

# Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2024 to 2025 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	Maesteg School
Number of learners in school	1071
Proportion (%) of PDG eligible learners	Years 7-11 36% Years 12-13 21.4%
Date this statement was published	Sep 2024
Date on which it will be reviewed	July 2025
Statement authorised by	H Jones
PDG Lead	K Hopkins-Sparkes
Governor Lead	K Daly

## Funding Overview

Detail	Amount
PDG funding allocation this academic year	£ 417,450
<b>Total budget for this academic year</b>	£ 417,450

## Part A: Strategy Plan

### Statement of intent

*At **Maesteg Comprehensive School**, we believe the highest possible standards can only be achieved by having the highest expectations of all learners. The PDG grant places priority on the achievement of young people from disadvantaged backgrounds, ensuring there are strategies in place that will help our students to succeed. Our approach to the PDG grant is a holistic one- we do not believe that a single strategy, or even group of strategies will be the answer to close the attainment gap. Our staff know that every aspect of school life should be viewed through the lens of a disadvantaged learner, using our Golden Thread approach. Our extensive PDG strategy intends to eliminate the invisible barriers that poverty can impose and develop skilled, engaged, confident, emotionally resilient and highly aspirational learners, who continue to embody our ethos: **Motivated to Strive**.*

The objective of PDG expenditure at Maesteg in 24/25 is:

- Reduce the impact of poverty on learners' progression and attainment
- Ensuring all learners, particularly those disadvantaged by backgrounds or circumstances are given equitable opportunities in all aspects of school life and are 'seen'
- Progress in embedding the 'Calon' of Maesteg School – ensuring the school environment supports the well-being of learners through a range of targeted strategies and interventions
- Supporting learners in overcoming barriers to attendance, progress and positive attitudes to learning.

## 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
Improved proportional representation in all aspects of school life	There will be proportional representation in every possible area of the school setting: extracurricular activities, visits, School Council and leadership opportunities, intervention, MAT opportunities etc.
Improved attendance and punctuality. Continued focus on closing the gap in attendance	Improvement in attendance of all groups of learners, particularly EFSM learners.
Reduction in FTE for all learners; particular focus on EFSM students	% of FTE of efsm learners will decrease
Improved attainment outcomes in core subjects for efsm learners	Higher percentage of efsm pupils achieve C grades or above in Eng, Ma and Sci. Attainment gap closed between efsm and non-efsm
Improved provision for learner wellbeing, emotional support and alternative curriculum for efsm learners	Improved learner wellbeing and engagement in school in terms of attendance or efsm learners Improved engagement in extracurricular activities for efsm learners

Improved parental engagement of disadvantaged efsm learners	Improved attendance of efsm families to school events/pupil support meetings. Improvement communications and relationships with family of efsm learners
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### Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

### Learning and teaching £250,470

Activity	Evidence that supports this approach
<i>Students will receive high quality teaching and learning in all subject areas through the CRAFT approach</i>	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged learners. Using the Pupil Premium to improve teaching quality benefits all students and particularly has a positive effect on children eligible for the Pupil Premium” – Education Endowment Foundation
<i>Students will receive high quality feedback</i>	“Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.” EEF Teaching and Learning Toolkit
<i>Pastoral Support Officers appointed to advocate as ‘pointy elbowed parent’ for all learners and provide support/intervention for disaffected learners/learners who require additional support</i>	“Strong relationships with teachers and school staff can dramatically enhance students’ level of motivation and therefore promote learning” The Education Trust
<i>Student target grades will be aspirational and challenge the attainment gap using the RADY uplift</i>	Expectations have a huge influence on pupils - “ <i>the voluminous research on teacher expectations has shown, in both experimental and correlational studies, that the self- fulfilling prophecy effect does exist in classrooms</i> ” Rubie-Davies et al, 2014
<i>Purchase, development and use of an app-based interactive platform to facilitate the information sharing,</i>	<i>‘In order to thrive in any setting a child needs to be ‘seen’ and develop healthy relationships with trusted adults’. A Manifesto for Hop: transforming the lives of children, young people and their families.’ Reverend Steve Chalk OBE 2023</i>

