

# Annex 1. Pupil Development Grant School Statement template

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

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

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

## School Overview

Detail	Data
School name	Ysgol Maesydderwen
Number of learners in school	542
Proportion (%) of PDG eligible learners	23.1%
Date this statement was published	15 July 2024
Date on which it will be reviewed	15 July 2025
Statement authorised by	Phil Grimes
PDG Lead	Jami Davies
Governor Lead	Huw Williams

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 124,965
Funding required from delegated budget	£ 7,262
<b>Total budget for this academic year</b>	<b>£ 132,227</b>

## Part A: Strategy Plan

### Statement of intent

The number of FSM learners within the school has increased over the last five by approximately 7% to 23.1%. In addition, the school has identified an approximate further 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 approximately 29% 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
Improve the progress of learners supported by a range of knowledge, skills and experience	<ul style="list-style-type: none"> <li>• Improve outcomes for all learners so that most learners to make at least good progress</li> <li>• Improve the use of support provided to learners to ensure most learners make at least good progress</li> <li>• Improve the quality of teaching and learning provision so that most learners make at least good progress</li> <li>• Improve the quality of skills provision so that most learners make at least good progress in skills across most areas</li> </ul>
Reduce the impact of poverty on learners' progress and skills	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Develop the school as a community focussed school to improve relationships with external stakeholders</li> </ul>

Improve the provision of skills and experiences for learners through the successful implementation of a range of curriculums	<ul style="list-style-type: none"> <li>• Provide bespoke curriculums for identified groups of learners to ensure their progress and achievement is at least good</li> <li>• Successful provision for the Curriculum of Wales in Year 9</li> <li>• Development of further bespoke curriculums at KS4 to support vulnerable learners to make progress and experience success</li> <li>• Continue to collaborate with other Powys Schools to develop and implement a Post-16 curriculum</li> <li>• Initial development work on new KS4 GCSE curriculum taking into account the new GCSE/Level 2 qualifications that will become available from September 2025</li> </ul>
Improve all aspects of the school through the continued improvement of Leadership at all levels	<ul style="list-style-type: none"> <li>• Continue to improve middle leader accountability for improvements in all areas leading to improved pupil progress</li> </ul>

### Activity in this academic year

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

<ul style="list-style-type: none"> <li>• Continue the use of Learning Support Officers to provide focused Wellbeing support to learners</li> <li>• Further development of improved Family Engagement strategies</li> <li>• Move in depth implementation of the Literacy, Numeracy and DCF Actions plans to improve skills provision</li> <li>• Develop the use of strategies and processes to support the assessment of learner progress across all AOLES</li> <li>• Develop the use of resources to track and support learner progression in skills</li> <li>• Continued development of Leadership skills at all levels</li> <li>• Continued development of a range of appropriate curriculums and qualifications</li> <li>• Development of the role of Pastoral Leaders within the school</li> <li>• Extending the offer of enrichment activities that are available within the school</li> </ul>
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### Learning and teaching

Budgeted cost: £ 28,866

Activity	Evidence that supports this approach
Embed purposeful opportunities to develop identified Literacy skills/Numeracy/DCF skills across all areas of learning. SIP 3.1. 3.2, 3.3	<ul style="list-style-type: none"> <li>• LA review of skills</li> <li>• School T&amp;L reviews</li> <li>• Analysis of Personalised Assessments</li> </ul>
Introduce use of personalised assessment data to inform planning for learner progress in skills SIP 3.4	<ul style="list-style-type: none"> <li>• LA review of interventions</li> <li>• School T&amp;L reviews</li> <li>• Analysis of Personalised Assessments</li> <li>• Analysis of progress data</li> </ul>
Develop leaders' use of internal and external data sources; attainment, behavioural, attendance and predictive data, to effectively monitor and track progress of learners and to	<ul style="list-style-type: none"> <li>• LA review of interventions</li> <li>• School T&amp;L reviews</li> <li>• Analysis of progress data</li> <li>• Analysis of pastoral tracking data</li> <li>• Review of school curriculums</li> </ul>

inform subsequent planning for further support. SIP 5.4	
To improve consistency in planning for questioning, including higher order questioning techniques. SIP 1.4	<ul style="list-style-type: none"> <li>• School T&amp;L reviews</li> <li>• Work scrutiny</li> <li>• Learner Voice</li> </ul>
To embed a culture of respect and responsibility for taking ownership of individual work across the curriculum. SIP 1.5	<ul style="list-style-type: none"> <li>• School T&amp;L reviews</li> <li>• Learner Voice</li> </ul>
To create and implement a policy for consolidation and advancement of learning independently outside of the classroom. SIP 1.6	<ul style="list-style-type: none"> <li>• School T&amp;L reviews</li> <li>• Learner Voice</li> </ul>

