



## Pupil Development Grant 2023.24

<b>School:</b>	BRYNTIRION COMPREHENSIVE	<b>Pupil Development Grant</b>
<b>Headteacher:</b>	RK PAWAR	<b>£190,900</b>

Brief Description of Activity	Success Criteria	Cost
<p><i>Pupil support &amp; Intervention</i></p> <ol style="list-style-type: none"><li>1. To ensure provision of effective support packages for e-FSM &amp; identified pupils for pupils requiring additional support in literacy numeracy</li><li>2. To deploy additional support within 'The Hive' to design and deliver support programmes and activities for e-FSM pupils &amp; identified pupils requiring provision other than 'universal'.</li><li>3. To publish action research on best ways of delivering specialist wellbeing provision for vulnerable FSM pupils</li><li>4. To publish a weekly notice on interventions required to support e-FSM pupils &amp; identified pupils for wellbeing and academic reasons.</li><li>5. To provide specialist support for e-FSM &amp; identified pupils having 'dyslexic' tendencies</li><li>6. By establishing e-FSM champions attached to each year group in KS3 whose responsibility is to research and share strategies to support the progress of e-FSM pupils.</li><li>7. By ensuring that the academic progress of e-FSM learners &amp; vulnerable is more closely and individually tracked through year group logs and profiles</li></ol>	<ol style="list-style-type: none"><li>1. The targets and provision (specific) of all e-FSM pupils in Years 7, 8 and 9 on the ALN register are shared with all teaching staff through Classcharts</li><li>2. Progress in relation to literacy and numeracy of pupils on the ALN (and basic skills) register is measured separately with intervention programmes introduced where necessary.</li><li>3. Each pupil requiring either academic &amp; pastoral support is considered as part of rolling programme of meetings between ALNCO, Head of Year and AHT – see logs</li><li>4. By 2024, all e-FSM pupils receiving ALN support achieve target grades in GCSE English and Maths, and</li></ol>	<p>Staffing £99,973</p> <p>Additional higher level LSA support for vulnerable learners within The Hive – see new job descriptions. (3 new appointments following re-structuring in 2023.24)</p>

	overall profile of FSM pupils is comparatively strong	
<p><i>Counselling &amp; Wellbeing support for vulnerable learners</i></p> <p>See A1,</p> <ol style="list-style-type: none"> <li>1. To improve pastoral and wellbeing provision for e-FSM/vulnerable pupils through a 'nurture environment' approach and counselling services.</li> <li>2. To prepare for establishment of school as 'Trauma- Informed' with training provided for specific wellbeing leaders.</li> <li>3. To provide intervention and support for e-FSM pupils who are vulnerable for the some of the following reasons:</li> </ol> <ul style="list-style-type: none"> <li>• Bereavement</li> <li>• School refusals, poor attendance and truancy</li> <li>• Social and emotional issues</li> <li>• Family problems</li> <li>• Endangerment of becoming NEETs</li> <li>• Medical issues.</li> </ul> <p>Through deployment Wellbeing Officer to maintain to support pupils through a range of intervention programmes, including:</p> <ul style="list-style-type: none"> <li>• Literacy and numeracy intervention</li> <li>• Engagement with statutory and voluntary organisations such as:</li> <li>• Counselling pupils and families</li> </ul>	<p>To improve attendance of e-FSM pupils 93% target in 2023.24. Currently, overall attendance of FSM pupils in 2022.23 was well above all comparators</p> <p>To reduce persistence absence and address wellbeing matters pertaining to groups of pupils (e-FSM &amp; identified girls\0</p> <p>To improve attendance of vulnerable pupils. Monitor all FSM pupils attendance where it drops below 90%.</p>	<p>£40,929 – staffing costs</p> <p>British Psychology subscription - £130</p>
<p><i>Literacy and numeracy support</i></p> <p>See B3 in School Development Plan</p> <ol style="list-style-type: none"> <li>1. To support e-FSM pupils in danger of underachieving in Years 7 &amp; 8 as a result of deficiencies in numeracy and literacy.</li> <li>2. To ensure that pupils at KS3 receive the support needed to ensure that all pupils entitled to FSM receive 1-1 weekly intervention to</li> </ol>	<ol style="list-style-type: none"> <li>1. 100% FSM pupils included on designed programme achieve expected progress in reading and numeracy (as evidenced in improvement in reading ages and NNRTs)</li> </ol>	<p>£28,980</p>

support them in the improvement of basic literacy and numeracy skills	2. Clear entry and exit strategy identifies which pupils require further or different interventions	
<p><i>Improving Attendance, behaviour and motivation</i></p> <p><i>See A1 &amp; A2 in School Development Plan</i></p> <ol style="list-style-type: none"> <li>1. To improve the attendance, behaviour and motivation of e-FSM/vulnerable pupils through new behaviour system (Duty Officer, Restorative approaches and enhanced wellbeing support.</li> <li>2. To provide appropriate EOTAS provision at KS4 for selected learners.</li> <li>3. To introduce the curricular provision associated with Big Bocs Bwyd</li> </ol>	<ol style="list-style-type: none"> <li>1. 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 – revised in September 2023)</li> <li>2. Attitudes to learning by e-FSM pupils is in line with non-FSM pupils as evidenced in the pupil voice survey.</li> </ol>	<p>£21,821</p> <p>EOTAS</p> <p>£11,086</p> <p>(£10,000 supplemented by school budget beyond grant)</p>



