

Pen y Dre High School

Pupil Deprivation Grant Public Domain Document 2015-2016

In 2015-16 **Pen y Dre High School** was provided with a PDG allocation of **£206,850.00** to help the school promote progress and remove barriers to learning for pupils eligible for this funding.

At Pen y Dre High School we have a comprehensive plan, agreed and monitored by Schools Challenge Cymru Advisor and Local Authority to help the school make the best use of this funding. Schools are expected to implement sustainable strategies that will quickly bring about changes for pupils eligible for this funding.

Overall the main focus for the school is to use this funding to further improve outcomes for our eFSM learners, and those with barriers to learning, as measured by key stage three assessments and key stage four examination outcomes. We are also focused on improving the attendance, participation in school and the wellbeing of pupils eligible for this funding.

In particular, we have targeted in our School Improvement Plan that we want 37% of our Year 11 pupils who are eligible for free school meals to achieve 5 or more A*-C passes at GCSE including English and Mathematics.

How the money can be used

1. Robust **identification of need** with regard to disadvantaged pupils, their circumstances, current achievement and progress, together with clear procedures for **tracking individuals' progress**
2. Developing a systematic approach to **intervention, support and providing feedback** to individual learners, including **those at risk of disengaging from learning** and whose **attendance** is a cause for concern.
3. Making provision of high quality for learners experiencing material disadvantage who have **additional learning needs**, or who are **looked after children**, are **educated otherwise than at school** or have **emotional social and behavioural needs**.

4. Access to **enrichment activities, the removal of any financial barriers** to participation and the provision of curricular activities and opportunities through **out-of-school hours provision** and holiday programmes.
5. The provision of **additional tuition**, small group tuition and other strategies designed to **personalise learning** and target support and **access to facilities beyond the school day** that support homework and independent learning, such as those involving ICT.
6. The development of **personal support and mentoring** to meet pupils' physical, emotional and social needs, to remove barriers to learning and improve well-being and readiness to learn.
7. The development of strategies that involve the **family and community** including those that signpost learning opportunities.
8. The embedding of opportunities within the curriculum and in wider learning for **learners' voice** to be fully involved in informing decisions that affect their education.
9. The strengthening of strategies that promote **the school at the heart of its community**.

How the money has been used in 2015-2016

After looking at the guidance and discussing our plans with a range of people, we have decided to use the funding in the following ways:

1. We have a dedicated member of staff who is working to improve the reading ages of identified pupils.
2. We will provide rewards to encourage pupils eligible for this funding to achieve their potential.
3. We have a dedicated member of staff who monitors the attendance and punctuality of identified pupils.
4. We have provided additional support for identified pupils in the learning hubs at our school.

5. We have provided extra Maths and English specialist teachers to work with identified pupils.
6. We have provided a Team Around the Family worker to help identified families support their child/ children to achieve their potential.
7. We are supporting our partner primary schools to raise the attainment of identified pupils through transition work in skills.
8. We are providing alternative and additional learning opportunities for identified pupils in order for them to achieve their potential.
9. We have provided a learning support assistant at key stage four who uses a range of arts based strategies to engage identified pupils in order for them to achieve their potential.
10. We set up a learning hub PYD@3Gs in order to improve attendance and participation for identified pupils.
11. We have identified key staff who can have the most impact on improving the attainment of identified pupils and have planned for them to have the time and resources to do this.

Our detailed plan which includes further details about how we're spending the grant is available on request.