

Annex B: Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2022 to 2023 academic year. It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

Our Mission is to be a Catholic School which promotes positive relationships founded on the gospel values of respect, care, compassion and love. We firmly believe that each individual can discover, develop and achieve their full potential to take their place in our ever-changing world.

Our core purpose is "together in Christ, we make a difference". This philosophy is at the heart of everything we aspire to do for each member of our community.

As such our school uses the PDG grant money for the benefit of all our groups of learners with a particular focus on tackling the impact of poverty.

In Wales pupils eligible for free school meals are identified as a specific group. it is one that is used to justify the income that schools receive from this grant. As a result, their progress and achievement comes under increased scrutiny.

Be assured, however, that at St Illtyd`s we do not label and we do not put ceilings on pupils potential. This grant is one of many to help ALL achieve.

The allocation of these funds last year had a large effect on our pupils progress and the development of their skills as they lived through and emerged from the pandemic.

That work continues this year and this funding allows us to do that and further support all our pupils to achieve all that they can.

School Overview

Detail	Data
School name	St Illtyd`s Catholic High School

Number of pupils in school	979
Proportion (%) of PDG eligible pupils	42.59%
Date this statement was published	3 rd October 2022
Date on which it will be reviewed	23 rd January 2023
Statement authorised by	D B Thomas
PDG Lead	D B Thomas
Governor Lead	J Grimes

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£388,700
Total budget for this academic year	£5,321,187

Part A: Strategy Plan

Statement of Intent

You may want to include information on:

- *What are your ultimate objectives for the pupils being supported?*
- *How does your current strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*
- Our objectives for this year are to raise the attainment of pupils in Key Stage 3 and Key stage 4. Not just in the core subjects but across the whole curriculum. We also want to further support the wellbeing of our pupils, especially in light of their recent experiences during the pandemic.
- The schools strategic plan works toward this by having targets aimed at raising achievement. The activities designed to achieve these can be measured for their impact. They are monitored throughout the academic year.
- Underlining this is our fundamental principle and mission that all can and should achieve their full potential in our care - academically, physically, emotionally and spiritually. The chances of achieving this are greatly enhanced when the school and home work closely together for the benefit of the child.

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. We continue to use the old key performance indicators and levels as part of our success criteria. This is because they are straight forward and clear to measure so that the impact of our actions and attainment of our intended outcomes can be accurately measured by all.

Intended outcome	Success criteria
Improved attainment in English language and English Literature in KS3 and KS4	Increase L2+ to 55% Inc. English Language L2+ to 60%, Inc. English Literature L2 English to 70% L5+ - 95% L6+ - 65% L7+ - 25%
Improved attainment in Maths and Maths Numeracy in KS3 and KS4	Increase L2+ to 55% Inc. Maths L2+ to 53% Inc. Maths Numeracy L2 Maths to 63% L5+ - 95% L6+ - 65% L7+ - 25%
Reduce the gap in attainment between eFSM and nFSM pupils in English language and English Literature	KS4 eFSM gap reduced to less than 12% in English Language KS4 eFSM gap of less than 21% in English Literature Reduce attainment gap at L5+ from 7.56% to less than 4%
Reduce the gap in attainment between eFSM and nFSM pupils in Maths and Maths Numeracy	KS4 Maths eFSM gap reduced to 15% KS4 Maths Numeracy eFSM gap reduced to 15% Reduce attainment gap at L5+ from 4.42% to less than 2%

	<p>L5+ - 95%</p> <p>L6+ - 65%</p> <p>L7+ - 25%</p>
Raise the profile of E fsm pupils	<p>eFSM pupil needs and aspirations are highlighted to all staff</p> <p>Strategies are developed and shared with staff</p> <p>Seating plans are devised and suitably utilised</p> <p>Teachers plan appropriately to maximise eFSM attainment</p>
Raise the aspirations of eFSM pupils	<p>L2+ eFSM increased to at least 50%</p> <p>L2 eFSM increased 60%</p> <p>Progression pathways in place for all eFSM learners</p> <p>Increased uptake of extra-curricular activities</p>
Continue to improve reading ages across KS3	<p>Greater number of pupils are functionally literate</p> <p>Continue to reduce number of pupils below 85</p> <p>Facilitate accelerated progress with reading ages through intervention and Accelerated Reader</p> <p>Contribute to raising L5+ in English</p>
Continue to work to increase standardised scores in numeracy across KS3	<p>Continue to work to reduce the number of pupils with SS below 85</p> <p>Through intervention facilitate an improvement in KS3 L5+ in Maths</p>
Continue to support the wellbeing and engagement of eFSM as vulnerable learners	<p>Increase attendance to school target 93%</p> <p>Reduce fixed term exclusions by 40%</p>
Remove barriers to allow pupils eFSM to fully engage with the curriculum and extra-curricular activities	<p>Resources available for all pupils</p> <p>Pupils able to fully engage with extra-curricular activities such as music tuition should they wish to</p>

Activity in this academic year

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

Activities

The activities that we intend to carry out cover the areas of learning and teaching, health and wellbeing, curriculum and qualifications, leadership and raising aspirations. All are intended to raise standards.

