



Newbridge School

Pupil Development Grant School Statement

This statement details our school's use of the PDG for the 2023 to 2024 academic year. It outlines our strategy, how we intend to spend the funding in this academic year.

School Overview

Detail	Data
School name	Newbridge School
Number of learners in school	1038
Proportion (%) of PDG eligible learners	23%
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Andrew Thompson, Headteacher
PDG Lead	Laura Dober, Deputy Headteacher
Governor Lead	S Jeffries

Funding Overview

Detail	Amount
PDG funding allocation this year	£ 253,000

Strategy Plan - Pupil Development Grant

The Pupil Development Grant (PDG) aims to raise the attainment of children from low income households. The PDG is intended to help overcome the additional barrier that poverty poses which prevents learners from disadvantaged backgrounds achieving their full potential.

The strategies implemented by the school are drawn from the most effective practice from organizations such as Sutton Trust and Education Endowment Fund, and include well-evidenced interventions to complement our educational strategy. Ultimately, we want those who have suffered disadvantaged due to the impact of poverty to have equitable educational opportunities. Our key principle is that no child is disadvantaged.

Activity in this academic year

This details how we intend to spend the PDG this year to ensure that those who have suffered disadvantage due to the impact of poverty have equitable educational opportunities. The PDG is allocated in the following way:

Planned Activity	Success Criteria/Outcome
Provide a regular calendar of literacy interventions for pupils in Key Stage 3.	Pupils involved in literacy interventions have improved literacy standards by the end of the year, especially in reading. This will be measured through NRT scores and other reading tests as appropriate.
Provide a regular calendar of numeracy interventions for pupils in Key Stage 3.	Pupils involved in numeracy interventions have improved numeracy standards by the end of the year. This will be measured through NNPT scores.
Funding for a member of senior staff to be vulnerable learner lead, monitoring, evaluating and improving provision for eFSM pupils.	Outcomes for eFSM pupils will improve or be of a high standard, including learning and standards, attitudes to school and self, and attendance.
Implement and use data tracking systems to identify learners' needs, target interventions and monitor impact at Key Stage 4.	Pupils at Key Stage 4 will progress well against target grades and expected outcomes, especially pupils claiming FSM.

<p>Funding for members of staff in the school's Wellbeing provision to support vulnerable learners through a range of interventions including planned programmes, emergency sessions and general support through our Wellbeing Room.</p>	<p>Pupils will report improved emotional wellbeing/mental health. This may be evidenced through pupil surveys or other avenues eg. pupil voice. Learning outcomes for these pupils may show improvement. Attendance of these pupils will improve.</p>
<p>Funding for our family engagement officer to support c.40 families.</p>	<p>Engagement with these families will improve. Attitudes to learning for these pupils, and their attendance to school, will improve.</p>
<p>Purchase of resources - books and literature - to improve reading comprehension and general literacy.</p>	<p>Pupils will report greater satisfaction with the library and reading choices.</p>
<p>Provide peripatetic music lessons to FSM and other identified pupils who would otherwise not have the opportunity to partake. Music lessons provided by Caerphilly Music Service. Pupils taking music in Key Stage 4 will have their lessons funded through PDG.</p>	<p>Eligible pupils will begin musical instrument lessons in Year 7 and the number of eFSM pupils having peripatetic lessons will increase.</p>
<p>Support eFSM pupils in taking part in voluntary school trips – an element of the cost to be met for eligible pupils from PDG.</p>	<p>Uptake of eFSM students to school trips is increased. Students experience a varied extra curricular diet resulting in a wider world perspective.</p>
<p>Discretionary funding to alleviate the direct effects of poverty on the pupils' school experience through purchasing necessary and optional items eg. uniform, school equipment, outfits for key school events such as Y11 Prom.</p>	<p>Pupils report greater wellbeing and lower levels of anxiety around attending school and other events.</p>

