

Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2025 to 2026 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

Detail	Data
School name	Bryntirion Comprehensive School
Number of learners in school	Yr 7-13 - 1237 Yr 7-11 - 1022
Proportion (%) of PDG eligible learners	16.8%
Date this statement was published	October 2025
Date on which it will be reviewed	February and September 2026
Statement authorised by	Derek Mead
PDG Lead	SLT – all leaders
Governor Lead	Depesh Nathwani, Anne Verries-Wade

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£213,900
Funding from School Budget	£435
Total budget for this academic year	£214,335

Part A: Strategy Plan

Statement of intent

Our ultimate objective is to make a positive impact on our eFSM learners by providing support so that all eFSM learners reach their potential, resulting in the gap between eFSM and non-eFSM attainment narrowing.

EFSM learners will be identified and shared with all staff, and working collaboratively, we will ensure provision and attainment will be tracked, monitored and evaluated throughout the year.

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 support our pupils with appropriate trauma informed approaches with training provided for specific wellbeing leaders.
3. To provide intervention and support for e-FSM 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.

B – To Improve the attendance, behaviour and motivation of FSM/vulnerable learners

Specifically

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).
2. To provide appropriate alternative/EOTAS provision at KS4 for selected learners.

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 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

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 in KS3 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
6. To maintain the curricular provision associated with Big Bocs Bwyd

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
<i>A – To provide effective Counselling & Wellbeing support for vulnerable learners</i>	1. Increased capacity for pastoral and wellbeing provision. 2. Additional members of Pastoral support to receive trauma-informed school training in 25/26. 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 (PASS). 8. Reductions in negative sanctions issued to vulnerable learners. 9. Reduction in FTE/PEX in 2025-26. 10. All interventions, plans and progression in relation to plans is in place.
B – To Improve the attendance, behaviour and motivation of FSM/vulnerable learners	1. Improved attendance of e-FSM pupils - 80.7% in 2024-25. Reduce persistence absence and address wellbeing matters pertaining to groups of pupils. 2. Narrow the eFSM gap to below 5% - 11.46 in 2024-25. 3. Monitor all eFSM pupils' attendance where it drops below 90%. 4. CPS for eFSM pupils - 272 Literacy Pts Score for FSM pupils - 30 Numeracy Pts Score for FSM pupils - 29.4 Science Pts Score for FSM pupils – 26.7 5. Reduction in FTEs by 10-15% – particularly repeat exclusions for FSM pupils (50% increase in FTEs for eFSM pupils in 20243-24).
C – To provide effective literacy and numeracy support for identified learners in Years 7 & 8.	1. 100% of eFSM 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.

	3. Evaluated plans for numeracy and literacy indicate progression (e.g. in 5 proficiencies).
<i>D – To ensure provision for vulnerable pupils with an identified learning need have effective support and intervention and a curriculum that meets their needs</i>	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 the needs of identified pupils with an ALN. • To employ 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 routines 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 eFSM learners

Learning and teaching

Budgeted cost: £92,885

Activity	Evidence that supports this approach
Intervention Support Worker to support the curriculum needs of pupils with ALN who would otherwise be at risk of adverse	1. 100% of eFSM 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.

outcomes and limited progress (£42,821)	
Numeracy Intervention Support Worker to support the development of pupils' numeracy skills, with an emphasis on pupils at risk of adverse outcomes (£25,032)	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.
Literacy Intervention Support Worker to support the development of pupils' literacy skills, with an emphasis on pupils at risk of adverse outcomes (£25,032)	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: £121,450

Activity	Evidence that supports this approach
School ensures that behaviour, attendance and wellbeing planning is robust and targeted. (Attendance Support Officer - £11,310	Tracking of eFSM and vulnerable learner groups enables targeted and specific interventions based on needs. Persistent absence of eFSM 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	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

eFSM/CLA, Young Carers and those on CP register which are individualised depending on need. (3 pastoral Support Officers - £30,139 £23,125 £51,876	impacting on standards achieved and in pupils' wellbeing and attitudes to learning.
Ensure all eFSM learners have access to materials, equipment and experiences to help them engage in learning. (£5,000)	Cost of living increase. Parent/carer communication requesting support for equipment/school trips. Lack of basic equipment in lessons/examination and lack of specific uniform items.

Total budgeted cost: £ 214,335