

Annex B: Pupil Development Grant Strategy Statement

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy. This can be seen below.

From 2022-2023 the consortium will also be required to publish a statement on its EYPDG strategy for non-maintained settings delivering funded early education. This should follow the same format as the school's template below.

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

CWCHS will use the PDG grant for 2022/23 to narrow attainment gaps across the school and provide wellbeing support for the most vulnerable learners in school. In addition, we will use the additional funding to target enrichment activities for FSM learners.

The school will utilise the PDG funding to employ additional staff to reduce class sizes in the core to support attainment. In addition, we will use the funding to employ additional staff to raise attendance post-Covid and support the most vulnerable learners in our provisions. Access to music tuition and sporting activities will be supported by the PDG grant. Outcomes for FSM pupils in L2+ and APS Maths and English improved for FSM pupils compared to 2019. Participation data linked to music and sport enrichment for FSM pupils grew by 25% compared to 2020-21.

School Overview

Detail	Data
School name	Cardiff West Community High School
Number of pupils in school	1125
Proportion (%) of PDG eligible pupils	68%
Date this statement was published	Sept 22
Date on which it will be reviewed	Sept 23
Statement authorised by	Martin Hulland
PDG Lead	Martin Hulland
Governor Lead	Karen Dell'Armi

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£588,800

Staffing Costs	£540,978
Resources and Training	£ 53,000
Total budget for this academic year	£593,978

Part A: Strategy Plan

Statement of Intent

- *We are aiming to improve attendance after the C-19 Pandemic, narrow gaps in relation to attainment in core skills. In addition we aim to ensure that our most vulnerable pupils are supported to regulate behaviours and support their attitude to learning.*
- *Our current SIP has been revised following an Estyn monitoring visit and is clearly focused on 4 key areas linked to learning, wellbeing support and leadership. There is a clear commitment and resources linked to post Covid recovery in terms of attendance, wellbeing and narrowing gaps in attainment. In addition, there is a commitment to improving feedback to enhance learning. **The key principles are wellbeing support, improved attendance, enrichment opportunities to narrow gaps relating to “cultural capital” and, most vitally, improved pedagogy and assessment to narrow gaps.***

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
Improve attendance towards the school target of 89%	89% whole school attendance in 5/23
Reduce FTEs by 15% on 21/22	15 % reduction in days lost by 7/23
Continue to improve on numbers of pupils involved in sports/music enrichment	10% increase in participation in 22/23.
Reduce gaps linked to reading and core outcomes in 2023.	APS in E/M/S in line with SIP Reading age data in line with SIP

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

Attendance – additional officers to support post-Covid recovery.
Class sizes and provisions – additional staff to reduce class sizes and narrow gaps
Interventions in Literacy and Numeracy to reduce gaps
Enrichment – Music Tuition and WRU officer to promote curriculum enrichment
Wellbeing support post C-19 – enhanced support in the building to promote wellbeing support, regulation and extra counselling

Learning and Teaching

Budgeted cost: £455,478

Activity	Evidence that supports this approach
Attendance and wellbeing staff (4 members of support staff)	A commitment to improve attendance post Covid -90% school target. (21/22 figure was 80%)
10 teaching staff	<ul style="list-style-type: none"> Respond to assessment and feedback points from Estyn in Feb 22 Continue to close gaps in KS4 linked to L2+ and APS Smaller class sizes in core and extra provisions to improve attainment for the most vulnerable learners

Community Schools

Budgeted cost: nil (This area has no direct funding but is clearly community linked)

Activity	Evidence that supports this approach
Cardiff City FC Inspires	A bespoke programme to support FSM pupils. Focus on additional wellbeing support, linking sport and school and an additional qualification.
<i>WRU hub officer.</i>	To sustain increases in sporting activities post Covid and establish links in the cluster.

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £162,500

Activity	Evidence that supports this approach
Wellbeing support and additional corridor circulation	Need to regulate pupils in schools to learn effectively
Improving attendance 2 attendance officers 1.9.22 to 31.3.22	School attendance dropped below 80% at times in 21/22. An urgent priority.
2 Outreach TA's	As above – a provision to promote return to school for anxious learners.
Rugby hub officer	To sustain increases in sporting activities post Covid and establish links in the cluster.
Place2Be Counselling contribution	Specific support for pupils in ladder/Platform – our most vulnerable and challenging pupils. The focus is on support, regulation and improved attendance.

School of Hard Knocks	As above.
Cardiff City Inspires Project	A bespoke programme to support FSM pupils. Focus on additional wellbeing support, linking sport and school and an additional qualification.
Music Tuition for pupils	Continue to provide significant enrichment opportunities for FSM pupils.

Total budgeted cost: £593,978

Part B: Review of outcomes in the previous academic year

PDG outcomes

- L2+ and APS in 2022 – improved outcomes compared to 2019 (The last year we can attempt any comparison)
- Pupils in Y11 platform achieved L1
- FTEs started to plateau in the summer term
- Sports – 25% increase in participation
- Music - 158 pupils engaged in tuition compared to 115 in 2021
- Clear improvements in pedagogy and assessment as highlighted by Estyn
- Accelerate provision in Y7 praised by Estyn and clear evidence of improved outcomes linked to reading and writing. FTEs in Y7 dropped sharply in second half of the year.

Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

Programme	Provider
Music Tuition	CAVMS Ltd
Wellbeing support	Place2Be, CCFC and SOHK

Further information (optional)