eFSM Impact Evaluation

IA1 Teaching and Learning Evaluation	Evidence
<p>Pupils eligible for FSM make pleasing progress in learning from starting points</p>	<p>Progress of eFSM pupils is above modelled outcomes in all indicators by end of KS4</p> <p>Family comparisons are broadly in line with the average, national averages are at least in line</p> <p>Progress tracked and monitored by HODs – picked up by MG in Data Response meetings</p> <p>Pupil work (from half termly work scrutiny) reflects pleasing progress overall that is broadly in line from starting points with progress made from pupils in other learner groups</p>
<p>Teachers overall have high expectations of eFSM pupils and challenge them to achieve highly</p>	<p>13% of our MAT pupils across the school are eFSM</p> <p>% of year 11 pupils achieving 5A/A* is 25.8% above family average of 20.5%</p> <p>% of pupils achieving 115+ reading score is increasing over year 7, 8 and 9 (from 8% to 10% to 15%)</p> <p>Challenge drive in T&L (see T&L notes)</p>
<p>Standards of reading in KS3 for eFSM pupils are not as strong as standards for non eFSM pupils</p> <p>There are also gaps in numeracy skills, although the gaps are smaller in year 7 and 8</p>	<p>Higher % of eFSM pupils with reading scores of <85 (compared with non eFSM) in each year group (see full data table below)</p> <p>Higher % of eFSM pupils with reading scores of <85 (compared with non eFSM) in each year group (see full data table below)</p>

<p>eFSM pupils have access to a broad and balanced curriculum</p>	<p>Wide range of GCSE and vocational courses – where courses require extra resources (such as trips for Geography coursework, Art journals, ingredients for cooking) we subsidise as needed to remove those barriers to learning</p> <p>All eFSM pupils have access to appropriate careers information and advice.</p>
<p>Evidence informed teaching strategies that are shown to have impact on learning for vulnerable learners are being developed by staff</p>	<p>The Supporting Vulnerable Learners suite of resources by Mike Gerson has been integrated in our whole school PL programme</p>
<p>IA2 Care, support and well-being</p>	
<p>Most eFSM pupils demonstrate high standards of behaviour and positive attitudes to learning</p>	<p>Many eFSM pupils behave very well in lessons and during unstructured time</p> <p>Most eFSM pupils foster positive working relationships with teachers and support staff</p> <p>Many eFSM pupils respond positively and purposefully to feedback</p>
<p>eFSM pupils have equal access to trips, experiences and extra-curricular provision</p>	<p>Approximately 20% of pupils who attend extra-curricular clubs are eFSM (full breakdown below)</p> <p>4/35 (16%) winners of the Gothic writing competition were eFSM pupils</p> <p>All eFSM pupils who want to attend trips and experiences are offered subsidised places</p> <p>eFSM pupils are offered free tickets to prom and can borrow prom dresses/suits that have been donated to the school</p>

<p>The school has positive relationships with parents/carers of eFSM pupils</p>	<p>61% (103/265) of eFSM parents/carers engage with the Class Charts app to track behaviour and rewards</p> <p>Attendance of eFSM parents at parents evenings – approximately 60%. We target the ones we don't see through phone calls and additional meetings as appropriate</p>
<p>The behaviour of eFSM pupils is very good and compares well with the behaviour of non eFSM pupils</p>	<p>Exclusion rates</p> <p>eFSM - 33 days / 101 days total exclusion</p> <p>15 pupils / 15 pupils non eFSM</p> <p>Inclusion Room</p> <p>Inclusion rates – term 1 of the total pupils who used the inclusion room 59% non eFSM 41% eFSM</p> <p>% of days spent in the inclusion room – 56% non eFSM, 40% eFSM</p>
<p>eFSM pupils take on pupil leadership roles and make meaningful contributions to the school council</p>	<p>Pupil Leadership</p> <p>5/16 (31%) of the school council members are eFSM pupils</p> <p>13/59 (22%) prefects are eFSM</p>
<p>The attendance of eFSM pupils is lower than the attendance of non eFSM pupils in each year group.</p> <p>The numbers of persistent absentees who are eFSM pupils is highest in year 9 and year 11.</p>	<p>Overall attendance eFSM approximately 7% lower than non eFSM</p> <p>Biggest gaps in year 11 and year 9 approximately 10% difference</p> <p>Persistent absentees</p>

	Year Group	Number of persistent absentees who are eFSM
	7	4 (4/63 = 6%)
	8	14 (14/52 = 26%)
	9	21 (21/60 = 35%)
	10	11 (11/43 = 26%)
	11	15 (15/50 = 30%)

Pupil Participation - Engagement in after school clubs/revision/trips

Club	% eFSM Pupils Attending
Mine Craft	33%
DofE Year 11	15%
DofE Year 10	9%
Book Club KS4	20%
Book Club KS3	23%
Football KS3	18%
Criw Cymraeg	59%
F2 Stem Club	20%
Coding	17%
Chess	30%
Pokemon	18%
Italian	0
Drama	4%
Shakespeare	19%