YSGOL MAESYDDERWEN 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 Maesydderwen
Number of learners in school	554
Proportion (%) of PDG eligible learners	26.2%
Date this statement was published	21 July 2023
Date on which it will be reviewed	15 July 2024
Statement authorised by	Phil Grimes
PDG Lead	Jami Davies
Governor Lead	Richard Walters

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£139,150
Funding required from delegated budget	£14,628
Total budget for this academic year	**£153,778**

Part A: Strategy Plan

Statement of intent

The number of FSM learners within the school has increased over the last four years from 17.1% to 26.2%. In addition, the school has identified a further 3.6% of learners as those who have similar barriers to learners as those of FSM learners. The school encompasses the RADY programme which is used to support the above 29.8% of the school learners, which we call RADY learners. The main typical characteristics of RADY learners are:
- Low self-esteem and confidence
- In a number of cases RADY learners suffer from anxiety or poor mental health
- Lack of suitable equipment and resources to complete school work
- In a number of cases attendance to school can be an issue
- Lower literacy and numeracy skills than non-RADY learners
- Progress made is lower than non-RADY learners
- Examination results are below non-RADY learners

The school is focussed on providing excellent support for RADY learners to address the issues which are a barrier to their learning. The strategies the school uses are as follows:
- Mentoring support to improve the wellbeing of RADY learners

- Specific implementation of additional courses and curriculums for RADY learners
- Specific programmes to improve the application of literacy, numeracy and DCF
- Specific support to improve RADY learners' outcomes in external examinations
- Resources support for RADY learners
- Improved Family engagement of RADY learners
- Improved leadership to support RADY improvement

Through the successful application of a range of strategies and initiatives the school would expect to see improvements in the following:
- Attendance of RADY learners
- Increased engagement in learning by RADY learners
- Improved mental health of RADY learners
- Improved progress made by RADY learners
- Gap on the application of skills between RADY learners and non RADY learners closes
- Gap in external examinations between RADY learners and non RADY learners closes

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 for 2023-24
Improve the progress of learners supported by a range of knowledge, skills and experience	- Improve outcomes for all learners so that most learners to make at least good progress - Improve the use of support provided to learners to ensure most learners make at least good progress - Improve the quality of teaching and learning provision so that most learners make at least good progress - Improve the quality of skills provision so that most learners make at least good progress in skills across most areas
Reduce the impact of poverty on learners' progress and skills	- Improve the use of data to support learners to improve to ensure most learners make at least good progress with an enhanced focus on RADY and ALN learners - Improve outcomes in lessons for all learners (but in particular specified groups of learners - RADY, ALN) so that most learners make at least good progress - Improve outcomes for all learners (but in particular specified groups of learners - RADY, ALN) so that many learners make at least good progress in skills across most areas of learning - Develop the school as a community focussed school to improve relationships with external stakeholders
Continue to develop a culture of personal improvement for all stakeholders throughout the school	- Increase the responsibility and accountability of all staff and learners for improving learning to demonstrate good progress - Increase the responsibility and accountability of all teaching staff for the assessment of skills to drive good pupil progress - Continue to improve learner experiences and engagement in school leading to improved progress in both academic and non-academic measures - Ensure all members of staff state they have powerful personal wellbeing

Improve the provision of skills and experiences for learners through the successful implementation of a range of curriculums	• Provide bespoke curriculums for identified groups of learners to ensure their progress and achievement is at least good • Successful provision for the Curriculum of Wales in Years 7 and 8 • Continue to collaborate with other Powys Schools to develop and implement a Post-16 curriculum
Improve all aspects of the school through the continued improvement of Leadership at all levels	• Improve middle leader accountability for improvements in all areas leading to improved pupil progress

Activity in this academic year

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

> • Use of Learning Support Officers to provide emotional support to learners
> • Development of improved Family Engagement strategies
> • Implementation of the Literacy, Numeracy and DCF Actions plans to improve skills provision
> • Develop the use of resources to track and support learner progression in skills
> • Continued development of Leadership skills at all levels
> • Continued development of a range of appropriate curriculums and qualifications
> • Development of the role of Pastoral Leaders within the school
> • Development of a range of enrichment activities

