

Appendix 1

Compendium of PDG spending 2016 for FY 2016-2017 Secondary Schools

# **Use of PDG in Swansea secondary schools Defnydd o'r GAD yn ysgolion uwchradd Abertawe**

**Autumn Core Visit/ Ymweliad Craidd yr Hydref  
2016**

<b>School</b>	<b>Compliant Y/N</b>	<b>CV1</b>	<b>Publish Y/N</b>
Birchgrove	Yes	<p>The number of eFSM learners at Birchgrove is 137. The 3 year eFSM average is 25.4%, which is 0.7% up on 2014-15.</p> <p>The school has a clear and concise plan for the Pupil Deprivation Grant (PDG) and Education Improvement Grant (EIG) which does not in its current form link to the School Development Plan (SDP). However, posts associated with strategies put in place to target eFSM learners are broken down in a separate spend plan for PDG. The new Leadership Team is currently developing a 3 year SDP in which PDG will be explicitly linked to key priorities.</p> <p>Impact on outcomes:</p> <ul style="list-style-type: none"> <li>(i) 55% of eFSM learners achieved the Level 2 indicator.</li> <li>(ii) 100% of eFSM learners achieved the Level 1 indicator.</li> <li>(iii) 83% of eFSM learners achieve the Key indicators at Key Stage 3, with year on year improvement in the Core Subjects and CSI for these learners.</li> <li>(iv) In 2016 31% of eFSM learners secured L2+ compared to 20% in 2015.</li> </ul>	

		<p>(v) An eFSM/LAC Learning Coach is employed to target and support learners in Key Stage 4 along with specialist Mathematics teachers who target learners on a part time basis.</p> <p>(vi) A strong daily Literacy intervention targeted at eFSM/LAC learners supports all identified learners, which focuses support for the national tests.</p> <p>(vii) 3 additional staff have been appointed to the Pastoral Support team specifically focused on the wellbeing and attendance of eFSM learners. This has impacted on exclusion rates, 3 year rolling average of attendance, punctuality and behaviour.</p> <p>(viii) eFSM learners are targeted appropriately. However, provision may include a wider range of learners at no additional cost. The school fell below the 32% national target for eFSM learners accessing L2+ in 2016, by just 1%. In 2017, the target is 34%. This is a realistic target for Birchgrove for which the new Leadership Team is aiming by deepening the 10% improvement from 2015 to 2016.</p>	
Bishop Gore	Yes	<p>The total PDG funding in 2016/17 is £301,300 to support learners.</p> <p>A new primary model (called Gore) is being developed from September 2016 to teach pupils with the lowest literacy skills the full secondary curriculum within a primary environment.</p> <p>Nurture groups provide additional support for pupils with behaviour and attendance issues and low literacy and numeracy skills.</p> <p>There are a range of intervention programmes. BHi5 operates at KS3 and KS4 for pupils with low literacy and numeracy skills. Self-esteem and teamwork skills are also developed.</p> <p>Elev8 is an alternative provision to mainstream education at KS4.</p>	

		<p>Pit Stop is an intensive programme of literacy and numeracy skills.</p> <p>Super learning is a programme of support for pupils underachieving in any subjects.</p> <p>The work of the Professional Learning Group is supported to carry out action research into ways of improving pupils' skills.</p> <p>All of these programmes are available to all pupils, but eFSM pupils contribute a greater percentage to the groups than non-FSM.</p>	
Bishop Vaughan	Yes	<ul style="list-style-type: none"> <li>• Number of pupils in receipt of FSM was 231 (19.9% of the school cohort).</li> </ul> <p>£270,900 delegation for 2015-16 (18% by single year and 20.3% 3-year average)</p> <p>Process:</p> <ul style="list-style-type: none"> <li>• The school development plan (SDP) clearly indicates PDG spend associated to key priorities;</li> <li>• The school is using research-based activity for use of the PDG, as determined by national guidance toolkits;</li> <li>• Most activity is associated with the PDG being specifically targeted for those pupils in receipt of free school meals (eFSM). Where spend is targeted as universal provision the school is robustly tracking all pupils to make progress and in particular, eFSM pupils to make accelerated progress;</li> <li>• Discussion has taken place to ensure that once universal provision has become embedded within school processes, PDG will be utilised to fund other enhanced activity as determined by the areas of development from next year's self-evaluation report; and</li> <li>• Robust tracking processes are in place to monitor milestones and outcomes for eFSM pupils;</li> </ul>	

