

**Croesyceiliog School**  
**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.

**Part A: PDG**

SDP	National Mission	Planned Activity	Success Criteria	Cost
2.1 2.2 2.3	A positive education experience for everyone  Breaking down the barriers	Recruitment of Wellbeing Achievement Officers to enhance the support given to families and students  Additional provisions for hardest to reach students and those at risk of NEET in KS4. Strive and In-reach provision staffing	<ul style="list-style-type: none"> <li>• RADY policy is embedded and all staff subscribe to its values through their teaching.</li> <li>• Internal data demonstrates a strong ethos and positive attitudes to learning.</li> <li>• PDC secures high quality learning on emotional health and wellbeing and builds resilience of learners.</li> <li>• Safeguarding and behaviour data of vulnerable groups has improved.</li> <li>• Reduction in students demonstrating repeated negative behaviours</li> <li>• Impact of provision for student wellbeing including analysis of attendance, log of in-school interventions and referrals to outside agencies.</li> <li>• Reduction of NEETs and better process to earlier identify potential risks are in place.</li> </ul>	£96,606  £54,000
1.1 1.3 2.1 2.2	Breaking down the barriers  Breaking down the barriers	Teaching and Learning responsibilities for x2 skills leaders to focus on Literacy and Numeracy.  Engagement with strategies such as Voice 21 and Accelerated Reader to improve literacy across the school, with a particular focus of students with FSM.	<ul style="list-style-type: none"> <li>• Literacy, numeracy APS consistently exceeding Welsh average</li> <li>• Literacy levels of students have improved, significantly with students who are eFSM and receiving interventions.</li> <li>• Investment in resources for learning coordinators has improved levels of literacy.</li> </ul>	£10,718
2.1 2.2 2.3 2.4	A positive education experience for everyone  Breaking down the barriers	Enrichment activities (including release costs for staff) for KS3 learners (at least 60% of activities to be focused on KS3) to ensure early intervention for students with low aspirations (Speakers for Schools, - Dog therapy	<ul style="list-style-type: none"> <li>• Increase in enrichment activities across a wider range of students.</li> <li>• Tracking of students attending enrichment and/or intervention has improved – systems are robust and data driven.</li> <li>• Inclusion team work closely and effectively with the pastoral teams to identify need.</li> <li>• Increased attendance to in – school interventions including breakfast club.</li> <li>• Increase number of vulnerable groups engaged with Rugby.</li> <li>• Programme of rugby intervention in place to address needs of students</li> </ul>	£4565  £20,000

