

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)
- 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. Attendance of e-FSM pupils improves- 86.6% in 2023.24- to an 88% target in 2024.25. Reduce persistence absence and address wellbeing matters pertaining to groups of pupils. Monitor all FSM pupils attendance where it drops below 90%. Overall we want this to be below 10%. 2. 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> <ol style="list-style-type: none">3. Reduction in FTE – particularly repeat exclusions for FSM pupils – 39 in 2023.24 (as opposed to 52 in 2022.23. falls to below 30).4. 100% of Young Carers provided with mentoring support and a point of contact for support.
<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.• 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.

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.