**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: £ 39,588

Activity	Evidence that supports this approach
Effective collaboration within the Community Focussed Schools Approach and with external agencies to improve engagement with all learners and parents/carers SIP 2.5	<ul style="list-style-type: none"> <li>• Parental surveys</li> <li>• Parental Engagement</li> <li>• Learner Attendance</li> </ul>

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

Budgeted cost: £ 63,773

Activity	Evidence that supports this approach
Review and revise the curriculum offer at KS4 in light of the forthcoming changes to qualifications to ensure suitable pathways to success for all learners SIP 4.1	<ul style="list-style-type: none"> <li>• Learner Voice</li> <li>• Outcomes for vulnerable learners – the need for more appropriate curriculum for learners</li> <li>• New KS4 Curriculum for Wales</li> </ul>
To implement the CfW for years 7 to 9 within a revised curriculum model SIP 4.3	<ul style="list-style-type: none"> <li>• Statutory requirement</li> <li>• School's QA of Skills</li> </ul>
Review and refine the skills focused alternative curriculum provision for Y7 to 9 learners in additional support groups SIP 4.4	<ul style="list-style-type: none"> <li>• LA reviews</li> <li>• School T&amp;L reviews</li> <li>• Outcome for learners who find it difficult to access the curriculum</li> </ul>
Further improve the provision for learners receiving academic interventions to ensure programmes are aligned to subject specifications and reduce the skills deficit SIP 4.5	<ul style="list-style-type: none"> <li>• LA review of interventions</li> <li>• School T&amp;L reviews</li> <li>• Analysis of progress data</li> <li>• Analysis of pastoral tracking data</li> <li>• Review of school curriculums</li> </ul>
Create an inclusive, rich and varied enrichment programme that leads to high levels of engagement of learners SIP 2.2	<ul style="list-style-type: none"> <li>• Learner Voice</li> <li>• Parental conversations</li> <li>• Internal curriculum review</li> </ul>

Total budgeted cost: £ 132, 227

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

### PDG outcomes

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

Activity	Impact
<p>To improve explicit opportunities for progression within literacy, numeracy and DCF skills across the curriculum. SIP C1 to C5.</p>	<ul style="list-style-type: none"> <li>● QA showed clear improvements in valuable opportunities for pupils to use extended writing in suitable areas across the curriculum.</li> <li>● Voice 21 training has been embedded into the English dept, and ready to be cascaded across dept areas (Science and Humanities in particular) next year</li> <li>● Form time reading was valued by many staff and pupils as a positive way to engage with improving reading skills in an informal way</li> <li>● A rigorous development plan has been completed, with LA support for improving standards of numeracy skills</li> <li>● In the most recent whole school QA activity, where opportunities were planned for development of numeracy, learners made suitable progress in numeracy skills.</li> <li>● A few department areas have started to include specific feedback on DCF skills embedded across their AoLE work in Yr 7 and 8, including data handling skills which was a focus for development this year</li> <li>● Creating of curriculum mapping document, including a row for identified and assessed skills, to clarify exactly what they are expected to do for planning and curriculum design</li> <li>● The visual Welsh ethos is still evident and more noticeable in whole and year group assemblies.</li> <li>● Incidental Welsh is being used by staff in the majority of lessons.</li> <li>● Swogs have been more visible through their involvement in enrichment activities this term.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>● Analysis of personalised assessments completed in July 2024, feedback reports and progress reports provided to parents</li> <li>● Opportunities planned for Sept 24 to allow pupils to sufficiently respond to feedback from personalised assessments</li> <li>● Maths and English departments using feedback reports from PA to inform planning for teaching in Sept 24 to fill identified gaps in pupils' literacy and numeracy skills</li> <li>● PA show that overall, Y7-9 are slightly above the Wales average for reading</li> <li>● Tracking of skills across AoLEs has undergone a full revision and is now far more focused and sensible. Opportunities for progression are now clear across all</li> </ul>