		- RADY, Mentors) WRU officer to work with students on FSM registers in addition to vulnerable groups.	<ul style="list-style-type: none"> <li>GCSE Pod allows pupils to access learning on devices and school devices to support home learning.</li> </ul>	
1.1 1.2 2.1 2.2	A positive education experience for everyone	Enrichment activities and masterclasses for KS4 FSM students to increase aspirations and career educations.	<ul style="list-style-type: none"> <li>Increased number of FSM students attending masterclasses/ revision session in KS4.</li> <li>Narrowing of the gap of FSM students – less than 10% gap is evident.</li> </ul>	£4000
2.2 2.3	A positive education experience for everyone  Breaking down the barriers	Support the staffing of Wellbeing and Behaviour provision to implement new systems and enhance wellbeing support for learners from vulnerable groups. To oversee improved intervention coordination across the school.	<ul style="list-style-type: none"> <li>Highly effective use of all inclusion spaces maximises the space</li> <li>Increased use of restorative practice to support student self-reflection and improve relationships</li> <li>Testing, monitoring and tracking is rigorous from year 7-11 ensuring all students ability for skills are measured and appropriate interventions put in place.</li> <li>All interventions undergo robust tracking with clear entry and exit criteria for all.</li> <li>Parent communication regarding interventions has Improved.</li> </ul>	£15,431
2.4	Community Based learning  Breaking down the barriers	Attendance Community Engagement officer to work with most deprived / hard to reach families and develop a programme of re-engagement (PDG EOTAS)	<ul style="list-style-type: none"> <li>Standards at all key stages consistently place the school in line with / above expectations in nearly all indicators</li> <li>Reduction of NEETs and better process to earlier identify potential risks are in place.</li> <li>Curriculum and pastoral leadership works in alignment to identify and close gaps.</li> <li>DOF breakfast meeting are robust and hold leaders to account.</li> </ul>	£31,680
2.4 3.1 4.1	Community based learning	Running of family engagement events in school to bridge the gap between school and community. Funding to support staffing of these and resources.	<ul style="list-style-type: none"> <li>Parent attendance to additional engagement events has increased.</li> <li>Stakeholder voice suggests website more fit for purpose and engagement 'hits' are measured and demonstrate increases.</li> <li>RADY policy is embedded and all staff subscribe to its values through their teaching.</li> <li>Ongoing improved engagement from parents to attend parent evenings and physically come into the school.</li> </ul>	£2500
2.1 2.2 2.3	Breaking down the barriers	Supply of uniform to support most deprived families.	<ul style="list-style-type: none"> <li>Attendance rates place the school consistently above modelled expectations, with all groups of students in line with, or above, comparators</li> <li>Exclusion rates to be consistently lower than local and national averages</li> <li>excellent attendance is recognised and rewarded.</li> <li>Students identified as hard to reach have successfully graduated through stages of returning to school.</li> </ul>	£2000
<b>Total</b>				<b>£241,500</b>
<b>Variance</b>				<b>0</b>

## 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
<p>Recruitment of Wellbeing Achievement Officers and Attendance Community Engagement officer to enhance the support given to families and students</p> <p>TLR payments for Directors of Wellbeing responsible for CLA students in their year groups. Expectation to track progress and secure continual support to them and families.</p>	<ul style="list-style-type: none"> <li>• Attendance improved by 1.4% in 23-24</li> <li>• Improved first response system for attendance has led to increased profile of the importance of attendance.</li> <li>• Curriculum and pastoral leaders working collaboratively to share information and enhance wellbeing support.</li> <li>• Consistent approach to reporting of attendance and safeguarding across the school. New policies and procedures in place.</li> <li>• Parent survey reports 92% of parents feel that there is significant wellbeing support for their child at Croesy.</li> <li>• Excellent attendance is recognised and rewarded. Positive recognition of students in vulnerable groups recognised through out the year through hot choc mornings, breakfast rewards, student of the month.</li> <li>• Students identified as hard to reach have successfully graduated through stages of returning to school. In 23-24 4 / 11 learners in KS4 have fully returned to school with plans in place to coordinate the return of others in the next academic year.</li> <li>• Curriculum and pastoral leadership works in alignment to identify and close gaps.</li> <li>• DOF breakfast meeting are robust and hold leaders to account for FSM and vulnerable group students. W</li> <li>• Parent attendance to additional engagement events has increased.</li> <li>• Ongoing improved engagement from parents to attend parent evenings and physically come into the school.</li> <li>• excellent attendance is recognised and rewarded.</li> <li>• Students identified as hard to reach have successfully graduated through stages of returning to school.</li> <li>• Attendance rates place the school consistently above modelled expectations, with all groups of students.</li> <li>• Benchmarking attendance data is above family averages (AWCDS 2024)</li> <li>• FSM attendance is 2% above family averages, 2% above LA and 0.5% higher than Wales averages.</li> <li>• Know Your students' inhouse database coordinated by pastoral leads provides fast and responsive information to staff about students. This ensures staff are well informed and able to support vulnerable learners.</li> <li>• Students on modified days reduced by 53% in one year.</li> </ul>
<p>Additional recruitment of Behaviour Achievement officer to implement restorative strategies to reduce repeated behaviours of students and mentoring for identified students.</p> <p>Recruitment of Wellbeing and Behaviour manager to implement new</p>	<ul style="list-style-type: none"> <li>• Internal data demonstrates a strong ethos and positive attitudes to learning. This includes close monitoring of groups of learners. FSM students in 23-24 demonstrate improved attitudes to learning in comparison to previous years.</li> <li>• Weekly detailed CC analysis consistently evaluates behaviour and used to measure impact weekly</li> <li>• Ready to learn approaches, supported by Behaviour Manager secures high quality learning on emotional health and wellbeing and builds resilience of learners.</li> <li>• Safeguarding and behaviour data of vulnerable groups has improved.</li> <li>• Reduction in students demonstrating repeated negative behaviours</li> <li>• Impact of provision for student wellbeing including analysis of attendance, log of in-school interventions and referrals to outside agencies.</li> </ul>

