

Pupil Development Grant School Statement 2024.25

This statement details our school's use of the PDG for the 2024.25 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

We regard our students at Bryntirion as individuals, with equal rights but differing strengths and interests. The school seeks to play a major part in helping young people to develop into confident, sensitive and reflective adults, with a range of worthwhile interests, ready to play an active part in society.

We want our students to be happy, optimistic learners with high levels of self-esteem, enthused with a belief that they can achieve their full potential and equipped with the necessary skills and qualities to be successful. Bryntirion is a co-educational 11-18 school, located on the western side of Bridgend. The school motto "Dysgwn Sut I Fyw" (We Will Learn How to Live) encompasses many of the traditional values that inspire our pupils - learning together, through mutual respect and positive relationships built on trust and support. High academic standards are evident in abundance and permeate through everyday school life.

The School Development Plan (SDP) is our strategic approach to help continually improve the quality of provision, leading to the highest standards achievable for all our students. We believe that a combination of all our intentions from A1 – C3 will contribute to the improvement of academic achievement, wellbeing and aspirations of pupils at risk of adverse outcomes.

Detail	Data
School name	Bryntirion Comprehensive School
Number of learners in school	11-16 – 1050
Proportion (%) of PDG eligible learners	17.7%
Date this statement was published	01/10/2024
Date on which it will be reviewed	01/09/2025
Statement authorised by	Ravi Pawar
PDG Lead	SLT – all leaders
Governor Lead	Depesh Nathwani, Anne Verries-Wade



Funding Overview

Detail	Amount
PDG funding allocation this academic year	£201.250
Total budget for this academic year	£201,250

Part A: Strategy Plan

Statement of intent

A – To provide effective Counselling & Wellbeing support for vulnerable learners

Specifically

1. *To improve pastoral and wellbeing provision for e-FSM/vulnerable pupils through a 'nurture environment' approach and counselling services.*
2. *To prepare for establishment of school as 'Trauma- Informed' with training provided for specific wellbeing leaders.*
3. *To provide intervention and support for e-FSM and other vulnerable pupils who are vulnerable for the some of the following reasons, including co-ordinating work with outside agencies:*

- Bereavement
- School refusals, poor attendance and truancy
- Social and emotional issues
- Family problems
- Endangerment of becoming NEETs
- Medical issues.

*(See **Theme B** of School Development Plan 2024.25 - **A culture of strong and secure wellbeing, and positive attitudes to life and learning**)*

B3. To promote and develop positive relationships

We intend:

- To secure an environment where pupils feel safe, respected and treated fairly; are free from bullying and harassment, and any physical, emotional, and verbal abuse.
- To Introduce a whole school 'Positive Relationship Policy'
- To provide training to staff on dealing with dysregulated behaviour, 'Trauma Informed' approaches and restorative practices.
- To educate pupils on the impact of their behaviours and how to re-regulate themselves.
- To reduce the number of FTE (10-15%).
- To reducing number of warnings and sanction that are issued for 'Be Respectful' by 10-15%)



B – To Improve the attendance, behaviour and motivation of FSM/vulnerable learners

Specifically

- new restorative behaviour system (Duty Officer, Restorative approaches clarified systemic approached to rewards and sanctions on place.tified
- All 'risks' to vulnerable learners identified with appropriate provisions to support identified and individual 'progress' narrative planned.
- **See Mastersheets.**

See Theme B2 in School Development Plan 2024 25

- To make effective use of data to identify trends and in planning long term approaches to improving pupils' attendance
- To work with parents/carers to explain why good attendance is important, and in partnership with educational welfare services, social services, and other agencies
- To seek the views of pupils who do not attend school regularly
- To raise the profile of attendance with pupils/staff by using form time boards, assembly time and rewards.
- To Introduce 'Give me 5' attendance/punctuality initiative Christmas, Easter and May.
- To Introduce punctuality focus weeks
- To Introduce 'late gate' - a clear graduated response to be followed in the event learners are late (SLT, PL)
- **See Attendance Policy and Action plan**

See Themes A2 & A4 in School Development Plan 2024.25 – to improve learners effectiveness and motivation

- To develop pupils' resilience, confidence, urgency and responsibility in their learning
- To develop a progressive programme to embed learner effectiveness at Bryntirion
- To focus professional learning for staff to support learner effectiveness
- To create a framework (including dedicated curriculum time—Dysgu Byw, Skills and H&WB)) for developing and embedding learner effectiveness
- To develop form tutorial sessions, in line with 'Be successful', including the introduction of the ' Llyfr Taith Dysgu'
- To Make Feedback Work to improve pupils' motivation

C – To provide effective literacy and numeracy support for identified learners in Years 7 & 8.

