

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

St Martin's School

This statement details our school's use of the PDG for the 2022 to 2023 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	St Martin's School
Number of pupils in school	1054 (of which EFSM = 226)
Proportion (%) of PDG eligible pupils	21.44%
Date this statement was published	Sept 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Mr Jarvis
PDG Lead	M Castle
Governor Lead	C Elsbury

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£209,300
Total budget for this academic year	£209,300

Part A: Strategy Plan

Statement of Intent

Pupil Development Grant

The Pupil Development Grant (PDG) is designed to support improving outcomes and provision for students eligible for free school meals (eFSM) and children who are looked after (CLA). The PDG is intended to help overcome the additional barrier that poverty poses which prevents learners from disadvantaged backgrounds achieving their full potential. Our total allocation is £209,300.

The strategies implemented by the school are drawn upon the most effective practice and educational research from organizations such as [Sutton Trust](#) and [Education Endowment Fund](#), which includes well-evidenced interventions to complement our educational strategy.

Ultimately, we want those who have suffered disadvantage due to the impact of poverty to have equitable educational opportunities.

Our school development strategy aims to provide additional educational provision to close the gap between those from low income households and those from more affluent ones.

Our key principle is that no child is disadvantaged.

Intended Outcomes

This explains the outcomes of some of the provisions we have in place to advance children from poorer backgrounds and come directly from our latest school development plan.

Princes trust incorporated into the hub provision for Year 7 as an additional curriculum pathway and enhanced provision at KS4
Reduce fixed term and permanent exclusions where appropriate and improve attendance for key targeted pupils with successful completion of alternative curriculum provision.
Build confidence and overcome anxieties by working closely with vulnerable learners who are sitting GCSEs, using techniques such as play therapy, meditation and mindfulness sessions.
Raise attainment of eFSM students.
Improve attendance of vulnerable learners.
Reduce poor behaviour incidents within identified groups of learners, by undertaking early intervention with students and their families.
Deliver a varied range of positive family engagement activities to tackle social issues.
Incorporate restorative justice programme across the school and wider community
Invest in initiatives to minimize NEETS.
Oversee interventions and referrals as a way to foster good health and ensure educational success.
Promote a healthy school environment and positive attitudes to healthy lifestyle choices.
Reduce poor behavior incidents within identified groups of learners, Bespoke and small group teaching interventions for vulnerable and at risk learners.

Activity in this academic year

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

Our PDG is spent in the following ways for 2022-23

Intended outcome	Success criteria
KS3 Hub to lead on a range of alternative curriculum provisions including the Princes Trust / DoE to enable vulnerable learners to	Princes trust incorporated into the hub provision for Year 7 as a curriculum pathway

gain full access to a broad and relevant school curriculum that engages them in their learning and maintains high levels of participation.	and design pathway at KS4. Emotion based school avoidance is reduced.
KS4 Hub to lead on a range of alternative curriculum provisions, to include iAchieve, SWEET, IFS to enable vulnerable learners to gain full access to a broad and relevant school curriculum that engages them in their learning and maintains high levels of participation.	Reduced fixed term exclusion and improved attendance for key targeted pupils and successful completion of alternative curriculum provision. Fewer NEETs.
Learning Coach to work with vulnerable learners, provide breakfast club, as well as help to work through anger management issues, bereavement, mental health. using techniques such as play therapy, meditation and mindfulness sessions To help build confidence and overcome anxieties. Also working closely with vulnerable learners sitting GCSEs.	Using techniques such as play therapy, meditation and mindfulness sessions to help build confidence and overcome anxieties. Emotion based school avoidance is reduced. Also working closely with vulnerable learners sitting GCSEs.
HLTA to identify, assess and support young people aged 11-18 who are at risk of disengaging or have disengaged out of education and training due to their disaffection, disability, vulnerability or learning difficulties. The LSAs/HLTA will provide a support, guidance, mentoring and training service to individual learners referred to the service. Depending on the individual's needs the HLTA will have the responsibility to support the learner to set and achieve realistic goals.	Raise attainment of FSM students, Improve attendance of vulnerable learners, Reduce poor behavior incidents within identified groups of learners, recorded on SIMS, by undertaking early intervention with students and their families, Provide bespoke and small group teaching interventions for vulnerable and at risk learners.
Raise attainment of FSM students, Improve attendance of vulnerable learners, Reduce poor behavior incidents within identified groups of learners, recorded on Classcharts, by undertaking early intervention with students and their families, Provide bespoke and small group teaching interventions for vulnerable and at risk learners.	Effective working relationships between school and families in order to accurately record pupil attendance. In the event of pupil absence, report it in a timely manner to families & update school records accordingly. Work with HOLs to support students with attendance
Under the direction of the HOF and ALNCO deliver planned intervention work with timetabled classes to boost performance of ALN and Efsm learners.	Improved attainment of ALN and Efsm learners
Safeguarding Lead, working with vulnerable social and emotional issues, safeguarding concerns.	Vulnerable learners attain or exceed their targets. They are mentally and emotionally well.
Assistant to the Designated Safeguarding Lead	Accurate and detailed collation of safeguarding documentation alongside resource preparation and supportive training materials.