Learning and teaching

Budgeted cost: £ 74,348

Activity	Evidence that supports this approach
To improve explicit opportunities for progression within literacy, numeracy and DCF skills across the curriculum. SIP C1 to C5.	• LA review of skills • School T&L reviews • Analysis of Personalised Assessments
Develop and refine methods for tracking learner academic progress in Year 7 and 8 with a focus on the tracking of skills across AoLEs. SIP A1	• LA review of interventions • School T&L reviews • Analysis of Personalised Assessments • Analysis of progress data
To ensure that progress data is used effectively in each subject area and year group to identify and support underachieving pupils with a particular focus on RADY and ALN. SIP A2	• School T&L reviews • School analysis of RADY data • Analysis of Personalised Assessments • Analysis of Wellbeing data
Further develop provision within supportive interventions, both academic and pastoral, to ensure that it is aligned to curriculum content and further develop assessment and tracking processes within said	• LA review of interventions • School T&L reviews • Analysis of progress data • Analysis of pastoral tracking data • Review of school curriculums

interventions. SIP A3	
To introduce focus on developing learners responsibility for their own learning and progress. SIP B1	• School T&L reviews • Learner Voice
To improve the consistency and quality of assessment, marking and feedback across all department areas/AoLEs. SIP B2	• School T&L reviews • Work scrutiny • Learner Voice

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: £ 33,817

Activity	Evidence that supports this approach
Extend opportunities for parental engagement through the development of a community focused school with a particular focus on RADY family engagement – SIP E2	• Parental surveys • Parental Engagement • Learner Attendance

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

Budgeted cost: £ 45,613

Activity	Evidence that supports this approach
Review the curriculum offer at KS4 to ensure suitable pathways to success for all learners. SIP D1	• Learner Voice •
To implement the CfW for Year 7 and 8 within the new curriculum model. SIP D3	• Statutory requirement • LA review of Skills
To review, develop and implement a new approach to ensuring a high level of challenge for MAT learners. STP D5	• LA reviews • School T&L reviews • MAT outcomes at GCSE and A Level
Create an inclusive, rich and varied enrichment programme for all learners to access. SIP D6	• Learner Voice • Parental conversations • Internal curriculum review

Total budgeted cost: £ *153,778*

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 to 2023 academic year.

Activity	Impact
Embed improved emotional support and guidance to eFSM & vulnerable learners	**Improved engagement and outcomes for identified learners** • Good support provided • Examples of case studies where the support has had a positive effect • Increased numbers requiring support has hindered progress for all
Ensure good progress in GCSE Mathematics and GCSE Science / Maths for eFSM learners	**Improved GCSE Maths results for vulnerable learners** • Results due August 23 **Improved GCSE Science results for vulnerable learners** • Results due August 23 **Improved STEM opportunities for all year groups** • Results due August 23
Embed Academic Pastoral support processes following each data collection to ensure all eFSM learners are supported to make progress	**Improved sustainable progress is made by eFSM learners** • Satisfactory use of pastoral mentoring – inconsistent use across the school • Excellent analysis of RADY learners leading to effective interventions • Good use of case studies conferences focusing on RADY learners
Continue to evolve and Improve current Literacy and numeracy provision	**Improved Literacy skills evidenced by improved outcomes** • Satisfactory progress in literacy • Limited improvement in outcomes **Improved use of skills across the curriculum** • Good use of LEAP • Limited improvement in Numeracy • Pace of change needs to be increased
Improve the quality of middle leadership in the improvement of learners progress in using skills	**Strategic vision and interventions ensure improvement in learners progress in skills** • Strategic planning has started to improve • Strategic QA indicates skills needs to remain a focus • Progress of learners skills is satisfactory

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
Swans Trust Project	Swansea City Foundation
Tackle Project	Ospreys Rugby Club