

## Pupil Deprivation Grant (PDG)

### Allocation 2019-20 - £120,750

PDG funding is primarily used for staffing costs associated with GOFAL provision, to support pupils experiencing barriers to learning and meet their physical, emotional and social needs.

#### Key Actions:

1. Identify need with regard to disadvantaged pupils – circumstances, achievement & progress.
2. Track individual progress regularly.
3. Develop systematic approach to intervention, support and feedback for learners including those at risk of disengagement, LAC and those with emotional or social needs.
4. Continue to improve attendance, particularly at the margin of 85%.
5. Provide enrichment and extra-curricular activities including additional individual and small group provision and access to school facilities beyond the school day.
6. Remove barriers to learning to meet pupils' physical, emotional and social needs.

#### Evaluation 2018-19 Academic Year:

Outcomes in 2018-19 for pupils in receipt of free school meals (eFSM) were **excellent**;

#### Strengths

- 40% of eFSM pupils achieved the Level 2 inc measure to include English and Mathematics
- 65% of eFSM pupils achieved the Level 2 measure
- 100% of eFSM pupils achieved the Level 1 measure this year
- eFSM pupils achieved a Capped 9 point score of 353 compared to 352 in 2017/18
- The whole cohort Capped 9 point score is 396 which is an increase from 370 last year
- Overall pupil attendance is at 95.1% placing the school in benchmarking quartile one (BMQ1) for the fourth year running. Attendance for eFSM pupils compares well to the attendance of non-eFSM pupils; both are above all three national comparators.

#### Areas of Development:

- To ensure an upward trend at L2 inc for pupils in receipt of free school meals (eFSM)
- To ensure a continuation of the upward trend in average point score for pupils in receipt of eFSM
- To increase the number of A/A\* grades achieved by eFSM pupils at GCSE
- To explore alternative vocational courses (non-exam) as an option for certain pupils

***An evaluation for the academic year 2018-19 will follow in the Autumn Term 2020.***

# Pupil Development Grant (PDG) Annual Spend Plan Grant Datblygu Disgyblion (GAD) Cynllun Gwariant Blynyddol

2019-20

## Gowerton School, Swansea



**Mr N Jones, Headteacher**

At Gowerton School, we use the Pupil Development Grant in order to narrow the gap in both attainment and achievement for this targeted group. We fund a number of approaches aimed at developing self-esteem, practical skills and emotional resilience, as well as academic knowledge and skill. We track progress on a pupil-by-pupil basis and ensure that high quality teaching is in place day by day. Other interventions are targeted and specific and aimed at removing barriers to learning and enjoyment that social context and poverty can lead to.

<b>Total PDG / Cyfanswm GAD</b>	<b>£120,750</b>
<b>PDG eFSM</b>	-
<b>PDG early years</b>	-
<b>PDG LAC (if applicable)</b>	-

## PDG Spend Plan 2019-20

Continuum Key: C – Collaborative D- Developmental E – Evaluative ST – Strategic SU - Sustainable

Activity – action required, for instance, recruitment of outstanding teachers (WA)		Outputs – evidence that activities have occurred, for instance the number of teachers that have received catch up training (WA)	Outcomes – the difference / impact made, for instance improvement in numeracy levels. (WA)	Inputs – resources, in this case the PDG funding and human resource required (WA)
Activity supported i.e. collaborative, evaluative and developmental (This will form the basis of the Cluster Financial Spend Plan)	Key	Intended Outputs (evidence based)	Intended Outcomes i.e. Provision	Cost
Ensure that tracking systems identify eFSM across subjects	E D ST	ALCs for Maths, English and Science to work with pupils and their departments to ensure needs of eFSM pupils are being met and to implement strategies for extra support where needed. (JW, DS, AFP)	PLCs identify target pupils and provide support where needed – improves outcomes for disadvantaged groups	£18,615.66
Identify groups of pupils where challenging behaviour is an issue – implement strategies to reduce poor behaviour	E ST	KS3 and KS4 Coordinators ensure that those pupils who need extra support are identified and support is in place. KS4 pupils educated in QUEST follow an individual timetable (LB, WT). A New Behaviour Support officer to be employed from Sept 2019 will work with key pupils.	Reduction of challenging behaviour and improved attendance amongst disengaged pupils – individual timetables and provision for those pupils in QUEST. Mentoring groups in place working with identified pupils.	£46,622.20
Development of social and emotional wellbeing through work with outside agencies and support from GOFAL	D C SU	Key staff in GOFAL to attend update training with outside agencies to ensure they are qualified to meet the needs of vulnerable pupils – DD, SPS, RRR, MB	Collaborative work with outside agencies. Pupils feel safe and nurtured within school and have a 'safe place' to attend when needed (GOFAL)	£68,784
<b>Cyfansymiau / Total Cost</b>				<b>£133,571.86</b>