Specifically

1. To identify e-FSM pupils in danger of underachieving in Years 7 & 8 (and in other year groups) as a result of deficiencies in numeracy and literacy.
2. To ensure that pupils at KS3 receive the support needed to ensure that pupils entitled to FSM receive weekly intervention to support them in the improvement of basic literacy and numeracy skills
3. To plan more carefully for the progressive development of pupils' literacy and numeracy skills



See A3 in School Development Plan – 2024.25

- To explore 'The Five Proficiencies' in Numeracy rich subjects (Conceptual Understanding; Strategic Competence; Communication with Symbols; Logical Reasoning; Fluency)
- To secure conceptual understanding (e.g. in four rules of number, percentages, measuring, data handling and use of graphs) in numeracy rich subjects (SL) • To explore the development of specific expectations of Listening & Speaking, Reading, and Writing in Year 7 through to Year 9 in literacy rich subjects
- To support pupils to use and apply a range of reading strategies (The 'Bryntirion Reader') so that they can make meaning from words and sentences with increasing confidence.
- To help pupils to write and speak more accurately in a range of contexts and purposes (SL, CT)

D – To ensure provision for vulnerable pupils with an identified learning need have effective support and intervention and a curriculum that meets their needs

Specifically

1. *To ensure provision of effective support packages for e-FSM & identified pupils for pupils requiring additional support in literacy and/or numeracy*
2. *To deploy additional support within 'The Hive' to design and deliver support programmes and activities for e-FSM pupils & identified pupils requiring provision other than 'universal'.*
3. *To provide specialist support for e-FSM & identified pupils having 'dyslexic' tendencies*
4. *Designated pastoral staff in each year group who have responsibility is to research and share strategies to support the progress of e-FSM pupils.*
5. *By ensuring that the academic progress of e-FSM learners & vulnerable is more closely tracked through year group logs and profiles – See Mastersheets*
6. *To introduce the curricular provision associated with the Flint model for Year 7 & 8*

See School Development Plan for 2024.25

B4. To further improve ALN provision

We intend:

- To ensure our provision for pupils with an additional learning need is successful in supporting them with their personal development and in reaching their full academic potential (
 - To reduce the deficiencies in pupils' literacy and numeracy skills.
 - To support pupils in development their social and emotional skills
 - To change the curriculum model for Year 7 & 8 Flint so that it more effectively meets needs of identified pupils with an ALN.
 - To deploy a dedicated ALN teacher to deliver 10 additional literacy and Numeracy intervention sessions a fortnight (10 hours literacy & 10 hours numeracy) for Year 7 & 8.
 - To support pupils to engage in learning with clearer and more consistent classroom routine and expectations.
- To establish specific entry and exit criteria for Flint classes



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
<p><i>A – To provide effective Counselling & Wellbeing support for vulnerable learners</i></p>	<ol style="list-style-type: none"> 1. Increased capacity for pastoral and wellbeing provision. 2. Additional members of Pastoral Support Team to receive trauma-informed school training in October 2024. 3. Comprehensive and effective intervention sessions developed to support learners. 4. Pastoral intervention records for all pupils in need of support outline provision, action and impact 5. Increase capacity for pastoral and wellbeing provision. 6. To provide new staffed pastoral wellbeing provision (with Safeguarding and Wellbeing Leader, 3 x AHT, 2 x Pastoral Support Officers) and 3 meeting rooms to support engagement with pupils and parents 7. Attitudes to learning by e-FSM pupils is in line with non-FSM pupils as evidenced in the pupil voice survey. 8. Reduction in negative sanctions issued to vulnerable learners 9. Reduction in FTE/PEX in 2024.25 (See SOAP for improvements already made. 10. All interventions, plans and progression in relation to plans is in place.
<p><i>B – To Improve the attendance, behaviour and motivation of FSM/vulnerable learners</i></p>	<ol style="list-style-type: none"> 1. eFSM attendance fell from 85.74 in 22/23 to 83.30 in 23/24, Year 10 eFSM dipped to 76.50 - both are priority areas for 2024/25. 2. Narrow the eFSM gap to below 5% 3. Monitor all FSM pupils attendance where it drops below 90%.Overall we want this to be below 10 4. CPS for FSM pupils - 320 Literacy Pts Score for FSM pupils 37 Numeracy Pts Score for FSM pupils - 36