<p>systems and enhance wellbeing support for learners from vulnerable groups. To oversee improved intervention coordination across the school.</p>	<ul style="list-style-type: none"> <li>• Increased use of restorative practice to support student self-reflection and improve relationships. 54% of students accessing restorative practice sessions improved overall behaviours. 60% of students receiving restorative practice were those with FSM.</li> <li>• Testing, monitoring and tracking is rigorous from year 7-11 ensuring all students ability for skills are measured and appropriate interventions put in place. All FSM / vulnerable students have undertaken PASS, literacy and numeracy testing to secure the most accurate attainment / progress data.</li> <li>• All interventions undergo robust tracking with clear entry and exit criteria for all.</li> <li>• Parent reporting to FSM students has improved and attend of parents of FSM pupils to parent evenings has increased on average by 5%.</li> </ul>
<p>Teaching and Learning responsibilities for x2 skills leaders to focus on Literacy and Numeracy.</p>	<ul style="list-style-type: none"> <li>• Literacy, numeracy APS consistently exceeding Welsh average</li> <li>• Literacy levels of students have improved, significantly with students who are eFSM and receiving interventions.</li> <li>• APS of literacy higher than other core subjects and middle of family averages. APS in line with Welsh averages.</li> <li>• PASS testing has been used to identify KS3 FSM students for Emotional Literacy interventions with the main focus on anxiety, self-regulation and reflection, improve self-esteem</li> <li>• Accelerated Reader programme for all with bespoke smaller groups targeting lower literacy students (90% are FSM).</li> <li>• Librarian appointment and prescription bought to ensure fit for purpose and impactful report. (£625)</li> <li>• Whole school interventions with a wider 'reach' to groups of learners. Specific provision for young carers and CLA.</li> <li>• Teaching and Learning reviews have identified Oracy as a strength in deliver of literacy across the school.</li> </ul>
<p>Engagement with strategies such as Voice 21 and Accelerated Reader to improve literacy across the school, with a particular focus of students with FSM.</p>	
<p>Introduction and embedding of daily breakfast club to students across all age groups.</p> <p>Supply of resources and uniform to support most deprived families.</p> <p>Purchasing of resources to secure equity in learning.</p>	<ul style="list-style-type: none"> <li>• On average 40% of those that attend breakfast club are FSM. This is double the schools average and demonstrates a need for students to receive this provision.</li> <li>• Attendance of a target group to breakfast club has improved attendance to school figures.</li> <li>• Barriers caused by cost of living broken down through 'no judgement' approach for daily hire of uniform.</li> <li>• Uniform 'seconds' shop well attended at end of each half term.</li> <li>• FSM / CLA year 11 students received £10 off prom tickets and free art resources to support learning and wider experiences.</li> <li>• Food technology budget supported with PDG to ensure additional ingredients are purchased for students who are FSM/CLA.</li> <li>• Improved standards in uniform across the whole school demonstrates better support and uniform expectations more accessible for families with financial challenge.</li> <li>• Students in school productions in vulnerable groups are provided with costume. Uptake of FSM students in the show 23-24 was 17%</li> <li>• 17% of students receiving Perierctectic lessons are fully funded thorough use of PDG.</li> <li>• Participation levels across expressive arts have continued to increase due to enhanced support and equity for vulnerable groups. For example 21.2% of the choir are FSM and 37.5% of FSM attended Music GCSE revision sessions.</li> </ul>
<p>Enhanced nurture provision to utilise</p>	<ul style="list-style-type: none"> <li>• Student wellbeing data is regularly updated and monitored. This is used to inform future planning more effectively. PASS data used to plan the</li> </ul>