	<p>AoLEs and staff have a better understanding as to how to assess this progression.</p>
<p>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</p>	<ul style="list-style-type: none"> <li>● Learning Leader and Progress Leader standards meetings have taken place to ensure that departmental and pastoral interventions are reviewed and amended following each data drop for RADY and ALN learners.</li> <li>● Class data sheets updated each term, inform teacher's planning to meet the needs to ALN and RADY learners.</li> <li>● A smaller gap exists between A2L scores for RADY and ALN learners.</li> <li>● Learning Leader and Progress Leader standards meetings continue to take place to ensure that departmental and pastoral interventions are reviewed and amended following each data drop for RADY and ALN learners.</li> <li>● Progress of ALN and RADY learners continues to be a regular item on departmental meeting agendas</li> </ul>
<p>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 interventions. SIP A3</p>	<ul style="list-style-type: none"> <li>● Pupils who regularly attend supportive interventions engage well.</li> <li>● Just over half of pupils receiving supportive academic interventions are making suitable progress.</li> <li>● Around half of pupils receiving wellbeing supportive interventions make progress against their wellbeing questionnaire and A2L scores.</li> <li>● The majority of pupils within the nurture provision make progress demonstrated by their Boxhall profiles.</li> </ul>
<p>To introduce focus on developing learners responsibility for their own learning and progress. SIP B1</p>	<ul style="list-style-type: none"> <li>● Nearly all learners are starting to develop their answers to the LS questions, the strongest responses currently being offered for the questions 'what are you learning and why?' and 'how are you doing?'. Learners are generally more confident to offer answers orally than in writing.</li> <li>● These reflection questions are well embedded across all subject areas, being used predominantly in plenary tasks and assessment feedback.</li> <li>● Many learners have a good understanding as to where to go for support when needed, although a minority still demonstrate an over-reliance on the teacher.</li> </ul>
<p>To improve the consistency and quality of assessment, marking and feedback across all department areas/AoLEs. SIP B2</p>	<ul style="list-style-type: none"> <li>● QA process showed that R2P activities are consistent in most lessons and pupil books, this is an improvement from the start of the year</li> <li>● Humanities dept have trialled successfully a skills progression feedback sheet that will be adapted and used whole school next academic year</li> </ul>
<p>Extend opportunities for parental engagement through the development of a community focused school with a particular focus on RADY family engagement – SIP E2</p>	<ul style="list-style-type: none"> <li>● Family Liaison Officer started with us Friday 12th January, 1 day a week</li> <li>● Increased marketing through social media and contact with parents, focus on RADY families - 79%</li> </ul>

	<p>attendance at Y9 options evening 71% of RADY</p> <ul style="list-style-type: none"> <li>• Coffee morning event run in Welfare Hall with some parents attending</li> <li>• Maths tutoring for parents well attended</li> <li>• Continued good attendance at parents evenings with increasingly positive feedback</li> </ul>
Review the curriculum offer at KS4 to ensure suitable pathways to success for all learners. SIP D1	<ul style="list-style-type: none"> <li>• All pupils in Y9 and 10 have made suitable choices and plans for their learning pathways post-14.</li> <li>• 3 additional courses have been added to the curriculum offer at KS4 to meet the needs of the cohort.</li> <li>• Curriculum offers are bespoke to meet the needs of pupils with ALN, those receiving specialist support, long term absentees and those new to the school.</li> </ul>
To implement the CfW for Year 7 and 8 within the new curriculum model. SIP D3	<ul style="list-style-type: none"> <li>• All pupils in Y11 have made suitable choices and plans for their learning pathways post-16.</li> <li>• 1 additional course have been added to the curriculum offer at KS4 to meet the needs of the cohort.</li> <li>• Curriculum offers are bespoke to meet the needs of pupils with ALN, those receiving specialist support, long term absentees and those new to the school.</li> </ul>
To review, develop and implement a new approach to ensuring a high level of challenge for MAT learners. STP D5	<ul style="list-style-type: none"> <li>• Involvement in the Seren Academy has increased with Y10 and 11 pupils.</li> <li>• MAT register for 2024-25 has drafted and shared for feedback to allow for immediate action in Sept 24.</li> </ul>
Create an inclusive, rich and varied enrichment programme for all learners to access. SIP D6	<ul style="list-style-type: none"> <li>• Enrichment programme varied and still in place across all year groups. This has been supplemented by a revision/support programme for Y10-13 pupils as they prepare for exams.</li> <li>• The number of external enrichment trips organised by departments increased in the Summer term.</li> </ul>

## 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