	413.91	368.13	434.09	412.46	408.68	416.77
Skills Challenge National		91.8%	91.8%	100.0%	91.38%	80.0%	97.56%	91.8%	92.31%	91.23%
Skills Challenge Foundation		92.62%	92.62%	100.0%	92.24%	82.5%	97.56%	92.62%	93.85%	91.23%
Welsh Bacc Foundation		91.8%	91.8%	100.0%	91.38%	80.0%	97.56%	91.8%	93.85%	89.47%
Level 1 Threshold		96.72%	96.72%	100.0%	96.55%	90.0%	100.0%	96.72%	96.92%	96.49%
Level 2 Threshold		79.51%	79.51%	66.67%	80.17%	55.0%	91.46%	79.51%	76.92%	82.46%
Welsh Bacc National		59.84%	59.84%	50.0%	60.34%	35.0%	71.95%	59.84%	52.31%	68.42%
Level 2 Inclusion		60.66%	60.66%	50.0%	61.21%	37.5%	71.95%	60.66%	52.31%	70.18%
Level 2 Inclusion with Literature		64.75%	64.75%	50.0%	65.52%	40.0%	76.83%	64.75%	60.0%	70.18%
Average Points Skills		45.24	45.24	47.0	45.15	37.58	48.98	45.24	43.95	46.7
Average Points Numeracy		42.61	42.61	37.0	42.9	34.9	46.37	42.61	43.08	42.07
Average Points Science		41.31	41.31	34.33	41.67	32.3	45.71	41.31	41.32	41.3
Average Points Literacy		41.52	41.52	34.0	41.91	35.05	44.68	41.52	38.83	44.6

Reading

KS2 classes have been accessing the local library as a class where they each pick a book that stays within school. After communicating with pupils about the local library and using their library cards an increasing number of children have accessed the library and been made aware of their summer reading challenge.

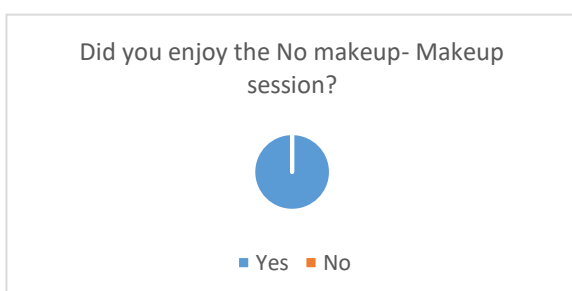
Our in-school library has now been accessed by more of learners. 75% of the learners who have accessed the library are eFSM and 15% of the learners are LAC. Half termly emails are sent out to form tutors to communicate about or library.

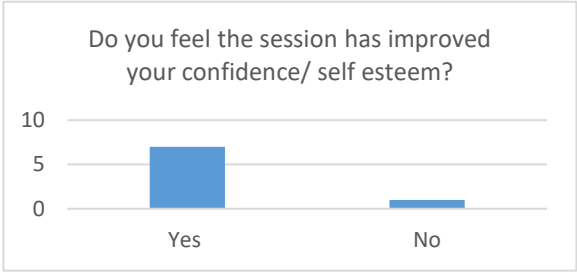
Attendance

Attendance has improved within some of our FSM and RADY pupils due to the communication with families, modified and reduced timetables. Monthly monitoring of the eFSM pupils who have an attendance of 85% or less allows us to see what individuals need extra support. Through multiagency working and communication with the EWO we are able to support families better and improve attendance overall and ensure that the pupils have an enriched education.

Wider Participation / Wellbeing

Led by Nicky Morris, YIS worker and professional accredited makeup artist. A No Makeup-Makeup session has taken place in light of our new makeup policy which will come into place in September. 40% of the individuals who attended the session are eFSM and 60% of attendees are our RADY learners. Nicky showed the individuals how to do a full face of makeup while keeping it natural.





Written feedback was also presented by some pupils. All pupils stated that they now know the importance of cleaning their makeup brushes and blenders to hold a good level of personal hygiene. One eFSM pupil said that "Nicky has made me feel the most confident I have ever felt". Another pupil said she learnt that "Makeup can be used in so many different ways and I can still wear makeup but just really minimal or natural looking".

One eFSM pupil has taken up piano lessons since the letter went out to individuals regarding music lessons.