		<ul style="list-style-type: none"> <li>• Outcomes:</li> <li>• Outcomes for the level 2 indicator including English/Welsh and mathematics (L2i) show that the attainment gap between eFSM and non-FSM pupils has narrowed ( 40 - 22.8 %)</li> <li>• The L2i outcomes for eFSM pupils is 31.7% which is a reduction of 10% from last year, slightly less than the reduction for non Fsm. Prior to 2016 outcomes, there had been an improving trend for two years</li> <li>• Level 2 indicator shows a slight reduction of 1.5 5 and the Level 1 indicators shows a reduction of 7% in the trends for eFSM pupils</li> <li>• Outcomes for English at level 2 show a slight upward trend over four years, the school experiencing a downward trend in 2016 for eFSM pupils, but there is a 23.6% attainment gap between eFSM and non-FSM pupils; and</li> <li>• Outcomes for Science at level 2 are better for non FSM pupils than e FSM. - 4.7</li> </ul>	
Bishopston	Yes	<p>Number of learners in receipt of free school meals is 70 - 6.4% of learners access FSM by single year; 5.1% 3-year average.</p> <p>£53 550 delegation for 2015-16.</p> <p>Tracking process are in place to monitor the progress and outcomes of learners in receipt of free school meals (eFSM) at both whole school and departmental/faculty level.</p> <p>The school development plan (SDP) clearly indicates PDG spend associated with interventions from the Education Endowment Foundation (EEF) toolkit.</p> <p>The activities and strategies associated with the PDG are open to all learners, however eFSM and LAC learners are specifically targeted. Strategies include behaviour support, digital technology to support learning, written feedback, provision</p>	

		<p>for homework support, mentoring and one-to-one support in literacy and numeracy catch up and success maker. The school will monitor to ensure that the attainment gap is reduced.</p> <p>Each eFSM learner in year 11 in 2015 is 10%. The percentage of eFSM learners achieving the key indicators in key stage 4 is lower than those non-FSM learners and less than they were in 2014, apart from level 2 science. However:</p> <ul style="list-style-type: none"> <li>• All eFSM learners performed better than national averages for the level 2 inclusive, level 2, level 1, core subject and capped points score indicators at key stage 4.</li> <li>• eFSM learner achievement in level 2 mathematics at key stage 4 is the second highest in the family (60%).</li> <li>• Fischer Family Trust estimates of eFSM learners for the level 2 inclusive and core subject indicators were met (40%). The level 2 estimate was exceeded (estimate 40%, actual 60%).</li> </ul>	
Cefn Hengoed	Yes	<p>Number of learners in receipt of free school meals is 269 - 42.2%of learners access FSM by single year; 41.4%3-year average. £282 450 and £29 200 for the Communities First Grant and PDG match funding. The school has very effective procedures for use of the Pupil Deprivation Grant to enable staff to provide additional support and further engage pupils eligible for free school meals. This has helped significantly to improve the attendance of these pupils and their performance, especially at the end of key stage 4. There is a robust tracking system in place to monitor the progress and outcomes of learners in receipt of free school meals (eFSM) at both whole school and departmental/faculty level. The detailed work and persistent focus on achievement in provision for disadvantaged pupils has had a remarkably positive effect on the performance of learners eligible for free school meals. Heads of core departments meet regularly with the deputy head (curriculum) to discuss progress of learners and highlight a target group of eFSM learners. Most of the activity and strategies associated with the PDG are open to all learners, however eFSM learners are specifically targeted. The school development plan (SDP) clearly indicates PDG spend associated to key priorities. Impact on outcomes: 1. Learners eligible for free school meals achieve remarkably high standards when compared with similar schools and national</p>	

