

Gwasanaeth Effeithiolrwydd a Gwella Ysgolion Rhanbarthol Gogledd Cymru Regional School Effectiveness & Improvement Service for North Wales

## Ysgol Bryn Alyn Schools' Pupil Development Grant Statement

The purpose of the Pupil Development Grant is to improve the educational attainment and achievements of pupils who are entitled to free school meals (eFSM).

**WG Definition 2018** - The PDG should be used to support the needs of all children who are or have been eFSM in the previous two years or are looked after. The PDG is intended to provide support to disadvantaged learners to overcome the additional barriers that prevent those from disadvantaged backgrounds achieving their full potential.'

As a school, we will implement the PDG to:

| Develop early literacy and numeracy approaches  Support all eligible learners, including those who are MAT.  Forensically track pupils, identify underachievement and use robust intervention strategies.  Place a high priority on teaching and learning, quality feedback and metacognition  Ensure support staff are highly trained and clearly identify the provision they are leading on  Target Early Intervention Strategies with at least 60% of secondary schools' PDG to be invested in key stage 3 learners.  Develop effective systems and processes for tracking pupil's progress  Forever that all PDG statements are really linked (sales all realizable). | Criteria   | ✓        | X |
|---|--|----------|---|
| Forensically track pupils, identify underachievement and use robust intervention strategies.  Place a high priority on teaching and learning, quality feedback and metacognition  Ensure support staff are highly trained and clearly identify the provision they are leading on  Target Early Intervention Strategies with at least 60% of secondary schools' PDG to be invested in key stage 3 learners.  Develop effective systems and processes for tracking pupil's progress   | Develop early literacy and numeracy approaches                   | ✓        |   |
| robust intervention strategies.  Place a high priority on teaching and learning, quality feedback and metacognition  Ensure support staff are highly trained and clearly identify the provision they are leading on  Target Early Intervention Strategies with at least 60% of secondary schools' PDG to be invested in key stage 3 learners.  Develop effective systems and processes for tracking pupil's progress  | Support all eligible learners, including those who are MAT.      | ✓        |   |
| Place a high priority on teaching and learning, quality feedback and metacognition  Ensure support staff are highly trained and clearly identify the provision they are leading on  Target Early Intervention Strategies with at least 60% of secondary schools' PDG to be invested in key stage 3 learners.  Develop effective systems and processes for tracking pupil's progress   | Forensically track pupils, identify underachievement and use     | ✓        |   |
| and metacognition  Ensure support staff are highly trained and clearly identify the provision they are leading on  Target Early Intervention Strategies with at least 60% of secondary schools' PDG to be invested in key stage 3 learners.  Develop effective systems and processes for tracking pupil's progress  | robust intervention strategies.                                  |          |   |
| Ensure support staff are highly trained and clearly identify the provision they are leading on  Target Early Intervention Strategies with at least 60% of secondary schools' PDG to be invested in key stage 3 learners.  Develop effective systems and processes for tracking pupil's progress   | Place a high priority on teaching and learning, quality feedback | ✓        |   |
| provision they are leading on  Target Early Intervention Strategies with at least 60% of secondary schools' PDG to be invested in key stage 3 learners.  Develop effective systems and processes for tracking pupil's progress  ✓   | and metacognition  |          |   |
| Target Early Intervention Strategies with at least 60% of secondary schools' PDG to be invested in key stage 3 learners.  Develop effective systems and processes for tracking pupil's progress   | Ensure support staff are highly trained and clearly identify the | ✓        |   |
| secondary schools' PDG to be invested in key stage 3 learners.  Develop effective systems and processes for tracking pupil's progress   | provision they are leading on                                    |          |   |
| Develop effective systems and processes for tracking pupil's progress   | Target Early Intervention Strategies with at least 60% of        |          | X |
| progress  | secondary schools' PDG to be invested in key stage 3 learners.   |          |   |
|   | Develop effective systems and processes for tracking pupil's     | <b>✓</b> |   |
| Francisco that all DDC statements are multiplied (sale all male site  | progress   |          |   |
| Ensure that all PDG statements are published (school website  | Ensure that all PDG statements are published (school website     | ✓        |   |
| or forwarded to GwE).   | or forwarded to GwE).  |          |   |

In addition to the above we have used the PDG funding to:

- Improve outcomes of KS4 eFsm pupils, especially boys and most able.
- Improve outcomes of KS4 eFsm pupils in GCSE Numeracy compared to non-efsm pupils.
- Improve literacy skills of eFSM pupils in Year 7 entering the school on Level 4 or below.
- Reduce the % of persistent absence of efsm pupils, especially girls.
- Improve the learning culture of eFSm boys in year 8 so that the number of B5s decreases.

In 2019-20 Ysgol Bryn Alyn School were allocated a total Pupil Development Grant of £ 162,150.















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Ysgol Bryn Alyn School has reference to PDG in the annual SDP as a vehicle for planning or a comprehensive plan, agreed and monitored by GwE and Wrexham Local Authority.

 $X / \checkmark$  - It is not appropriate for the school to publish a detailed plan as it could identify individual pupils.