A trip organised by our Pastoral Manager and in conjunction with Sports Wales has taken a group of 15 individuals throughout the secondary to improve wellbeing and resilience through the medium of support. The trip has been organised as a book end to this. 33% attendees of the trip were eFSM. The pupils said that it helped them to build confidence, resilience, teamwork and to overcome some difficulties.

We have supported 6 pupils in finding year 10 work experience placements. 5 of these pupils are eFSM pupils.

We have supported 14 eFSM pupils in helping to fund school trips. This also includes international trips.

Steve from CAMHS has delivered a resilience session to our year 6 pupils, including our year 6 cluster school pupils and families. Families participated within the live teams' session all about feelings and emotions of transition and these can be overcome.

Our young carers have completed a survey to see the support that they are currently receiving and what we can adapt for the future to meet their needs and provide support going forward.

6 year 7 pupils created a video for Mark Hackney to deliver a transition workshop to our cluster schools. The video answered some of the questions our year 6's may have that may be making them feel anxious from students who have been in the school and faced their own fears. 2 of these pupils are eFSM pupils.

The Family Liaison Officer has undertaken C- Card training to promote sexual health awareness amongst our young people who may struggle to access the support they need.

Communication

A letter has been given to all of our year 6 cluster school pupils who are coming up to us in year 7 to explain about eFSM and the School Essentials Grant.

A letter has been given out to all our new pupils who will be starting Reception in September to explain about eFSM/UFSM and the Schools Essential Grant.

A letter has been given out to all of the Primary Phase to talk through UFSM and whether they may be eligible for eFSM and the School Essentials Grant.

A message went out to all our parents via ClassCharts and our school social media to communicate when the supermarkets were having their school uniform sales to help support all our families including those impacted by poverty.

A message went out to our year 11 parents to see if they were willing to donate any preloved uniform to the school. Many pupils bought pre-loved uniform in. 2 of these pupils were eFSM pupils.

Powys Playworks Holiday Project have set up summer play sessions for pupils within north Powys. These sessions are free to all pupils throughout Powys schools and will take place throughout the county over summer. This has been communicated through ClassCharts to all of our primary phase parents/carers.

Taken from moneysavingcentral.co.uk a Kids Eat Free (or for £1) poster has been shared with parents/ carers from our Primary Phase. The poster lists a range of restaurants where kids will eat free or for £1 this summer holiday. This will support our families in feeding children throughout the summer and support those impacted by poverty.

Powys has teamed up with Macmillan Cancer Support to provide a money advice service to help reduce the impact of poverty on our families. A leaflet has been created by Powys and communicated to our parents/carers.

Montgomeryshire Wildlife Trust have set up summer session for 11-17 year-olds. These sessions are free to all pupils and take place over a range of dates in July and August. Links have been formulated by the Wildlife Trust and

Community Projects

Healthy eating/ cooking sessions have taken place for the year 5, 6 and 8's. All pupils that have attended the sessions enjoyed the session and have taken some knowledge away with them about how to make healthier choices, how to make pizza dough and what foods help our bodies

Mark Hackney has been supporting the family Liaison Officer in providing revision sessions for the year 10's and 11's in the run up to exams.

Week 1: 50% of attendees were eFSM. 50% of attendees were RADY pupils.

Week 2: 25% of attendees were eFSM. 75% of attendees were RADY pupils.

Week 3: 12.5% of attendees were eFSM. 37.5% of attendees were RADY pupils.

Week 4: 25% of attendees were eFSM. 75% of attendees were RADY pupils.

Week 5: 100% of attendees were eFSM

The Child Poverty- Innovation and Supporting Communities Grant. We have applied for a grant of up to £100,000 to set up a family hub within the school. The grant closes on the 14th of July and we will hear back in August.

Nick from Cultivate has been in to talk about community projects that can be undertaken here at Llanfyllin including support with applying for grants and working with a team to regenerate or green spaces.

Areas for Improvements

- **Set up eFSM and RADY page on the school website so parents/carers can have access to information 24/7**
- **Organise wider participation activities for our pupils and families impacted by poverty**

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 and the community focussed school approach has started to be embedded throughout the school

What impact has the action plan had on staff?

- Staff have a greater awareness of PDG and students who need additional support
- Interventions have been tracked analysis
- Great progress manager support within emotional and mental wellbeing

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

- See community project thread throughout the impact assessment

Lessons

- The coordination of PDG has been very successful and employing a FLO has allowed for appropriately planning and impacting assessing