		<p>averages. 2. The difference between the performance of learners eligible for free school meals and those who are not has reduced considerably over the last three years. 3. At the end of key stages 3 and 4, learners eligible for free school meals do better than the family and national averages for similar learners in all indicators. 4. The attendance of learners eligible for free school meals is considerably higher than the averages for the family of schools and Wales.</p>	
Dylan Thomas	Yes	<ul style="list-style-type: none"> <li>• Number of learners in receipt of free school meals is 253 - 50% of learners access FSM by single year; 49.9% 3-year average.</li> </ul> <p>£327,450 delegation for 2016-17 including PDG match funding.</p> <ul style="list-style-type: none"> <li>• Tracking process are in place to monitor the progress and outcomes of learners in receipt of free school meals (eFSM) at both whole school and departmental/faculty level.</li> <li>• The school development plan (SDP) clearly indicates PDG spend associated to key priorities.</li> <li>• Most of the activity and strategies associated with the PDG are open to all learners, however eFSM learners are specifically targeted.</li> <li>• Strategies include parental involvement, improving attendance and reducing exclusion, literacy and numeracy catch up programmes and targeted intervention support with a particular focus on raising achievement in the level 2 inclusive indicator.</li> <li>• Tracking of intervention strategies in Literacy identify some impressive improvement in reading scores particularly at KS3. Sound Training should have a similar impact at KS4.</li> <li>• Core subject indicator at key stage 4 - quartile 3 with an upward trend. Year on year increase in the performance of FSM and non-FSM learners over the last 3 years.</li> <li>• The percentage of eFSM learners achieving a level L2, L1 and capped point score is above the family</li> <li>• All but one pupil achieved a qualification in 2016 and recognises the impact of the OWL</li> </ul>	

		<p>centre</p> <ul style="list-style-type: none"> <li>• The attendance of eFSM learners compares favourably with the family.</li> <li>• Significant reduction in the number of days exclusions over the past year.</li> </ul>	
Gowerton	Yes	<ul style="list-style-type: none"> <li>• Pupil deprivation grant (PDG) funding has been used to support pupils entitled to free school meals (eFSM) as evidenced on the school website;</li> <li>• The PDG spend is highlighted in a separate spend plan;</li> <li>• Provision continues to be linked to the D3 classroom, which prioritises pupils' wellbeing and accommodates pupils who are vulnerable;</li> <li>• PDG funding has been used for staffing of the D3 provision;</li> <li>• Improved outcomes for attendance are evident (95%) which places the school in benchmarking quartile one (BMQ1) when compared with similar FSM Schools in 2015/16 and attendance for eFSM pupils is 91.5%, which is above all national average comparators;.</li> <li>• The vulnerability assessment profile (VAP) is used in key stage 3 is used to target vulnerable and eFSM pupils, and the subject tracking is used in key stage 4;</li> <li>• Pupils using D3 provision in KS3 and 'House' type provision in KS4 are tracked and interventions monitored;</li> <li>• Where interventions are not specifically for eFSM pupils the school has a clear focus on raising attainment for all vulnerable learners whilst trying to reduce the attainment gap for eFSM and non-FSM pupils; and</li> <li>• PDG funding continues to support eFSM pupils to specifically pay for some eFSM pupils to attend trips linked to coursework, eg the art trip to London and the residential trip to Llangranog in key stage 3, in order that the pupils have full access to all curriculum aspects of the school.</li> </ul>	

