

**Pupil Development Grant 2019-20**

**School Spending Plan**

**Summary of proposed spend**

|  |  |
| --- | --- |
| Total Pupil Development Grant | £ 86,250.00 |
| Early years allocation | £ NIL |

KS4 (426) £ 34,500

KS3 (466) £ 51,750

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EYPDG OBJECTIVES**  **Priorities to be addressed.** | **Actions to be taken** | **Desired Outcomes** | **Actual Outcomes** | **Staffing costs** | **Other costs** |
| **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |
| **PDG OBJECTIVES**  **Priorities to be addressed.** | **Actions to be taken** | **Desired Outcomes** | **Actual Outcomes** | **Staffing costs** | **Other costs** |
| **KS4** |  |  |  |  |  |
| **Improve KS4 performance in key indicators with a focus on Core subject performance (Science in particular), underachieving pupils at all levels and eFSM** | Deploy LSA to support pupils identified as working below target level at GCSE. | GCSE targets 2020-  Literacy 43 (focus on eFSM + middle ⅓ boys)  Numerary 40  Science 40  eFSM Capped 9→+12 points  ALN→+½ GCSE grade |  | 12,100(AH) | 150 |
| **Raise boys’ standards across all Key Stages, especially Literacy at KS4. Close the gender gap to family average or better Reduce gap in performance between eFSM and non-eFSM pupils.** | Identify strategies and introduce eFSM friendly techniques to improve eFSM performance.  Use of WRU Hub Officer to engage eFSM, and introduce rewards system @ KS4  Use of F/T Youth Worker - nurture provision(KS4) Alternative bespoke Curriculum for target eFSM boys at KS4 e.g. Farm School/Construction/SWEET | Improvement in overall achievement of boys. Decrease in gender gap to less than 10%  eFSM performance >30% L2+ |  | 2,750(CSH)  6,500 (SWEET)  7,000 (NH/JR) |  |
| **Ensure lower ability groups and vulnerable pupils receive opportunities to gain accreditation. Ensure 100% L1 outcomes** | Employ services of external Ed. Psych to carry out assessment/testing Pupil Inclusion Officer to support with home visits. (LL) ASDAN Provision (Centre Registration/Pupil Entries/Certificates). Adopt alternative provision e.g. SWEET Project | Vulnerable and lower ability groups attaining full potential and achieving Level 1 Threshold (100%). >98% pupils achieved Level 1 in 2019. Target 100% for 2020.  (Set as points score when data available) |  | 1,000(EW)  5,000 (LW) | Total £ 34,500 |
| **KS3** |  |  |  |  |  |
| **KS3 Standards-Improve % of pupils gaining English Level6 + to achieve above median, and decrease eFSM/FSM imbalance.**  **Increase challenge to improve % of pupils gaining Level 6+ and 7+ across subject areas** | Effective tracking to move pupils forward. Resources such as Lexia and Intervention programmes e.g. Spelling initiative, transition project (Y7), buddy mentoring,  HOD to identify pupils and liaise with SMT to ensure opportunities are provided to challenge and extend progress and performance of MAT pupils e.g. Maths Challenge, Science Olympiad, Urdd Competitions, Shakespeare Schools Productions, Scholars Programme. | Increase in % of pupils gaining Level 5+ to achieve above median.  Increase in % of pupils achieving Level 6+ and Level 7+ - nearly all subjects show improvement in the L7+ indicator. |  |  |  |
| **Improve performance of eFSM pupils in comparison to non-eFSM pupils – KS3** | HOD to ensure opportunities provided to support and challenge all eFSM pupils including those in ENFYS-KS3 support provision.  Effective tracking of all Intervention programmes for Literacy & Numeracy. Target groups identified by SLT/YPM to mentor & support-with progress of eFSM pupils discussed on individual pupil basis.  Provision of Breakfast Club. | Increase in % of eFSM pupils in KS3 attaining Level5+ across all subject areas. Improvement in CSI indicator |  | 19,000(LW)  14,500(SE/CB)  1,500 (SG) | 100  100  500 |
| **Raise achievement of boys and girls, and decrease gender gap** | Improve attendance, behaviour and wellbeing of vulnerable pupils by Use of WRU Hub Officer to engage boys, and introduce rewards system (KS3)  Provision of additional School Counsellor hours  Provision of resources for vulnerable pupils across all Key Stages e.g. ELSA/Child Development & Food Tech ingredients/art items/Uniform and School Equipment  Edukey Safeguarding Licence (% of cost split) |  |  | 2,750 (CSH)  3,600 (JH)    3,000 (JR) | 500  200 |
| **Develop Literacy and Numeracy skills by embedding the Literacy and Numeracy Framework** | Identify specific groups of learners for Library intervention programme and improve outcomes | Establish intervention strategies to improve pupils’ reading age and numeracy levels. |  |  |  |
| **Attendance Action Plan –To increase % attendance in each year group, and decrease persistent absenteeism by targeting pupils and supporting parents to engage with school.**  **Promote positive attitudes to learning** | Meet with parents to promote engagement.  Celebrate success with certificates/early lunch passes etc.  Attendance Officer apportion of time  Provision of ALNCO time (2hrs pw x 39wks) to ensure effective use of IEPs to inform planning and improve outcomes ensuring all pupils have access to effective pathways which are relevant and maximise every pupil’s potential. | School target for attendance of 95.5% achieved. Improved outcomes and increase expectations-eFSM attendance target 92.5%  Identify specific groups of learners for intervention programme and improve outcomes |  | 2,000  4,000 | Total £51,750 |

If adding or changing priorities please indicate where these have taken place.

Spend related to I.C.T. has to be indicated and authorised by the lead I.C.T. officer in the authority.

Huw Benbow Pembrokeshire and Greg Morgan, Carmarthenshire.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Actual**  **Aug 2014** | | | **ACTUAL**  **Aug 2015** | | **ACTUAL**  **Aug 2016** | | **ACTUAL**  **Aug 2017** | | | **Actual**  **Aug 2018** | | |
|  | OVERALL | | FSM | OVERALL | FSM | OVERALL | FSM | OVERALL | | FSM | OVERALL | | FSM |
| **Attendance** |  | | |  | |  | |  | | |  | | |
| **Early years** | N/A | | | N/A | | N/A | | N/A | | | N/A | | |
| **Foundation Phase FPOI** | N/A | | | N/A | | N/A | | N/A | | | N/A | | |
| **Key Stage 2 CSI** | N/A | | | N/A | | N/A | | N/A | | | N/A | | |
| **Key Stage 3 CSI** | 81.0% | 73.7% | | 86.2% | 73.3% | 87.8% | 68.8% | 89.9% | 76.9% | | 90.1% | 75% | |
| **Key Stage 4 L2i** | 46.7% | 0% | | 51.5% | 31.3% | 59.6% | 37.5% | 53.9% | 50% | | 63.9% | 25% | |

~~\*\*Infant/Junior/Primary~~/Secondary/~~Special~~ schools to complete as appropriate

|  |  |  |  |
| --- | --- | --- | --- |
| Signed |  | Post title | Head teacher |
| Name | Paul Edwards | | |
| Date | 5th September 2019 (reviewed and updated) | | |