

## 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.*

### School Overview

Detail	Data
School name	Gowerton
Number of pupils in school	1191
Proportion (%) of PDG eligible pupils	17%
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Kathleen Lawlor
PDG Lead	Kathleen Lawlor
Governor Lead	Mr Morrison Frew

### Funding Overview

Detail	Amount
PDG funding allocation this academic year	£221,950
School Budget contribution to strategies	£12,967
<b>Total budget for this academic year</b>	<b>£234,917</b>

## Part A: Strategy Plan

### Statement of Intent

- *Rigorous tracking across the curriculum of identified target groups to ensure needs are met*
- *Smaller classes in English & Maths for lower ability pupils, with focus on literacy and numeracy*
- *Mentoring strategies to address challenging behaviour*
- *Continuation of social and emotional wellbeing support offered by Gofal staff*
- *Attendance tracking to support families and pupils*
- *Additional support in place for ALN and LAC pupils*
- *Ensuring equality in access to resources and equipment for ALL pupils*

## **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.

<b>Intended outcome</b>	<b>Success criteria</b>
<p><b>Tracking of target groups</b>            Link meetings, Dept meetings and Standards Reviews.            Use of ALPs in KS4 &amp; KS5            Progress Manager ensures that pupils academic progress is rigorously tracked, target pupils identified and intervention strategies are introduced early on.</p>	<p>Improved results and value added for eFSM pupils in KS4 and KS5            Improved APS at KS4 for eFSM and identified pupils.</p>
<p><b>Smaller classes in English &amp; Maths</b>            Lower ability classes in Year 8 &amp; 9 identified as being weaker in literacy and numeracy.            Smaller classes in these year groups to allow for catch up</p>	<p>Improved outcomes for disadvantaged pupils in national tests</p>
<p><b>Challenging Behaviour</b>            Mentors and Behaviour officer to work with identified pupils in KS3 and 4 to address behaviour issues, which impact on learning.            Pupils take responsibility for their actions</p>	<p>Reduction in challenging behaviour            Reduced exclusions            Pupils able to take account for their behaviour and access support when needed.            QUEST provision for disengaged pupils – individual timetables</p>
<p><b>Social and emotional wellbeing support</b>            Pupils able to access support from Gofal Staff and outside agencies where needed including on site Exchange Counsellors            Key Stage Pastoral Coordinators are qualified DSPs and overseeing pastoral provision for pupils, especially those from low income families            Gofal staff trained to meet the needs of vulnerable pupils work collaboratively with outside agencies.            Pupils have access to spare uniform and breakfast if needed.            Laptops loaned to pupils who do not have access to IT at home.</p>	<p>Pupils feel safe and nurtured in school and know who to talk to when needed.</p> <p>Staff have relevant knowledge and training to support pupils.</p> <p>Pupils from low income families have access to spare uniform and IT equipment for use at home if needed.            Outside agencies use school resources to meet with pupils on a regular basis and provide support where needed.            Every pupil has access to IT at home            Every pupil has access to school uniform.</p>
<p><b>Attendance Tracking</b>            Recruitment of 2 Family Liaison Officers to work with pupils and their</p>	<p>Pupils and families have an essential link with school.</p>



families with the aim of improving attendance and supporting vulnerable and disengaged pupils back into school.	Support to families who are struggling with getting pupils into school. FLOs work closely with EWO to address attendance of identified group of pupils. Increase in attendance of vulnerable and eFSM pupils.
<b>Support for ALN and LAC pupils</b> Recruitment of Level 3 TAs for each key stage to provide additional lunchtime and after school catch up support and mentoring for ALN and LAC pupils.	After school club ensures that pupils have access to IT resources and additional support in school to complete homework, coursework etc Lunchtime mentoring provision provides pupils with access to catch up and obtain support for academic work.

### Activity in this academic year

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

#### Teaching & Learning      Budgeted cost: £72,137

Activity	Evidence that supports this approach
Tracking of target groups	Improved outcomes
Smaller classes in English & Maths	Improved outcomes

#### Behaviour & Wellbeing      Budgeted cost: £140,100

Activity	Evidence that supports this approach
Behaviour Management	Reduction in challenging behaviour Reduced exclusions
Social and emotional wellbeing support	Pupils feel safe and nurtured in school and know who to talk to when needed.
Attendance Tracking	Increased attendance of vulnerable and eFSM pupils.

#### ALN      Budgeted cost: £22,680

Activity	Evidence that supports this approach
Support for ALN and LAC pupils	Improved outcomes for eFSM/ALN learners

**Total budgeted cost: £234,917**

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

### PDG outcomes

Activity	Outcome
Rigorous tracking to identify eFSM pupils across subjects	Some improvements identified. eFSM outcomes discussed in Standards Reviews. Continues to be a priority and is tracked via ALPs at KS4 and discussed at regular intervals during Link Meetings.
Identified pupils where challenging behaviour is an issue – implementation mentoring strategies to reduce poor behaviour	'Ready to Learn' programme has been introduced and early indications show it is already having an impact.
Development of social and emotional wellbeing support - Recruitment of two Family Liaison Officers to work with pupils and families to improve attendance	Improvement in attendance figures, although it is still lower than pre-covid. Family Liaison officers work with a target group of families to address attendance issues.