	<p>Science Pts Score for FSM pupils – 38</p> <p>5. Reduction in FTE – particularly repeat exclusions for FSM pupils – 39 in 2023.24 (as opposed to 52 in 2022.23. falls to below 30</p> <p>6. 100% of Young Carers provided with mentoring support and a point of contact for support.</p>
<p>C – To provide effective <i>literacy and numeracy support for identified learners in Years 7 & 8.</i></p>	<ol style="list-style-type: none"> 1. 100% of FSM pupils identified included on designed programme to achieve expected progress in reading and numeracy (as evidenced in improvement in reading ages and NNRTs and exit/entry criteria for intervention 2. Development of clear entry and exit strategy identifies which pupils require further or different interventions 3. Evaluated plans for numeracy and literacy indicate demonstrable progression (e.g. in 5 proficiencies)
<p>D – To ensure provision for vulnerable pupils with an identified learning need have effective support and intervention and a curriculum that meets their needs</p>	<p>We intend:</p> <ul style="list-style-type: none"> • To ensure our provision for pupils with an additional learning need is successful in supporting them with their personal development and in reaching their full academic potential (<ul style="list-style-type: none"> • To reduce the deficiencies in pupils’ literacy and numeracy skills. • To support pupils in development their social and emotional skills • To change the curriculum model for Year 7 & 8 Flint so that ir more effectively meets needs of identified pupils with an ALN. • To deploy a dedicated ALN teacher to deliver 10 additional literacy and Numeracy intervention sessions a fortnight (10 hours literacy & 10 hours numeracy) for Year 7 & 8. • To support pupils to engage in learning with clearer and more consistent classroom routine and expectations. • To establish specific entry and exit criteria for Flint classes

Activity in this academic year

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

Expenditure focuses mainly on staff required to provide academic, pastoral and wellbeing, and additional learning need support for vulnerable and FSM learners

Overall use of PDG Grant

27445	To support pastoral wellbeing of all pupils including those at risk of adverse outcomes
24747	To support pastoral wellbeing of all pupils including those at risk of adverse outcomes
47692	To support pastoral wellbeing and safety of all pupils including those at risk of adverse outcomes
30212	To support the curriculum needs of those pupils with more significant additional learning needs who would otherwise be at risk of adverse outcomes and limited progress
22473	To support the development and progress of pupils numeracy skills, including the five proficiencies, with an emphasis on those at risk of adverse outcomes and inability to access the curriculum without such remedial intervention
28975	To support the development and progress of pupils literacy skills, particularly reading, with an emphasis on those at risk of adverse outcomes and inability to access the curriculum without such remedial intervention
12713	To improve the attendance of those pupils at risk of adverse outcomes

Learning and teaching

A3 - PDG targeted for the cost of planned literacy and numeracy interventions – including staffing costs. (*Literacy and Numeracy support staff x 2 £51,000 total*) *Cost of accelerated reader and numeracy interventions*

(£10,000 supplemented by school budget beyond grant)

Activity	Evidence that supports this approach
Literacy and numeracy activities	<ol style="list-style-type: none"> 1. 100% of FSM pupils identified included on designed programme to achieve expected progress in reading and numeracy (as evidenced in improvement in reading ages and NNRTs) 2. Development of clear entry and exit strategy identifies which pupils require further or different interventions

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

Budgeted cost See above



Activity	Evidence that supports this approach
School ensures that behaviour, attendance and wellbeing planning is robust and targeted	Tracking of FSM and vulnerable learner groups enables targeted and specific interventions based on needs. Persistent absence of FSM pupils (under 90%) identifies required interventions relating to attendance, through partnership with EWO, DASH and other specialist external agencies, such as CAHMS
Pastoral Team focuses on activities that support FSM/CLA, Young Carers and those on CP register which are individualised depending on need.	Evidence in pupil records – year group logs of all interventions. Year group profiles, My Concern notes, Class charts records all indicate high level of support impacting on standards achieved and in pupils’ wellbeing and attitudes to learning.

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 2023 to 2024 academic year.

