

## Pupil Deprivation Grant 2017-2018

The focus of the PDG grant is to develop sustainable solutions to improve the performance of e-FSM and LAC learners. In previous years, much of this was achieved utilising the SEG funding. However, there were significant decreases in SEG funding for 2014-2015 and again through the new EIG grant for 2015-2016 onwards. These cuts would lead to a substantial reduction in literacy and numeracy provision, which would disproportionately impact e-FSM and LAC learners. Therefore, some strategies previously funded by SEG are now funded by PDG.

The total PDG allocation for Cwmtawe Community School for 2017-2018 is £249,550, based on 217 e-FSM pupils at PLASC during January 2016.

Target / Focus Area	Action	Review	Est. Cost	Success Criteria
Improve outcomes in English and mathematics at GCSE.	Maths tutoring for e-FSM pupils in Year 11. English tutoring for e-FSM pupils in Year 11.	July 2018 March 2019		Improved outcomes for e-FSM pupils in 2018 & 2019 GCSE results. Performance gap between e-FSM and non-FSM minimised.
Improve confidence and self-esteem. <b>SUSTAINABLE</b>	Mentoring ½ hour per week for 30 e-FSM and LAC pupils.	July 2018 March 2019		Improved confidence and self-esteem in school measured by sample of entry and exit surveys.
Improve attendance of e-FSM and LAC pupils.	Admin support officer to work with Family Engagement Officer improve attendance and resolve issues.	July 2018 March 2019		Improved e-FSM and LAC attendance at school. Improved e-FSM and LAC attendance at parents' evenings.
Effectively track and monitor the progress of deprived learners. <b>SUSTAINABLE</b>	Develop and refine whole school tracking system. Analysis of data. Meetings to discuss intervention.	July 2018 March 2019		e-FSM learners appropriately identified, performance monitored and intervention planned and implemented. Improved outcomes at KS3 and KS4. Gap narrowed between e-FSM and non-FSM.
Improve parental engagement.	Targeted literacy and numeracy parents' evenings to outline programme and provide support and advice. Targeted evenings in year 7 and year 11.	July 2015 March 2016		Improved attendance at parents' evenings. Improved self confidence in parents and self-esteem in learners.
Staff development focussed on improving outcomes for all e-FSM and LAC pupils across both key stages. <b>SUSTAINABLE</b>	Courses targeted at tackling poverty and deprivation through effective learning and teaching. Peer observations of effective practice.	July 2018 March 2019		Improved learning and teaching to specifically benefit deprived learners.
Improve leadership capacity. <b>SUSTAINABLE</b>	Leadership training – UWTSD leadership development programme for three key staff.	July 2018 March 2019		Highly skilled leaders able to maximise potential of e-FSM and LAC learners.

	Supply cover to undertake training days. Shadow/development roles.			Action based research around reducing effects of poverty.
Improve outcomes of e-FSM pupils on intake. <b>SUSTAINABLE</b>	Key Stage 2/3 poverty PLC focussed on improving outcomes for deprived learners in literacy and numeracy.	July 2018 March 2019		PLC established and focus agreed. Good practice identified and implemented. Improved e-FSM learner outcomes at KS2 and KS3.
Senior Leadership Time. <b>SUSTAINABLE</b>	Senior leader time to develop and implement strategies to maximise benefit to deprived learners.	July 2018 March 2019		Strategies identified, implemented and monitored.
Improve speech and language skills. <b>SUSTAINABLE</b>	Language link software. Staff training. LSA time to develop speech and language skills with identified pupils.	July 2018 March 2019		Pupil needs identified. Improved performance.
Youth Engagement Worker.	Provide support and intervention for potential NEET and vulnerable learners.	July 2018 March 2019		Improved attendance, resilience and self-esteem for identified learners.
EOTAS additional provision. <b>SUSTAINABLE</b>	Provide alternative, flexible provision for small number of disaffected/disengaged e-FSM learners avoiding potential exclusion. Tutor to work with pupils off-site to enhance outcomes.	July 2018 March 2019		Reduced exclusions. Improved outcomes for EOTAS pupils. Increased engagement.
Enrichment programmes. <b>SUSTAINABLE</b>	Riverside Project to enhance community interaction. Duke of Edinburgh's Award. Workskills programme to develop employability. Educational visits to enrich school experience. Develop stronger links with Youth Service, LEAP, Positive Directions and NPTC.	July 2018 March 2019		Increased engagement, motivation and self-esteem. Improved attitude to school. Stronger community links.
Attendance Panels.	Attendance Panel meetings to explore reasons for absence and potential support.	July 2018 March 2019		Improved attendance of vulnerable groups.
ELSA	Emotional literacy workshops for vulnerable pupils.	July 2018 March 2019		Improved emotional literacy. Increased attendance.

Resource development. Targeted support for e-FSM Able & Talented.	Reduced timetable for key English and maths leaders to develop high quality resources, support e-FSM pupils on withdrawal basis and target e-FSM able and talented.	July 2018 March 2019		Improved performance of e-FSM able and talented. Improved mathematical reasoning skills.
Improve literacy skills and outcomes in English GCSE.	Increase number of sets in Year 11 and Year 10. Dedicated literacy lessons in key stage 3. Dedicated literacy lessons in key stage 4. Literacy intervention in registration periods. Carousel withdrawal from subjects for literacy intervention.	July 2018 March 2019		Improved outcomes at key stage 3 and 4. Level 5+ and Level 6+ in English. A*-C in GCSE English.  Improved scores in National Literacy Tests.
Improve numeracy skills and outcomes in Mathematics GCSE.	Increase number of sets in Year 11 and Year 10. Dedicated numeracy lessons in key stage 3. Dedicated numeracy lessons in key stage 4. Numeracy intervention in registration periods. Carousel withdrawal from subjects for numeracy intervention.	July 2018 March 2019		Improved outcomes at key stage 3 and 4. Level 5+ and Level 6+ in Maths. A*-C in GCSE Maths.  Improved scores in National Numeracy Tests.
Whole school INSET. <b>SUSTAINABLE</b>	Whole school staff development to improve learning and teaching, specifically the effective use of feedback to learners and metacognition.	July 2018 March 2019		Improvements in learning and teaching as observed through performance management lesson observations. School Improvement Group to develop new policy on effective marking & feedback.
Outstanding Teacher Programme. <b>SUSTAINABLE</b>	Professional development programme rolled out to staff on phased basis aimed at ensuring high standards of learning and teaching. Specific focus on strategies that benefit e-FSM and LAC learners.	July 2018 March 2019		Improved learning and teaching. Improved quality of lessons for deprived learners.
Outstanding Teaching Assistant Programme. <b>SUSTAINABLE</b>	Professional development programme rolled out to TAs on phased basis aimed at ensuring high standards of learning. Specific focus on strategies that benefit e-FSM and LAC learners.	July 2018 March 2019		Improved learning support in lessons.
Music Provision.	Additional music peripatetic provision to benefit vulnerable pupils.	July 2018 March 2019		Improved levels of school engagement.
Peer tutoring.	Buddy scheme in English and mathematics to use able and talented learners to coach less able learners.	July 2015 March 2016		Improved key stage 3 outcomes in literacy and numeracy.

			<b>£250,352</b>	<b>TOTAL SPEND</b>
			<b>£249,550</b>	<b>Funded by PDG</b>
			<b>£802</b>	<b>Shortfall funded by school budget</b>