<p>emotional wellbeing and build resilience of FSM students. 2 HLTA staff.</p>	<p>interventions delivery by HLTAs including trauma informed sessions, talkabout and ELSA.</p> <ul style="list-style-type: none"> <li>• Student wellbeing survey demonstrates increased numbers of students feeling safe and secure in school.</li> <li>• Student senydd and students leadership play an impactful. 30% of students on the school wide leadership programmes (Senydd and StLT) are FSM/CLA.</li> <li>• Weekly young carers and CLA check ins well attended.</li> <li>• Small nrutre form groups are predominantly populated with vulnerable students / FSM</li> </ul>
<p>Recruitment of WRU officer to work with groups of learners</p>	<ul style="list-style-type: none"> <li>• Increase number of FSM students / vulnerable students engaged with Rugby.</li> <li>• Programme of rugby intervention in place to address needs of students</li> <li>• Increased numbers of students in sports teams representing the school.</li> <li>• Students supported to attend trips to enrich learning experiences in sport.</li> </ul>
<p>Enrichment activities and masterclasses for KS4 FSM students to increase aspirations and career educations.</p>	<ul style="list-style-type: none"> <li>• FSM APS above Wales average (300.4 v 296.7). Whilst still a significant gap in performance between FSM / nFSM this is on at least a par with other schools in our family.</li> <li>• Performance of students in PRU provision is limited in comparison with those educated within Croesy school. IN 23-24 the cohort of students in PRU was significant. This was a legacy of previous years and plans are in place to improve specialist and targeted provision for 24-25 to address this.</li> <li>• Increase in enrichment activities across a wider range of students.</li> <li>• Chimp Management programme (£5432) was rolled out to 500 students in Year 9 and 10. Student voice demonstrates a 95% positive use of the programme to improve aspirations.</li> <li>• 12 students in year 10 followed a bespoke Chimp Management programme. 100% of these were CLA and/or FSM.</li> <li>• Tracking of students attending enrichment and/or intervention has improved – systems are robust and data driven.</li> <li>• Inclusion team work closely and effectively with the pastoral teams to identify need.</li> <li>• Increased attendance to in – school interventions including breakfast club.</li> <li>• Increased number of FSM students attending masterclasses/ revision session in KS4.</li> <li>• Narrowing of the gap of FSM students – less than 10% gap is evident.</li> </ul>
<p>Running of family engagement events in school to bridge the gap between school and community. These included wellbeing and emotional health support for parents including skills workshops.</p>	<ul style="list-style-type: none"> <li>• Parental engagement events ongoing. Cooking on a budget running weekly from Sept to December.</li> <li>• Supporting your child's mental health workshops –Planned with community psychology team. Delivery commences 10.1.24 on a weekly basis</li> <li>• Supporting your child with GCSE maths- parental engagement sessions running weekly Sept- December</li> <li>• 4 workshops delivered in 23-24 academic year. Themes of sessions included emotional wellbeing, concerning behaviours, Teenage Brain development and pressures of adolescence. 50% of those attending were parents of those in receipt of FSM. This was targeted support.</li> <li>• 80% of parents attending these regular stated they were helpful and informative.</li> <li>• 100% of people stated that they would recommend these workshops to others and that they have utilised the strategies.</li> </ul>

### 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
The Chimp Management programme. <ul style="list-style-type: none"><li>- Whole year group motivational assemblies</li><li>- Parent guidance sessions</li><li>- Teacher professional learning.</li><li>- Bespoke one to one intervention and mentoring.</li></ul>	Chimp Management UK

### Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.