Activity	Impact
<i>To provide effective Counselling & Wellbeing support for vulnerable learners</i>	<ul style="list-style-type: none"> • In most recent survey, 93% of pupils participating stated that they generally feel safe in school. • Effective provision and support is in school to promote the school’s safeguarding culture (SLT hub, The Hive and experienced SG and Pastoral Team. • Rigorous systems are in place – ‘My Concern’, comms with staff and weekly SG meetings. • Safeguarding audit has been updated and checked by EET 11-12-23 – positive feedback received. • EET has attended and completed three safeguarding clinics so far this year. Six staff have been interviewed and feedback was extremely positive. Staff were fully aware of school safeguarding procedures. • Fixed term exclusions of pupils entitled to FSM fell from 52 in 2022.23 to 39 in 2023.25, a reduction of 25%. • MyConcern indicates high level of professional support provided for identified vulnerable learners. • See Pastoral records for all interventions for each cohort – too many to list here, as each intervention and its impact is measured on an individual basis



B – To Improve the attendance, behaviour and motivation of FSM/vulnerable learners

Overall attendance improved in 2023.24 from 90.1 to 90.3. Whilst the attendance of pupils entitled to FSM is better than all comparators in 2022/23 and in 2023.24 this widened in 2023,24, most specifically in Year 10. This has been identified as an improvement priority in the SDP - see B2. Persistent absence is still below comparators but grew substantially in the Summer Term. See SOAP 2023.24.

Whilst the number of FTE for FSM pupils fell by 25% in 2023.24 it is still too high. There were 4 PEX – we believe is unprecedented and unlikely to represent a trend.

We note

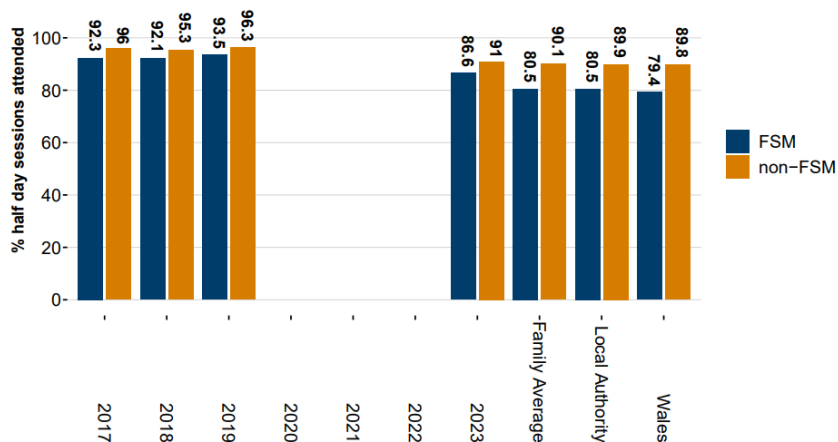
- Increased levels of FTE (Fixed term Exclusions) over the past 3 years
- 2021-24 3 year average FTE – 99 Days – 146, 2018-21 3 year average FTE – 31 Days – 55. (66% increase from pre-covid times). 50% increase FTEs for FSM pupils in 2023-24 when compared to 2022-23 (potential impact of trauma).
- Increased number of pupils displaying impact of childhood trauma (ACES).
- ‘Be Respectful’ behaviour type has the highest level of warnings and sanctions issued for 2023-24 (Warnings – 3023 & Sanctions – 1588).
- Increase levels of dysregulated behaviours (pupils unable to regulate themselves) (FTE/Class-charts data).
- Restorative practices across the school should be more consistently applied.

See intentions for improvement in SDP 2024.25



1.3 Attendance by FSM

Chart 1.3a - FSM/non-FSM trend - % half day sessions attended



C – To provide effective *literacy and numeracy support for identified learners in Years 7 & 8.*

D – To ensure provision for *vulnerable pupils with an identified learning need have effective support and intervention and a curriculum that meets their needs*

Bryntirion is making strong progress in implementing ALN reform. We have built the strategy with the following approach: The 'Bryntirion Inclusive Way' which is defined as follows:

- The Individual Need – What (registers)? Who can I discuss this with? Where can I find the support?
- The Provision – How can this support the pupil? Understanding what this looks like through provision mapping.
- The Strategies – What do the pupils need? What support do I need? (Classcharts, Teams, ALN channel, wealth of resources).
- The Ways to Employ the Strategies – Modelled examples, shared examples, one-page guidance, professional discussions, all teachers are teachers of ALN.
- The Connection – Connection before Correction – Narrating the decision and recognising the pupil's need.
 - The Hive is a vibrant community where pupils and families feel well supported and valued.
 - The school is playing a leading role in developing LA strategy and has multiple case studies demonstrating excellent practices.
 - There is more to do to ensure that universal provision is understood and planned for by all staff. Revisions to Class Charts will enable information to be shared more successfully, but there is so much more to be done with regard to professional learning of all staff.
 - Support for EAL pupils has improved with a clear strategy and effective deployment of grant funding.



