

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	Ysgol Bro Carmel
Number of learners in school	163
Proportion (%) of PDG eligible learners	9.2%
Date this statement was published	Sept 24
Date on which it will be reviewed	Sept 25
Statement authorised by	M Martell
PDG Lead	M Martell
Governor Lead	

Funding Overview

Detail	Amount
Pupil Deprivation Grant	£9,200
PDG – Early Years	£4,600
PDG – Smoothing Grant	£1,508
Total budget for this academic year	£15,308

Part A: Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 writing attainment among disadvantaged pupils at the end of Progression Step 3.	Internal formative data shows that disadvantaged children make at least age-related reading progress, measured by their writing age assessment.
Improved maths attainment for disadvantaged pupils at the end of Progression Step 3.	Internal formative data shows that disadvantaged children make at least age-related maths progress, measured by their maths age assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of wellbeing by 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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

Budgeted cost: £ 7100

Activity	Evidence that supports this approach
<i>1:1 support in Maths lessons £1775</i>	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF
<i>1:1 support in English lessons £1775</i>	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF
<i>Focussed IEP intervention Maths £1775</i>	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF
<i>Pre-teach Reading /Consolidation £1775</i>	Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006). When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work they have already found challenging (Polak, 2017)

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

Budgeted cost: £3500

Activity	Evidence that supports this approach
<i>Enrichment opportunities to engage in wider curriculum activities</i> £2500	Extracurricular activities are an important part of education in its own right. These approaches can increase engagement in learning. The EEF Toolkit has a strand on arts participation.
<i>Lunchtime club</i> £1000	Lunchtime clubs help build student engagement, social skills and inclusion for all students. They support students who may struggle with lack of structure in the school playground.

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

Budgeted cost: £4500

Activity	Evidence that supports this approach
<i>ELSA training for TAs</i> (£2500 including cost of training/cover)	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. EEF has information on this.
<i>Sensory breaks</i> £1500 <i>Development of Sensory Room</i> £500	Sensory breaks For pupils who have sensory differences, breaks are effective and students can benefit from a classroom-based sensory program as an investment in classroom performance

Total budgeted cost: £ 15,300

Part B: Review of outcomes in the previous academic year

PDG outcomes

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

Activity	Impact
Wellbeing Support	Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.
Spelling Support	Data from assessments suggest that, despite some strong individual performances, the progress of the school's disadvantaged pupils in 2023/24 was below our expectations. We identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.
Maths Support	Data from assessments suggest that, despite some strong individual performances, the progress of the school's disadvantaged pupils in 2023/24 was below our expectations. We identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

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
Jigsaw	Jigsaw Education
ELSA	ELSA Network
MyHappyMind	MyHappyMind
Charanga Music Programme	Charanga
PBuzz	Theatre Clywd

Further information (optional)

Our new school website will provide information and support to families, including information on safeguarding, ALN outreach and LA services available to families. It will allow us to be a more front-facing in our community and parental communications.

Planning, implementation, and evaluation

In planning our new PDG strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We will be utilising a costed provision map of all pupil premium support to monitor and ensure effectiveness.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and will contact schools with high-performing disadvantaged pupils to learn from their approach.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.