<p><b>tracking and monitoring of learners.</b></p>	
<p><b>Development of ‘Calon’ zone within Maesteg School. This permanently staffed area will provide a space for reset, regulation and support</b></p>	<p><b>“In 2016, Public Health Wales published the first Welsh adverse childhood experiences study which revealed 47% of adults in Wales suffered at least one adverse childhood experience in their childhood, and 14% suffered four or more.</b></p> <p><b>Adverse childhood experiences are not just a concern for health; experiencing them can mean individuals are more likely to perform poorly in school and more likely to be involved in crime both as victims and perpetrators.”</b></p> <p>Public Health Wales</p>
<p><b>The appointment of three positions:</b></p> <p><b>Leadership of one area of improvement, linked to the School Development Plan. These are:</b></p> <ul style="list-style-type: none"> <li><b>- Free School Meals (Raising Standards) Champion</b></li> <li><b>- Punctuality Champion</b></li> <li><b>- Student Champion</b></li> </ul>	<p>These roles will support the leadership team in driving the school’s mission to achieve excellence and equity, focusing on closing the gaps that exist in outcomes (Raising standards champion) attitudes to learning (Punctuality champion) and opportunities (student champion).</p>

**Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)**

£125,235

<p><b>Activity</b></p>	<p><b>Evidence that supports this approach</b></p>
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<p><b>Further development of community outreach service to improve parental engagement</b></p>	<p><b>“how well the school works with the families of efsm pupils and those from low-income households to help support their children and raise any issues”</b>          Inspection Area 4: Care support and guidance – ESTYN Supplementary Guidance September 2022</p>
<p><b>Further development of offsite alternative provision as part of the school’s graduated response. This is support learners who are struggling to engage onsite.</b></p>	<p><b>“Innovative practice to support harder to reach learners”</b> ESTYN Supplementary Guidance September 2022</p>
<p><b>Further development of Support Worker role to support with learners/families from disadvantaged backgrounds or those who have experienced trauma</b></p>	<p><b>“In 2016, Public Health Wales published the first Welsh adverse childhood experiences study which revealed 47% of adults in Wales suffered at least one adverse childhood experience in their childhood, and 14% suffered four or more.</b></p> <p><b>Adverse childhood experiences are not just a concern for health; experiencing them can mean individuals are more likely to perform poorly in school and more likely to be involved in crime both as victims and perpetrators.”</b></p> <p>Public Health Wales</p>

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

£41.735

Activity	Evidence that supports this approach
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<p><i>Opportunities for alternative and additional qualifications and experiences to suits all learners</i></p>	<ul style="list-style-type: none"> <li>• Agored Cymru qualifications</li> <li>• Tackle Project (partnership with Ospreys)</li> <li>• Dallaglio Rugby Works Project</li> <li>• Inspire to Achieve</li> <li>• Bridge Mentoring</li> </ul>
<p><i>Partnership with Oxplore -learners to have opportunity to engage with Oxford University</i></p>	<p>KS4 and KS5 learners identified to work with Oxford University as part of Oxplore initiative. Proportional Representation of efsm learners must be considered in every group</p>

## **Part B: Review of outcomes in the previous academic year**

### **PDG outcomes for 2023-2024**

<b>Intended outcome</b>
Improved proportional representation
Improved attendance
Reduction in FTE for efsm learners
Improved attainment outcomes in core subjects for efsm learners
Improved provision for learner wellbeing, emotional support and alternative curriculum for efsm learners
Improved parental engagement of disadvantaged efsm learners

This details the impact that our PDG activity had on pupils in the 2023 to 2024 academic year.

<b>Activity</b>	<b>Impact</b>
<b><i>Equity Champions appointed to advocate as 'pointy elbowed parent' for efsm learners</i></b>	<p>Every year group was assigned with an Equity Champion to work with identified efsm learners to monitor attendance and engagement in school, extra-curricular activities and academic progress.</p> <p>Improvement in FSM learner attendance to reduce the gap between efsm and non-fsm attendance</p> <p>Improvement in FSM learner outcomes at KS4 in APS Literacy</p>
<b><i>KS4 Efsm learners will be offered a Maths and/or English tutor for one-to-one sessions plus after school small group revision opportunities. The students will be identified based on MPP data and the intervention is designed to provide efsm learners with the 'Private Tutor' experience with no financial fee.</i></b>	Improvement in outcomes APS for Maths and English at KS4

<p><b><i>Development of community outreach service to improve parental engagement</i></b></p>	<p>Family Engagement Officer to led a weekly Drop-in session at Caerau Development Trust. This will eliminate barrier of school being 'hard to reach' both geographically and in terms of parent apprehension. Sessions require no appointment and offer all levels of support, from paperwork completion to PCP meetings with parents, learners and external agencies</p> <p><i>Significant improvement in meeting attendance</i></p>