Learning and Teaching

Activity	Evidence that supports this approach
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<p><i>Employ learning support assistants and train them to provide intensive interventions</i></p>	<p>Additional learning support assistants employed by the school</p> <p>Members of staff upskilled in Elsa, thrive, talkabout, lexonics and various other literacy support programmes such as read write ink and precision teaching.</p> <p>Faculty specifics support is in place for global communications, humanities and science</p> <p>ALENCO is undertaking training to allow for our exam access arrangements to be assessed on school site</p> <p>Dyslexia screening software has been purchased to allow for earlier identification of dyslexic tendencies</p>
<p><i>Appoint a leader to advise the senior leadership team and work with the AHT in charge of teaching and learning</i></p>	<p>A member of the middle leadership team has been appointed to develop equity across the school and improve the provision for all efsm learners</p> <p>The school is supported by the RADY scheme and utilises key strategies as a part of this including the school self evaluation tool and the uplift for year 7 learners</p> <p>The member of staff links with all middle leaders in order to develop provision</p> <p>A mentoring scheme is in place for KS4 students in order to support further and overcome barriers to learning</p> <p>Enhanced tracking and monitoring is in place across the school</p> <p>Additional parental meetings have been held in order to enhance communications</p> <p>Targeted intervention to close the skill and subject gaps identified this can come in the form of:</p> <ul style="list-style-type: none"> ● Class teacher intervention through: ● Subject specific teaching assistant intervention ● Flipped learning intervention: ● Six form intervention ● Teachers under allocation intervention ● Student teachers working individual or with groups ● Community intervention

Community Schools

Activity	Evidence that supports this approach
<p><i>Big Bocs Bwyd</i></p>	<p>This 'pay as you can' shop supports families and the wider community, providing food and hygiene products.</p>
<p><i>Regular wellbeing coffee mornings.</i></p>	<p>eFSM parents are invited to school to meet with key staff. This improves parental engagement and provides families with strategies to support their children. Sign-posting to external support agencies is provided if needed.</p>
<p><i>Work towards gaining the Leading Parent Partnership Award (£500)</i></p>	<p>This will audit current successes and areas for improvement, giving the school a n action plan to increase family engagement.</p>

Wider strategies

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

Activity	Evidence that supports this approach
<i>RADY Uplift</i>	Year 7 learners have target grades uplifted to give them equity and increase their aspirations.
<i>EFSM Faculty Interventions</i>	Year 7 EFSM learners compared with non EFSM learners and gaps identified. Intervention strategies implemented to help close the gap.
<i>Making Stakeholders aware of RADY and equity.</i>	Training for all stakeholders on RADY and equitable teaching.
<i>eFSM Cooking Club</i>	An after school cooking club is run and ingredients are provided for pupils. Pupils take home the meals they cook to provide for their families on those days. Pupils learn the knowledge and skills to cook healthy food.
<i>Hospitality and Catering GCSE support</i>	eFSM pupils are provided with ingredients to help them undertake all planned catering practicals which form part of the Hospitality and Catering curriculum.

Externally provided programmes

Programme	Provider
RADY consultant	Challenging Education support