



St Cyres SIP 2020-21 showing how the PDG grant supports the raising of standards.



Pupil Development Grant (£172,500): To improve outcomes for learners eligible for free school meals (eFSM) and Children Looked After (CLA). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

Possible areas of focus for use of the Pupil Deprivation Grant

- Robust identification of need with regard to disadvantaged pupils, their circumstances, current achievement and progress together with clear procedures for tracking Individuals' attainment against targets.
- Developing a systematic approach to intervention, support and providing feedback to individual learners, including those at risk of disengaging from learning and whose attendance is a cause for concern e.g. time for HoY mentoring.
- Making provision of high quality for learners experiencing material disadvantage who have additional learning needs, or who are looked after children, and those learners that have emotional, social and behavioural needs e.g. Pupil Support Centre funding.
- Access to enrichment activities, the removal of any financial barriers to participation and the provision of curriculum activities and opportunities e.g. funding of materials in Catering, Textiles etc.
- The provision of additional support for iPad insurance and associated costs. To ensure eFSM pupils also have personalised learning and access to resources beyond the school day that support independent learning e.g. half price cost of insurance and associated costs.
- The development of personal support and mentoring to meet pupils' physical, emotional and social needs, to remove barriers to learning and improve well-being and readiness to learn e.g. funding of time for HoY, Alnco and Pupil Support Centre.
- The development of strategies that involve the family and community including those that signpost learning opportunities e.g. community events to target attendance in local community.
- The embedding of opportunities within the curriculum and in wider learning for learners' voice to be fully involved in informing decisions that affect their education.



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Standards

All pupils to realise their potential.

1. Improve standards at Key Stage 4.
2. Improve standards at Key Stage 5.
3. To raise standards of pupils' literacy and numeracy skills
4. Raise aspirations, progress, and engagement of disadvantaged pupils to secure better outcomes. In particular, to improve the performance of pupils who are eligible for free school meals.
5. Improve the performance of pupils in subjects which have a trend of below average performance.

Activity	Lead By	Staff Involved	Time Frame	Success Criteria/Impact	Costs
Effective use of data analysis of 2020 results against school targets, leading to key objectives for improvement for KS3, KS4 and KS5.	HT	DH, AH HoYs	Start April 20 End March 21	Use the PDG to target and track eFSM pupils in order to raise standards in this group of pupils. Data will be collected throughout the year at Pupil Progress Review points, (See ARR calendar). Data reviewed by the HoY. Appropriate interventions to be put in place by the HoY, HoFs and LT.	Cost of CATs (£5136) Data Manager to support the analysis and school improvement initiatives. (£13104) Pupil Support Centre and HoY mentoring. £53,500 and £30,505.



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<p>Developing a systematic approach to intervention, support and providing feedback to individual learners, including those at risk of disengaging from learning and whose attendance is a cause for concern.</p>	<p>DH AH</p>	<p>AH HoY HoF Pupil Support Centre staff Alnco</p>	<p>Start April 20 End March 21</p>	<p>Coordination of FSM, CLA and ALN pupil progress (working with HoYs, Alnco and Line Managed by Headteacher).</p> <p>Students will be supported on a one-one basis, and in groups by PSC and HoY teams. Improvements to wellbeing of pupils.</p> <p>The impact of this will be monitored and recorded through data drops and in link meetings, LT meetings.</p> <p>Reduction in disengagement of pupils.</p> <p>Intervention carried out by English HoF, MoD who are under allocation to support literacy of eFSM pupils and reduce cultural capitol gap.</p> <p>Intervention carried out by Maths LSA.</p>	<p>Cost of Pupil Support team (£53,500) to work with vulnerable pupils and those in danger of exclusion:</p> <ul style="list-style-type: none"> • Alnco (0.5) • Lead LSA and LSA • PSC resources (breakfast club, learning resources) <p>HoY non-contact time, (£30,505)</p> <p>Maths LSA.</p>
<p>Access to enrichment activities, the removal of any financial barriers to participation and the provision of curriculum activities and opportunities e.g. funding of</p>	<p>DH AH</p>	<p>AH HoY HoF Pupil Support Centre staff Alnco</p>	<p>Start April 20 End March 21</p>	<p>Funding for curriculum support and enrichment activities i.e. music tuition, revision materials, provision of resources for FSM DT at KS4, fieldwork, ensuring pupils are in school and ready to learn.</p>	<p>Cost of enrichment activities (£1000). Reduction due to Covid 19.</p>



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materials in Catering, Textiles etc.				Reduce cultural capital gap by focusing on raising aspirations. Increased engagement.	
To continue to raise the achievement of Most Able pupils at KS3 and KS4 by closely monitoring those pupils who achieved L5 plus at KS2 to ensure they are on track to achieve L7 plus at the end of the Key Stage and the highest grades at GCSE.	AH	AH HoF HoY	Start April 20 End March 21	To reduce the gap in performance of eFSM MAT pupils compared to non FSM MAT pupils.	ALNCO non-contact time to co-ordinate work with the Most Able who are also FSM. (See above). Resources e.g. NACE, HoY non-contact time. (See above). HoF non-contact time for progress meetings (£4,317).
To continue to implement improvement strategies to further raise achievement across the school, including the introduction of the best elements of	HT	DH AH HoF – Core HoY	Start April 20 End March 21	To improve the performance of eFSM pupils	Progress Meetings non-contact Core HoF. (£4,317).