Budgeted cost: £388,700

Intended Outcome	Activity	Resource
Improved attainment in English language and English Literature in KS3 and KS4	Provide additional staffing for extra classes in Years 10 & 11 to reduce PTR, facilitate greater interaction and flexible setting. Targeted support work with pupils, including tackling exam questions with more marks	Teacher 0.8 FTE
Reduce the gap in attainment between eFSM and nFSM pupils in English language and English Literature	Provide additional withdrawal intervention groups leading up to GCSE exams to focus on key issues identified in practice and mock papers	Teacher 0.6 FTE
	Provide additional staffing for an extra class in Year 9 to reduce PTR and focus on improving skills, as weaknesses already identified Subject leader to change sets and move pupils according to needs or successes identified throughout year	Teacher 0.2 FTE
Improved attainment in Maths and Maths Numeracy in KS3 and KS4	Provide additional staffing for extra classes in Years 10 & 11 to reduce PTR, facilitate greater interaction and flexible setting Provide additional withdrawal intervention groups leading up to GCSE exams to focus on key issues identified in practice and mock papers	Teacher 0.8 FTE
Reduce the gap in attainment		Teacher 0.2 FTE

between eFSM and nFSM pupils in Maths and Maths Numeracy	Provide additional staffing for an extra class in Year 9 to reduce PTR and focus on improving skills	Teacher 0.2 FTE
Raise the profile of EFSM pupils	Enhanced tracking for eFSM pupils Mentoring programme for eFSM pupils Increase staff awareness of key marginals who are eFSM Run regular RAP meetings for staff to collaborate and discuss individual eFSM pupils	Teacher 0.8 FTE
Raise the aspirations of eFSM pupils	Undertake a mentoring programme for all eFSM pupils in Y11 Discuss with pupils plans for KS5, FE or employment Liaise with external agencies & HoY to co-ordinate support for eFSM pupils Facilitate access to programmes and visits that would raise aspirations	As above
Continue to improve reading ages across KS3	Deliver Read, Write, Inc programme to groups of identified learners Complete additional focused group interventions to increase literacy Oversee engagement with the Accelerated Reader programme Complete reading tests at regular intervals to monitor progress	Unqualified Teacher 1.0 FTE
Continue to work to increase standardised scores in numeracy across KS3	Deliver 'Catch Up Numeracy' to pupils in KS3 Complete additional focused group interventions to increase numeracy Provide additional in-class support as requested by Head of Maths	TA 0.6 FTE
Continue to support the wellbeing and engagement of eFSM as vulnerable learners	Support, promote and develop learner wellbeing to secure engagement with school Track and monitor attendance of pupils, with focus on eFSM Support pupils with transition from KS2, KS3 and KS4	AHoY FTE 2.0

	Facilitate group work for pupils to tackle a variety of identified issues e.g. behaviour, wellbeing, mentoring. Tool to monitor behaviour for all learners	FTE: 1.0 Teacher UQ 0.6 FTE Class Charts
Remove barriers to allow pupils eFSM to fully engage with the curriculum and extra-curricular activities	Funding provided to allow bursaries for eFSM pupils undertaking music tuition lessons Funding for extra curricula activities eg Hay on Wye literary festival Funding provided to allow practical subjects to provide resources and cover costs of suggested materials (e.g. Food ingredients, Art sketchbooks) Providing FSM pupils with set texts for English Literature	Resources

Total budgeted cost: £388,700

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

This details the impact that our PDG activity had on pupils in the 2021 to 2022 academic year. A year not without its challenges, but the grant helped to :-

- Raise achievement in nearly all subjects in KS4
- Contributed to most pupils in Key Stage 3 achieving the higher levels in core and foundation subjects
- Increase the reading ages of many pupils
- Increase the standardised literacy score of many pupils in three-year groups – 7,8 and 9.
- Increase the standardised numeracy score of many pupils in three-year groups - years 7,8 and 9.
- Improve attendance of many pupils in all year groups
- Allowed all pupils to experience extra curricula activities including after school, fieldwork and residential.

Externally provided programmes

The school also works with outside agencies to further support the young people in our care.

Programme	Provider
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Reach for the sky	Educating Staffing Partnership
Upstream project	LLamau
BST - ELSA	Elsa support
CCFC	Cardiff City Football Club
Careers Wales	Careers Wales
Youth Mentor	Cardiff Council
Counselling	Barnardos
PMHS	NHS
School Nurse	NHS
Blues Project	Action for Children
Strong Minds	Phoenix boxing club
Young Carers	Careers Trust
Ultra evolve	Pilot study with Careers Wales
YMCA	YMCA
YOSS	Youth Justice System
Education Phycologists	Cardiff Council
Family Support	Ark