- Overall pupils with ALN benefit from beneficial an provision and a nurturing and safe atmosphere within the Hive and across the school. There are effective interventions in place to support pupils with weak literacy and numeracy skills. Pupils with ALN have useful one-page profiles which include key information about how staff can best support them. This is useful, detailed and available and utilised. The school has developed its provision successfully in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act.
- The school has a learning resource provision to support a small number of pupils with significant ASD. These pupils are successfully integrated into mainstream lessons, and have extensive additional support where required. Staff know the pupils and their individual needs well and ensure those needs are met.
- Relevant members of staff are fully informed of the individual needs of the pupils with an ALN, and all members of the school's staff receive autism awareness training.

However, we have noted that:

- Current Flint in Years 7 and 8 (the discrete class for pupils with a significant ALN were not making sufficient progress in current model (They have significant gaps in Literacy & Numeracy Skills).
- Pupils in these classes are becoming increasingly dysregulated leading to more frequent disengaged behaviour and pupils being removed from lessons.
- Teaching staff have reported that many pupils do not having sufficient Literacy & Numeracy Skills to access curricular content.
- Pupils take a long time to settle and engage with classroom routines
- Increased levels of anxiety amongst pupils with ASD requiring small class environment with gradual exposure in large class environment.
- However. a pilot project run in 2023-24 involving a more consistent approach with Flint, provide positive outcomes

We therefore now need to:

- Reduce the deficiencies in pupils' literacy and numeracy skills.
- Support pupils more in engaging with classroom routine and expectations (Be Bryntirion).



	<ul style="list-style-type: none"> • Provide a more consistent approach (including teacher, class room, routines). • Change our curriculum model for Year 7 & 8 Flint – A consistent teacher to deliver 10 additional literacy and Numeracy intervention sessions a fortnight (10 hours literacy & 10 hours numeracy). • Appoint ALN teacher (with responsibility of Flint). • Establish specific criteria for to move in and out of Flint. • Hold two parental evenings to discuss pupil progress (Feb & Jul)
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Outcomes – Year 11 FSM

Performance Indicator	2023	2024
CPS	297	311.2
Literacy	35.5	36.9
Numeracy	33.2	31.1
Science	31.3	32.8
5A*/A %	11.8	4.0
WBQ SCC	32.1	36.2

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
Wellbeing Support	Motional, ELSA, Nessy
Data Intelligence	SMID, Class Charts
Literacy	Lexia, Accelerated Reader

Bryntirion provides Family Therapy and Mental Health Provision as an integral part of the support for our students, parents and staff within our school community. By providing specialist therapeutic provision and mental health services on-site, we have broken down the barriers and the stigma that our vulnerable families experience in seeking support for their mental health.

Our tiered approach to Well-Being delivers a continuum of Mental Health intervention and support from responsive triage meeting the real time needs of our students to specialist and family therapy for the parents and staff in our community. Our early intervention approach, prevents mental health problems becoming more acute, and the distress caused by waiting times, improves safeguarding and has transformed the long term outcomes for the families we have worked with. Access to early intervention brings young people and their



families together on their terms and can prevent the need for diagnosis and a lifelong label of mental health difficulties.

As a result, we have also improved the communication, engagement and mental health of our most vulnerable families, positively changing the long term health and educational outcomes for these families.

The school prepares a comprehensive evaluation of its priorities, and these are approved and considered by the school's Governing Body. There is evidence of effective evaluation in the use of the grant to support pupils through academic intervention, a pupil offer and additional wellbeing and counselling support.

The school has amended its curriculum offer to improve provision for groups of learners. It has created a new area for additional support, known as the Hive, where a wide range of interventions and therapeutic activities now take place to support universal provision – particularly for vulnerable pupils.