

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2022 to 2023 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.

*If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.*

School Overview

Detail	Data
School name	Bishop Vaughan Catholic School
Number of pupils in school	1104
Proportion (%) of PDG eligible pupils	31%
Date this statement was published	September 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Emma Pole
PDG Lead	Lesley Owen
Governor Lead	

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£261 050
Total budget for this academic year	£261 050

Part A: Strategy Plan

Statement of Intent

- *Our plan is to:*
Improve first teaching to ensure that eFSM pupils have the best chance of educational success and improved life outcomes
- *Improve the literacy and numeracy skills of eFSM learners*
- *Reduce the impact of poverty on outcomes by providing bespoke support and intervention to ensure academic progress*
- *Create a post to oversee equity in the curriculum – Senior Lead for Equity and Excellence*
- *Provide health and wellbeing support for eFSM pupils from non-teaching Health and Wellbeing Officers*
- *Provide an Entitlement Charter for our eFSM learners which exposes them to a wide variety of rich extra-curricular cultural and social experiences*

Our ultimate objectives are to:

- ***Reduce the impact of poverty on outcomes*** by refining curriculum design and strengthening first teaching and additional tier interventions
- ***Support the emotional health and wellbeing*** of learners
- ***Raise the ambitions*** of disadvantaged learners through the building of social capital and exposure to experts from industry, commerce and research
- Support ***social mobility*** through after school support for academic success in Learning Zone for disadvantaged learners
- ***Improve attendance*** of our most disadvantaged learners
- ***Encourage self-reflection and regulation*** which contribute to the formation of the whole person

Our key principles are:

- ***A preferential option for the poor*** in line with the principles of Catholic Social Teaching
- ***Strategic thinking*** about how best to reduce inequity
- ***Evidence informed decision making.*** The use of the EEF toolkit is a guiding factor in much of our spend plan.

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 outcomes for eFSM pupils	<ul style="list-style-type: none">• All teaching staff to undertake bespoke professional training with the Great Teacher Toolkit• Improved performance of eFSM learners at the end of KS4 and KS5
Improve the literacy and numeracy skills of eFSM learners	<ul style="list-style-type: none">• Improved reading and numeracy scores from age standardised baseline
Provision of after school support for pupils with their learning in Learning Zone	<ul style="list-style-type: none">• Over 40% of eFSM learners attending Learning Zone at least once per week
Improve attendance of eFSM pupils	<ul style="list-style-type: none">• Reduce persistent absenteeism in eFSM learners• Increase the proportion of eFSM achieving 93% attendance and over

Activity in this academic year

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

- Identify the needs of the pupils within this group
- Plan the staffing and interventions required for each individual that is appropriate to their needs
- Track participation of learners in sources of support and interventions
- Provide high quality training for staff
- Provide a range of appropriate interventions which are either quantitatively or qualitatively measured to determine the impact on learners
- Analyse the impact of interventions

Learning and Teaching

Budgeted cost: £ 101, 000

Activity	Evidence that supports this approach (based on EEF toolkit consideration)
Developing high quality teaching to focus on the pedagogy of teachers- Great Teacher Toolkit. <i>Professional development based on evidence based approaches.</i>	Developing high quality feedback +6, Metacognition +7
<i>Literacy/ Numeracy Interventions to support language development, literacy and numeracy.</i>	Oral language +5 Reading comprehension strategies +6
<i>Developing a whole school reading programme Professional development based on evidence based approaches.</i>	Oral language +5 Reading comprehension strategies +6
<i>Extending school time to 4pm through Learning Zone which provides after school provision in one to one, small group tuition or independent practice.</i>	Collaborative Learning Approaches (+5 months) Mastery learning +5, One to one learning +5 , Small group tuition +4

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

Budgeted cost: £ 160, 050

Activity	Evidence that supports this approach (based on EEF toolkit consideration)
Health and Wellbeing Officers to support social and emotional behavioural needs	Social and emotional +4
Developing high aspirations through the Masterclass programme and Seren network	Research Undertaken by Swansea University

Activity	Evidence that supports this approach (based on EEF toolkit consideration)
Development of language and disciplinary literacy to support pupil achievement	Oral language interventions +6
Development of leaders to reduce the impact of poverty on attainment	To support metacognition and self regulation in learners +7
Parental Engagement to support attendance	Parental Engagement +4
Provision of alternative qualifications – Aspire	
Supporting attendance of eFSM learners	

Total budgeted cost: £ 261,050

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 2021 to 2022 academic 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
Great Teaching Toolkit	Evidence Based Education
<ul style="list-style-type: none"> Developing whole school reading Disciplinary Training for Mathematics, English, History and Geography departments 	National Literacy Trust

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.

*Our strategy planning is informed by [‘Moving forwards, making a difference: A planning guide for schools 2022-23’](#) published by the Education Endowment Fund. This guide proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies. **It is also informed by the EEF Guide to Pupil Premium.***

- **An Entitlement Charter** – formed by students to provide access to cultural and social capital that some pupils may not otherwise access, for example, a trip to the theatre, a visit to a Gower beach within the school life of a pupil, access to key thinkers in their field through the Masterclass programme etc.
- **Book Vending Machines** – shaped to reward pupils and encourage reading for pleasure.
- **School based festivals** – A school Festival of Peace was celebrated in the spring of 2022 to demonstrate the creativity of pupils and the inclusivity of Bishop Vaughan. Previously we have also celebrated a Festival of Faith.
- **Parental/ Carers Workshops**- Pupils’ wellbeing is supported by parental workshops which are held weekly by CAMHS specialists and support for parents is provided on a one to one basis.
- **Communicating with and supporting parents as First Educators** – A collaborative resource intended to support parents in their role as First Educators, as recognised by the Catholic Faith. The resource section on our website provides support for parents to help their children with reading, mathematics and improving their outcomes.
- **Spiritual retreats**- are provided as one day retreats in school or longer retreats outside of school (subsidised on a needs basis) and encourage a greater knowledge of oneself and time for personal reflection and growth.
- **Before school breakfast club** – Can bring benefits to pupils by preparing children for learning or supporting behaviour and school attendance.