Morriston	Yes	<p>The PDG funding is used to:</p> <ol style="list-style-type: none"> <li>1. Improve performance of eFSM pupils in KS3 and KS4.</li> <li>2. Improve attendance and wellbeing to reduce the impact of poverty on attainment.</li> <li>3. Address the curriculum needs and remove barriers to learning for learners from deprived backgrounds.</li> </ol> <p>KS4 data 2016. [Year 11 29 eFSM pupils]</p> <p>L2i eFSM improved by 21.9% from 22.9% in 2015 to 44.8% in 2016. This is above the family, LA and Wales averages.</p> <p>L2 eFSM improved by 14.7% from 54.3% in 2015 to 69% 2016 and is the best performance in the family.</p> <p>L2 English eFSM improved by 10.5% from 34.3% in 2015 to 44.8% in 2016</p> <p>L2 Maths eFSM improved by 17.4% from 34.3% in 2015 to 51.7% in 2016.</p> <p>This strong progress in outcomes is due to the successful implementation of a number of strategies which include: detailed forensic analysis of 2015 exam results, breakdown of outcomes of every teaching group in English and Maths, use of data in every departmental SER and in depth review completed by SLT, new MPP (monitoring pupil performance) system for target setting and tracking introduced, regular assessment drops every 6 to 8 weeks, challenging targets set and personalised mentoring for every eFSM pupil in year 11.</p> <p>An eFSM champion has been appointed onto the extended Leadership Team to monitor progress of every eFSM pupil at the school.</p>	
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		<p>KS3 data 2016</p> <p>The CSI for eFSM learners dropped by 2% from 60% in 2015 to 58% in 2016. This is due to underperformance of this group of pupils in L5+ English (64.5%) compared to Maths (71.0%) and Science (83.9%). This will be a key priority in the use of PDG in 2016 to improve literacy of eFSM pupils and extend the use of the very effective MPP system from KS4 into KS3.</p> <p>Attendance</p> <p>The pastoral team completed effective work in improving attendance of eFSM pupils in 2016. eFSM pupil attendance has improved from 87.49% in 2015 to 88.32% in 2016. Overall attendance at the school has improved 1% to 93.6% in 2016. This will be a focus for further improvement in 2016 - 2017 especially with the introduction of the new vertical house system. Strategies which had a positive impact included providing parents with interim reports which included attendance data and the introduction of a clear traffic light system setting minimum expectation of 95% for every pupil. This has made clear the link between attendance for both pupils and parents. There is a clear reward system in place as an incentive for good attendance and improved attendance and the use of fixed penalty notices for attendance below 90%.</p> <p>Eggtooth Project (Year 9)</p> <p>The eFSM champion has led a special project for the EFSM learners in year 9 which were disaffected and vulnerable. This has been particularly successful in improving self-esteem and self-confidence. An excellent video was shared as evidence to the Accelerated Improvement Board. All parents attended the celebration event held at the school.</p>	
Olchfa	Yes	<ul style="list-style-type: none"> <li>• PDG spend plan on the school web site;</li> </ul>	Yes

		<ul style="list-style-type: none"> <li>• pupil tracking is used to monitor and evaluate the progress of pupils who benefit from PDG spending;</li> <li>• eFSM for level 1 and 2 indicators are excellent and have been for the last 2 years;</li> <li>• overall positive 3 year trends for all core subjects at both key stage 3 and 4;</li> <li>• ALN and eFSM pupils are doing very well as evidenced by FFT Aspire data;</li> <li>• small group support for vulnerable pupils has resulted in an improvement in outcomes;</li> <li>• positive outcomes have been recorded for pupils following the iLearn projects which supports the learning of vulnerable pupils very well;</li> <li>• the Newid Facility provides support for pupils who have emotional and behavioural difficulties. The effective use of this facility means that the school has had no fixed term exclusions for the last 2 years; and</li> <li>• attendance of vulnerable pupils has improved to 95.8% with the school now in BQ1. Attendance of pupils who are eFSM is higher than those who are not FSM.</li> </ul>	
Pentrefafod	Yes	<ul style="list-style-type: none"> <li>• The school has a clear and concise plan for the PDG and EIG that links to the SDP; and</li> <li>• The PDG funding is primarily staffing costs to support the following activity:</li> <li>• Secondment of an FSM champion to work across key stage 3, with a particular priority on reducing the attainment gap between eFSM and non-FSM pupils (180 pupils). An effective tracking process will be developed and the impact of strategies deployed will be monitored and evaluated ;</li> <li>• Appointment of a teaching assistant to work with the FSM champion;</li> <li>• Continuation of a key worker at key stage 4, to give individual support and guidance to FSM pupils targeted for L2i intervention (42 pupils);</li> </ul>	

		<ul style="list-style-type: none"> <li>• To maintain a core team for pupil attendance and wellbeing (PAWB), in order to ensure provision for vulnerable pupils whose attendance is below 90%, (40 pupils) and regular support and guidance to ensure re-integration into mainstream is effective;</li> <li>• Staffing for out-of-hours provision with a particular focus on literacy, numeracy and social skills (35 pupils); and</li> <li>• Appointment of a key worker to assist in the partnership strategy with families of whom pupils are presenting with challenging behaviour to learning (14 pupils).</li> </ul> <p>EFSM pupils are targeted appropriately. However, provision may include a wider range of pupils at no additional cost</p>	
Penyrheol	Yes	<p>Number of learners in receipt of free school meals is 149 - 16.6% of learners access FSM by single year; 16.7% 3-year average. £171 000 delegation for 2016-17.</p> <p>Tracking processes are in place to monitor the progress and outcomes of learners in receipt of free school meals (eFSM).</p> <p>The school development plan (SDP) clearly indicates PDG spend linked to narrowing the gap between eFSM and non-FSM learners.</p> <p>Most of the activity and strategies associated with the PDG are open to all learners; however eFSM learners are specifically targeted.</p> <p>A key priority in the SDP for this year is to raise the awareness of heads of department and classroom teachers of eFSM learners through consistent, strategic processes:</p> <p>Impact on outcomes:</p> <ol style="list-style-type: none"> <li>1. The gap between eFSM and non-FSM learners has narrowed significantly over time in</li> </ol>	