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school improvement strategies into Years 9 and 10.					
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Wellbeing and attitudes to learning

To create ambitious, capable learners who are ready to learn throughout their lives.

1. To ensure that the school meets or exceeds its attendance target of 94%.
2. To continue to evaluate and develop the work of learner voice groups to help in influencing learning experiences and have a positive impact on provision and standards.
3. To minimise the impact caused by the Covid-19 pandemic, by removing barriers to ensure all pupils achieve their potential.

Activity	Lead By	Staff Involved	Time Frame	Success Criteria/Impact	Costs
Regularly analyse attendance of vulnerable groups of learners, including eFSM pupils, and persistently absent pupils (those below 80% attendance).	HT	AH and HoY, HoY Assistant	Start April 20 End March 21	To help monitor safeguarding/wellbeing of pupils. Develop a systematic approach to intervention, support and providing feedback to individual learners, including those at risk of disengaging from learning and whose attendance is a cause for concern.	Funding of "My Concern" on line Child Protection program. HOYs' non-contact time to mentor pupils and track progress.



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Estyn style questionnaires to be completed by all learners (and other stake-holders).	AH		Start April 20 End March 21	Analysis of questionnaires to form part of the evaluation cycle and highlight improvement opportunities.	HoY non-contact time to help support analysis of questionnaires.
Use of one page profiles for data analysis and identification of underperforming groups	AH	HoF, HoY, LT	Start April 20 End March 21	Targeted intervention groups, implementation of appropriate strategies and clear progression evident to support all learners who are adversely affected by Covid 19 including eFSM pupils. See also plan for effective use of the 'Recruit, Recover and Raise Standards' funding.	HoY non-contact time Core HoF non-contact time.
To reduce the impact on eFSM pupils caused by Covid 19 by maintaining regular contact with vulnerable learners.	AH	HoY, LT	April 20 End March 21	Vulnerable learners identified. Targeted contact through Google Meet and telephone calls where applicable. Replacement iPad where necessary for eFSM pupils.	HoY non-contact time Provision of bank iPads



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Teaching and learning experiences

To provide engaging and challenging learning opportunities for all pupils.

1. To improve teaching, assessment and learning experiences throughout the school.
2. Ensure that literacy, numeracy and digital competency are integral to collaborative planning in and across faculties.

Activity	Lead By	Staff Involved	Time Frame	Success Criteria/Impact	Costs
The provision of additional support for iPad insurance and associated costs. To ensure eFSM pupils also have personalised learning and access to resources beyond the school day that support independent learning e.g. half price cost of insurance and associated costs.	HT	AH	Start April 20 End March 21	All eFSM pupils are subsidised from PDG for the annual insurance cover to ensure that they can engage fully with the one to one technology. Improvement engagement in Learning from vulnerable groups. To develop/support eFSM pupils with independent learning.	iPad insurance Years 7- 13 £2350 Provision of iPads for the new Year 7 FSM pupils for September 2020.



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To monitor and evaluate the effectiveness of AfL and feedback for eFSM pupils. This is to include a focus on reflective marking and pupils acting on, and responding to effective feedback.	HT	LT, HoFs, HoYs.	Start April 20 End March 21	Effective written feedback that is precise, so that pupils can respond suitably to their comments. Evidenced in book scrutiny and quality assurance processes within Links.	HoY non-contact time and Core non-contact time.
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Care, support and guidance

To produce ethical, informed citizens who are ready to be citizens of Wales and the world.

1. To develop a whole school approach to mental health and wellbeing.
2. Develop strategies to improve attendance and punctuality for all groups of learners, but particularly those pupils who are eligible for free school meals.
3. Assure compliance of ALN act by September 2021.



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Activity	Lead By	Staff Involved	Time Frame	Success Criteria/Impact	Costs
Develop strategies to improve attendance and punctuality for all groups of learners, but particularly those pupils who are eligible for free school meals	HT	HT, DH, AH and HoY, HoY Assistant	Start April 20 End March 21	Improved attendance. Clear monitoring of attendance and actions taken when needed.	HoY non-contact time and Core non-contact time.
Assure compliance of ALN act by September 2021.	HT	AH, Alnco	Start April 20 End March 21	St Cyres to be compliant with ALN Act. ALN eFSM pupils to make at least expected progress.	Resources to support ALNCO role (£2,000). Alnco EMT Non-contact (£35,295)
Whole school training in trauma informed approach, to support the wellbeing of all pupils including eFSM learners.	HT	All staff	Start April 20 End March 21	Improved staff understanding and implementation of Trauma Informed approach embedded within school.	HoY non-contact time to support this approach across the school.



