

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2023 to 2024 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	West Monmouth School
Number of pupils in school	1191
Proportion (%) of PDG eligible pupils	22
Date this statement was published	Sept. 18 th 2023
Date on which it will be reviewed	August 2024
Statement authorised by	E. Jordan
PDG Lead	E. Jordan
Governor Lead	J. Bond

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£423200
Total budget for this academic year	£6,458,765

Part A: Strategy Plan

Statement of Intent

You may want to include information on:

Our aim in the use of PDG grant funding is to reduce the impact of poverty and disadvantage on PDG eligible learners at our school and to ensure equity across our school community. To this end our PDG funding is allocated across 3 broad strands:

1. Additional staffing and resources to support literacy and numeracy skills development in disadvantaged learners. This encompasses staffing to enable reduced class sizes and also staffing to facilitate small group and one-to-one intervention for pupils who require it.

2. Additional staffing and resources to support the wellbeing of disadvantaged learners in order to enable them to engage effectively in learning. This encompasses staffing within our wellbeing hub as well as capacity to support engagement with families. Funding also supports access to appropriate external providers.
3. Additional staffing and resources to ensuring disadvantaged and vulnerable learners have access to appropriate curriculum pathways and enrichment opportunities.

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
Improvements in levels of positive engagement among disadvantaged learners.	Improvements in: <ul style="list-style-type: none"> • Attendance figures • Exclusions • Behaviour data For disadvantaged learners.
Improvements in outcomes among disadvantaged learners relative to the general cohort.	Reduction of 'attainment gaps' between fsm and non-fsm learners at all thresholds.

Activity in this academic year

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

Learning and Teaching

Budgeted cost: £250,031

Activity	Evidence that supports this approach
<i>Employment of additional teaching staff to reduce class sizes in core subjects.</i>	Education Endowment Foundation Impacts on outcomes in previous years
<i>Employment of additional staff to provide small group and 1:1 interventions in literacy and numeracy.</i>	Education Endowment Foundation Impacts on outcomes in previous years

<i>Use of Accelerated Reader programme to improve pupils' reading comprehension.</i>	Education Endowment Foundation (research in relation to reading comprehension strategies) Case studies from schools already using this approach Impact data from previous years of use.
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Community Schools

Budgeted cost: £57,795

Activity	Evidence that supports this approach
<i>Employment of support workers who liaise with families and external agencies to support attendance and engagement.</i>	Education Endowment Foundation (research in relation to parental engagement)

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

Budgeted cost: £115,374

Activity	Evidence that supports this approach
<i>Employment of wellbeing workers to provide various interventions to support attendance, behaviour and engagement.</i>	Education Endowment Foundation (research in relation to social and emotional learning)
<i>Accessing of externally provided programmes to improve emotional wellbeing and engagement of participating learners.</i>	Education Endowment Foundation (research in relation to social and emotional learning)
<i>Allocation of resources to ensure disadvantaged learners can access the full curriculum including extra-curricular activities such as music lessons, educational visits, outdoor learning etc.</i>	Education Endowment Foundation (outdoor learning, physical activity and arts participation) RADY project

<i>Provision of Wednesday afternoon enrichment programme to year 7 learners.</i>	Education Endowment Foundation (outdoor learning, physical activity and arts participation) RADY project
<i>Provision of alternative curriculum pathways to disadvantaged learners who struggle to engage positively with school.</i>	Provider case studies Outcomes seen in other schools

Total budgeted cost: £ 423,200

Part B: Review of outcomes in the previous academic year

PDG outcomes

The PDG aims for 21/22 were similar to those stated above for the current academic year ie. to reduce the impact of poverty and disadvantage on PDG eligible learners at our school and to ensure greater equity across our school community. The strategies employed to achieve this were also broadly similar although some elements of activity differed:

1. Additional staffing and resources to support literacy and numeracy skills development in disadvantaged learners. This encompasses staffing to enable reduced class sizes and also staffing to facilitate small group and one-to-one intervention for pupils who require it.
2. Additional staffing and resources to support the wellbeing of disadvantaged learners in order to enable them to engage effectively in learning. This encompasses staffing within our wellbeing hub as well as capacity to support engagement with families. Funding also supports access to appropriate external providers.
3. Additional staffing and resources to ensuring disadvantaged and vulnerable learners have access to appropriate curriculum pathways and enrichment opportunities.

