

CCYD

Pupil Development Grant School Statement template

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.

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	CCYD
Number of learners in school	1325
Proportion (%) of PDG eligible learners	30% 7-11
Date this statement was published	September 2023
Date on which it will be reviewed	March 24/July 24
Statement authorised by	T Wellington
PDG Lead	G Pope
Governor Lead	H Griffiths

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£370,300
Total budget for this academic year	£370,689

Part A: Strategy Plan

Statement of intent

- *The PDG funding allocated to CCYD will be used to improve a range of outcomes for efsm learners. Efsm learners will be identified and shared with all staff and working collaboratively with RADY CCYD will ensure provision to support improved outcomes for efsm will be tracked, monitored and evaluated across the year.*
- *CCYD aims to ensure all efsm learners are given access to additional support to help them achieve their full potential and the gap between attainment and achievement of efsm learners and nfsm learners is narrowed.*
- *The strategies employed as set out in the plan below are fully detailed in the whole school improvement plan and are monitored and evaluated three times per year and recorded in the SER.*
- *The activities detailed below aim to provide additional support for efsm learners to help them achieve a range of performance outcomes including engagement, attainment, attendance and emotional resilience.*

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
Improved Numeracy provision and outcomes for efsm learners	Improved Star Maths scores for efsm learners Improved WNT scores for efsm learners Disadvantaged (efsm) attainment gap closed
Improved Literacy provision and outcomes for efsm learners	Improved BKSB scores for efsm learners Improved WNT scores for efsm learners Disadvantaged (efsm) attainment gap closed Improved reading ages for efsm learners
Improved attainment outcomes in the core subjects for efsm learners	Improved attainment for efsm learners

	Disadvantaged (efsm) attainment gap closed
Improved provision for learner wellbeing, emotional support and alternative curriculum for efsm learners	<p>Improved outcomes for disadvantaged (efsm) learners via alternative curriculum</p> <p>Improved attendance of disadvantaged (efsm) learners</p> <p>Disadvantaged (efsm) attendance gap closed</p> <p>Improved provision for emotional support and guidance for efsm learners</p> <p>Improved access to extra curricular activities and for efsm learners</p> <p>Improved engagement in education for efsm learners</p> <p>Improved access to learning for efsm learners</p>

Activity in this academic year

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

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Learning and teaching

Budgeted cost: £245,251

Activity	Evidence that supports this approach
Numeracy Intervention support worker	<p>Learner outcomes on entry from primary school (Star Maths, CAT, WNT)</p> <p>KS3 7-9 learner outcomes (Star reader, CAT, WNT)</p> <p>EEF report</p>
Literacy Intervention support worker	<p>Learner outcomes on entry from primary school (BKSB, Accelerated Reader/Star reader, CAT, WNT)</p> <p>KS3 7-9 learner outcomes (BKSB, Star reader, CAT, WNT)</p> <p>EEF report</p>
Librarian/Reading Intervention	<p>Learner outcomes on entry from primary school (BKSB, Accelerated Reader/Star reader, CAT, WNT)</p> <p>KS3 7-9 learner outcomes</p>

	(BKSB, Accelerated Reader/Star reader, CAT, WNT)
English Teacher	KS3/4 efsm learner outcomes
Maths Teacher	KS3/4 efsm learner outcomes
Science Teacher	KS3/4 efsm learner outcomes

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: £0

Activity	Evidence that supports this approach
<i>n/a</i>	<i>n/a</i>

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

Budgeted cost: £116,561

Activity	Evidence that supports this approach
Phoenix Wellbeing Pupil Support Officer	Pastoral team feedback Provide increased opportunities to promote and engage learners in additional qualifications Identified a need to engage efsm learners in learning activities Whole school improvement plan
Health & Wellbeing Pupils Support Officer/HUB Rugby Development Officer	Pastoral team feedback Provide increased opportunities to promote and engage learners in extra curricular activities Identified a need to engage efsm learners in learning activities through mentoring
Pupil Support Officer - Emotional Support (Thrive Intervention)	Increased number of referrals for emotional support. Emotional support needs of efsm learners
efsm mentor - 1:1 and small group mentoring	Previous data from undertaking a similar exercise EEF Report Pastoral team feedback Provide increased opportunities to promote and engage learners in extra curricular activities Identified a need to engage efsm learners in learning activities through mentoring

Total budgeted cost: £370,689

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
Numeracy Intervention support worker	There was an improvement in the number of Numeracy starters seen. Most departments had evidence of Numeracy starters and this was backed up by learner voice. Evidence of improvements in the National test data.
Literacy Intervention support worker	Evidence of improvements in the WNRT data especially around those who have received intervention There was an improvement with regards to the amount of extended writing opportunities seen across the curriculum. Writing habits are starting to be integrated in some subjects Improvements have been made where subjects have moved from booklets to books Constructive feedback was evident and was helpful in guiding learners towards improving their literacy skills.
Librarian/Reading Intervention	Accelerated Reader - Clear evidence of improvements with those learners who received intervention
English Teacher	Additional classes were added for each of the core subjects to reduce class sizes from year 7 to 11. The additional classes facilitated lower class sizes and greater flexibility to ensure the curriculum was delivered to best suit the needs of the learners.
Maths Teacher	
Science Teacher	
Phoenix Wellbeing Pupil Support Officer	Phoenix centre procedures refined and shared with all stakeholders via the pastoral home page. Monitoring of effectiveness and impact to continue into the spring and summer term. Phoenix wellbeing support has been refined and learners are referred in line with clear entry criteria. A referral form with details of expected outcomes is submitted and then added to provision map for recording, tracking and monitoring. Wellbeing 3687 entries were made in 2022/2023 (these include all entries, lessons, timetable, new starters ect) 503 learners were supported in 2022/23 206 of these were efsm
Pupil Support Officer - Attendance	Clear graduated response in place and all associated steps and actions are in place. Agencies in place to work with non attenders, DASH and EWO. Action plans in place. DHT attends the BCBC attendance task and finish group
Health & Wellbeing Pupils Support Officer/HUB Rugby Development Officer	Numbers of participation are very good and there have been a number of successes at both rugby and football tournaments represented by boys and girls. Boys participation numbers are better than girls with good numbers across the key stages. Key stage 3 participation numbers are stronger.

<p>Pupil Support Officer - Emotional Support (Thrive Intervention)</p>	<p>Thrive provision and intervention sessions are recorded via provision map. Phoenix time out is listed and learners are recorded in provision map so staff are aware of this support. Phoenix wellbeing support has been refined and learners are referred in line with clear entry criteria. A referral form with details of expected outcomes is submitted and then added to provision map for recording, tracking and monitoring.</p> <p>Thrive</p> <p>84 learners have received thrive assessment, intervention and support throughout 2022/2023. 34 of these were eFSM / 50 were nFSM</p>
<p>Ensure all eFSM learners have access to the materials and equipment required to engage in learning</p>	<p>Additional financial support for eFSM learners from Yr6 to yr13. Following staff requests basic equipment/calculators, DT/cooking ingredients, breakfast or after school snacks, reduced cost/ free trips, after school sessions, tutoring in Numeracy and Literacy were provided to learners.</p>

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
n/a	

Further information (optional)

n/a
