

Possible areas of focus for use of the Pupil Deprivation Grant

1. Robust **identification of need** with regard to disadvantaged pupils, their circumstances, current achievement and progress, together with clear procedures for **tracking individuals' progress**
2. Developing a systematic approach to **intervention, support and providing feedback** to individual learners, including **those at risk of disengaging from learning** and whose **attendance** is a cause for concern.
3. Making provision of high quality for learners experiencing material disadvantage who have **additional learning needs**, or who are **looked after children**, are **educated otherwise than at school** or have **emotional social and behavioural needs**.
4. Access to **enrichment activities, the removal of any financial barriers** to participation and the provision of curricular activities and opportunities through **out-of-school hours provision** and holiday programmes.
5. The provision of **additional tuition**, small group tuition and other strategies designed to **personalise learning** and target support and **access to facilities beyond the school day** that support homework and independent learning, such as those involving ICT.
6. The development of **personal support and mentoring** to meet pupils' physical, emotional and social needs, to remove barriers to learning and improve well-being and readiness to learn.
7. The development of strategies that involve the **family and community** including those that signpost learning opportunities.
8. The embedding of opportunities within the curriculum and in wider learning for **learners' voice** to be fully involved in informing decisions that affect their education.
9. The strengthening of strategies that promote **the school at the heart of its community**.

School's Key Areas for Improvement	Current Performance (2013-2014)			Targets – Expected Outcomes 2014-2015		Success Criteria
	15 pupils	FSM	Non FSM	FSM (FFT Targets)	Non FSM (FFT Targets)	
NEETS	1	1	0	0	0	
Attendance		85.6%	93.3%			
English A to C	9	60%	81%	60%	84%	
Mathematics A to C	7	47%	79%	66%	82%	
L2+	9	60%	74%	66%	77%	
L1	14	96%	100%	100%	99%	

<p>1. Robust identification of need with regard to disadvantaged pupils, their circumstances, current achievement and progress, together with clear procedures for tracking individuals' progress</p>			<p>Clear tracking with content to be numerical and circumstantial used by all members of teaching staff.</p>
<p>2. Developing a systematic approach to intervention, support and providing feedback to individual learners, including those at risk of disengaging from learning and whose attendance is a cause for concern.</p>			<p>Improved attendance No NEETs</p>
<p>4 .Access to enrichment activities, the removal of any financial barriers to participation and the provision of curricular activities and opportunities through out-of-school hours provision and holiday programmes.</p>			<p>Increase in numbers of FSM pupils taking part in extra-curricular activities.</p>
<p>5. The provision of additional tuition, small group tuition and other strategies designed to personalise learning and target support and access to facilities beyond the school day that support homework and independent learning, such as those involving ICT.</p>			<p>Attendance at homework clubs Learning Coach support Improved performance at KS4 and KS3 National Literacy and Numeracy Tests.</p>

PDG Area of Focus	Key Actions What we need to do to bring about improvement and achieve our targets	Lead Responsibility	Timescale		Monitoring Are we on track?	Developmental How does the activity enhance the capacity of the school? Collaborative Nature of collaboration and benefits to school Sustainable How will the work be developed & embedded	Funding			Evaluation Who, When, How
			Start Date	End Date			Staffing and Resources	Cost	Source	
1	<p>Robust identification of need with regard to disadvantaged pupils, their circumstances, current achievement and progress, together with clear procedures for tracking individuals' progress</p> <p>To enable pupils to be targeted and appropriate interventions to be put in place.</p> <p>Vulnerable learners provided by SLT Academic data provided by AH Well-being data provided by YT Other circumstances provided by YT</p>	AH YT DH	Apr '14	Mar '15		Data will be collected four times a year, and reviewed by the YT to highlight what needs the pupils have been identified. Appropriate interventions to be put in place by the YT.		Nil		DH Annually Compare academic and well-being standards of pupils to discover the impact of interventions put in place.
2	<p>Well-being coordinator</p> <p>Home School Liaison Officer Pupil Liaison Officer</p> <p>School Counsellor Nuture Groups (Taken from NBar testing) SAP</p> <p>Multi-Agency Meetings</p>	DH DH DH DH	Apr '14	Mar '15		<p>Well –being of the pupils. HSLO and school counsellor to work with a targeted group of pupils at risk of becoming NEET. Students will be supported on a one-one basis, and in groups.</p> <p>Develop a systematic approach to</p>	TLR 3 Salary + expenses Staff cover 12 x 1hr	£1000 £20000 £15000 £2100 £900		<p>Well-being Coordinator; YT; AH</p> <p>Well-being questionnaire analysis. Academic data analysis.</p> <p>4 times yearly.</p>

	Learning Coaches Preventative NEETS Project NBar testing Staff CPD	YT AH AH DH				intervention, support and providing feedback to individual learners, including those at risk of disengaging from learning and whose attendance is a cause for concern.	Staff cover 2 x 3 days Staff cover 5 x 2hr Test Training & reading 2 x 1 day As required	Nil £1500 £600 £300 £10000		
5	Specific Literacy and Numeracy Interventions	AH	Apr '14	Mar '15						AH, Annually Analysis of pupils' attainment.
5	Homework Clubs KS3 KS4 Subject Specific	DH ALNCo ALNCo HoD	Apr '14	Mar '15		To develop strategies designed to personalise learning and target support and access to facilities beyond the school day that support homework and independent learning, such as those involving ICT.	LSA and staffing costs	£10000		AH; YT 4 times annually Analysis of pupils' attainment.
4	Financial aid • Trips	DH	Apr '14	Mar '15		Pupils have access to enrichment activities, the removal of any	As required	£20000		DH Annual evaluation of

	eg Llangrannog; EDSGC; Orchestra <ul style="list-style-type: none"> • Travel • Uniform • Resources • Music Tuition 					financial barriers to participation and the provision of curricular activities and opportunities e.g. to date £1267.80 CaVC £1000 ESDGC Day £200 Llangranog				numbers accessing the extra provision..
								£81400		
						Overspend of £1534 to be met from school				