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Leadership and management
<p>To provide excellent leadership at all levels.</p> <ol style="list-style-type: none"> 1. To improve leadership at all levels and the precision of quality assurance and self-evaluation across the whole school. 2. To improve the use and analysis of data by all levels of leadership. 3. To further develop the school's approach to professional learning. 4. Provide high quality training opportunities for implementation of the Curriculum for Wales

Activity	Lead By	Staff Involved	Time Frame	Success Criteria/Impact	Costs
To correlate a variety of performance data to identify patterns and trends and act immediately underperformance is identified.	HT	HT, DH, AH	Start April 20 End March 21	Improved analysis of data. Progress Meetings held regularly and data to be at the core of the meetings.	HoY and HoF non-contact time for Progress Meetings. Data Manager - 0.4 of Data Manager salary £13104
To ensure that all leaders receive the appropriate professional learning	DH	HT, DH, AH	Start April 20 End March 21	All leaders to experience some / all of the below and other relevant courses. <ul style="list-style-type: none"> • coaching of less experienced leaders 	See Professional Learning Grant plan



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to raise standards in their subject areas.				<ul style="list-style-type: none"> ● engagement in networking e.g.CSC Head of Subject network meetings, SIGlets and on-line groups ● collaboration with other schools as appropriate (face to face or on-line) ● WJEC GCSE, AS and A Level training as appropriate. ● Professional Learning seminars ● OTP ● Senior Leader and Middle Leader development programme. <p>Faculty minutes, LT link meetings, CPD evaluations and lesson observations.</p>	
<p>Appropriate professional learning based on findings of monitoring activities, including:</p> <ul style="list-style-type: none"> ● training and development of staff new to the school ● preparation for the introduction of the new curriculum, as outlined in the 	HT	DH, AH	Start April 20 End March 21	Monitor impact through lesson observations and provide individual support and challenge where necessary.	See Professional Learning Grant plan



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Curriculum for Wales document <ul style="list-style-type: none">• monitoring of the introduction of the New Professional Standards for Teaching and Leadership.					
To develop and share good practice in embedding the 4 purposes of the new curriculum. To work collaboratively with clusters, colleagues within and outside of school to plan and implement the new CfW.	DH	HT, DH, AH	Start April 20 End March 21	Planning of new Curriculum for Wales underway. Pedagogy shared to ensure engagement and standards at least maintained. Analysis of these. Minutes of meetings.	Funding for Professional Learning see PLG.



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Summary of Pupil Development Grant spending

£17,250 less than 2019-20

PDG Spending Plan 2020-21 £172,500 (2019-20 £189,750; 2018-19 £189,750; 2017-18 £189,750 ; 2016-17 £155,250)		
Pupil Development Grant	School Improvement Plan - objectives supported by PDG	Cost £
Data analysis - Data Manager Effective use of data, (data analysis)	Standards (School PIAP R1, R3, R4 2020-21) Action Plan: Priorities 5 2019-20) FR 0.5), Leadership and Management (School Action Plan Priority 10 2019-20).	14983
Effective use of data (CATS testing) 5 GL assessment	Standards (School PIAP R1 2020-21) School Action Plan: Priorities 5 2019-20)	5136
The provision of additional support for iPad insurance and associated costs.	Teaching and Learning experiences (School Action Plan: Priorities 6 2019-20)	2350
Curriculum Enrichment	Standards – see PDG and RCSIG spending plan for activities funded	1000
Assure compliance of ALN act by September 2021	Standards, Care Support and Guidance	35295
Resources to support ALN	Standards (School PIAP R1)	2000
Intervention for English, and Maths	Standards (School PIAP R1, and School Action Plan: Priorities 1,2, 3 and 4 2019-20)	21992
Pupil Support Centre	Standards (School PIAP R1; School Action Plan: Priority 2 2019-20)	53500
HOF Core - Progress Meetings non-contact time.	Standards, (PIAP R1; School Action Plan: Priority 2 2019-20) Leadership and Management.	4317
HoYs non-contact time for intervention, support and providing feedback 0.1	Standards, (School Action Plan: Priority 2 2019-20) Wellbeing and Attitudes to Learning (School Action Plan: Priority 7, and 8 2019-20)	30505



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My Concern – online Child Protection and Safeguarding	Standards, (PIAP R1; Wellbeing and Attitudes to Learning <i>(School Action Plan: Priority 7 2019-20)</i>	1422
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Total £172,500