It is difficult to judge the impact of these strategies due to the impact of COVID-19. Although research is still limited, it is now widely recognised that disadvantaged learners have been disproportionately negatively impacted by the pandemic for a variety of reasons and this is certainly evident at our school:

KS3 Outcomes:

Significant attainment gaps between fsm and nfsm pupils still remain across the curriculum, however significant progress has been made in narrowing these at most thresholds; and the performance of fsm pupils overall has increased:

At L5+, levels of fsm attainment increased in all subjects bar 2 and, in many subjects, the gains were very significant being over 10 percentage points. The attainment gap between fsm and nfsm pupils narrowed in all subjects bar 1 and the mean 'gap' has reduced significantly from 25.8 percentage points to 11.7. The rate of improvement for fsm pupils was higher than that of their nfsm peers in all subjects bar 2.

At L6+, fsm pupils' attainment increased in most subjects (10/13) but these increases were smaller than those seen at L5+. The attainment gap narrowed in many (9/13) subjects and the mean gap decreased by 4.2 percentage points. The rate of improvement for fsm pupils was higher than that of their nfsm peers in the majority of subjects (8/13).

At L7+, progress in reducing the attainment gap between fsm and nfsm is less significant, although attainment of fsm pupils at this level overall has increased significantly. In 2022, no fsm pupils attained a level 7 in 5 subject areas but this reduced to 1 in 2023, and there was an increase in fsm attainment in the majority of subjects (8/13). However, in nearly all subject areas, the rate of improvement was greater for nfsm pupils than for fsm meaning that attainment gaps closed in only a minority of subjects and the mean gap increased by almost 7 percentage points.

KS4 Outcomes:

In 2023, the performance of fsm pupils remained below that of nfsm pupils in all key indicators. However, the attainment of fsm pupils increased in all indicators relative to 2022 and the attainment gaps narrowed in all indicators also. Moreover, this pattern is repeated in most subjects across the curriculum. Analysis of average subject residuals against set targets shows that nfsm pupils continue to perform better relative to target than fsm pupils in nearly all subjects. 56.8% of nfsm pupils achieved or exceeded their target CPS compared to 36.8% of fsm pupils. Again though, the latter figure represents a significant improvement when compared to 2022 outcomes.

Pupil Attendance:

Rates of attendance for fsm pupils remain significantly below those of non-fsm pupils in line with local and national trends. However, some progress has been made in reducing this differential: In 2023, fsm attendance was 76.95 compared to 89.77 for nfsm pupils giving a 'gap' of 12.8 percentage points down slightly from 13.8 in 2022. The increase in the attendance of fsm pupils overall was 4.7 percentage points compared to an increase of 3.7 percentage points for non-fsm pupils. Rates of persistent absenteeism (PA) also remain significantly higher among fsm pupils but have decreased by just under 10 percentage points relative to 2022 which compares favourably to a 3.7 percentage point reduction for non-fsm pupils. The gap between PA rates for fsm and nfsm pupils narrowed by just over 6 percentage points as a result. In addition, overall attendance of Gypsy Traveller pupils increased from 60.2% in 2022 to 68.8% in 2023 and there was a small reduction in rates of PA in this group also.

Exclusions:

The rates of exclusion for fsm pupils remain significantly higher than those for non-fsm pupils with the number of exclusions per 1000 pupils being 290 and 55.8 respectively. The former figure is similar to that in 2022 but the latter has decreased by over 50%. Moreover, while in 2022, fsm pupils accounted for just over half of all exclusions, this figure rose to 70.6% in 2023.

The above data suggest that, overall, PDG strategies employed have begun to have a positive impact on the engagement and attainment of disadvantaged learners in most areas and are supporting post-covid recovery for this group of learners.

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
Accelerated Reader	Renaissance

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.