		<p>the Level 2+ and Level 2 indicators and level 2 in English indicator, with upward trends for both eFSM and non-FSM learners prior to 2016.</p> <ol style="list-style-type: none"> <li>2. The percentage of eFSM learners achieving the Level 1 threshold, capped points score, capped points score plus, core subject indicator, 5A*-A threshold and level 1 English all compare favourably with the family, local authority and Wales.</li> <li>3. Nearly all eFSM learners achieved the Level 1 threshold, and a level 1 qualification in English in 2016.</li> <li>4. At key stage 3, there are year-on-year improvements for eFSM learners in the core subject indicator and mathematics.</li> <li>5. At key stage 3 there is a narrowing of the gap between eFSM and non-FSM learners in the CSI, Mathematics and Science.</li> <li>6. The attendance of eFSM learners has compared favourably with the family, local authority and Wales year on year until 2016.</li> </ol>	
<b>Pontarddulais</b>	<b>Yes</b>	<ol style="list-style-type: none"> <li>1. The PDG spend plan is on the school web site.</li> <li>2. The outstanding PDG tracker clearly shows the evaluation of the impact of PDG spending on individual pupils.</li> <li>3. The eFSM outcomes for L1 and L2 indicators are excellent.</li> <li>4. The overall 3-year trends for all indicators are positive.</li> <li>5. The school is well above the family when compared against modelled outcomes based on FSM eligibility.</li> <li>6. The L2i attainment gap has reduced from previous years and is now 28 percentage points.</li> <li>7. Nearly all ALN and eFSM pupils are learning effectively, demonstrating exceptional progress in outcomes.</li> </ol>	

		<p>8. The curriculum offered to pupils with ALN and those who are in receipt of free school meals meets the needs of pupils very well.</p> <p>9. The PDG is used primarily for staffing and the provision of support for families, eg literacy and numeracy catch-up interventions. Outcomes clearly show that the additionality is having an impact in addressing basic skills development.</p> <p>10. There is also a wider impact on KS4. For example, there has been a positive impact on L2 and L2i indicators.</p> <p>11. The school has looked at national test scores in detail and successfully used teacher assessments to monitor and evaluate the strategies deployed through PDG;</p> <p>12. The school will continue to focus on literacy and numeracy catch-up this year. The school has identified that the results of National tests analysed alongside the schools tracking system indicate that the current year 8 are performing at a level below the LA. The school is addressing this very well through the early intervention strategies.</p> <p>13. All ALN pupils identified receive structured intervention in order to achieve C grades at GCSE;</p> <p>14. Personal tutoring occurs in key stage 4 during registration and identified lesson times in small groups of up to 3 pupils. Individual tutoring for mathematics commences at the start of Y10;</p> <p>15. Specific subject support from the English department is provided during registration. This led by the head of department and a part-time English teacher..</p>	
Gwyr	Yes	<p>Mae cynllun gwariant GAD manwl ar waith. Mae nifer o strategaethau pendant yn barod wedi cael effaith gadarnhaol iawn ar berfformiad disgyblion sy'n deilwng i BYD e.e. gwella addysgu pwrpasol; tracio manwl; uwch athro a swyddog PYD i gefnogi presenoldeb, tracio cynnydd, a darparu ymyrraeth benodol; ymyrraeth a chefnogaeth cynnar yn CA3; defnydd o ystafelloedd pwrpasol i gefnogi anhawsterau</p>	

		<p>unigol e.e 'Yr Hafan' a'r 'Uned'; cydweithio agos gyda'r ysgolion clwstwr; system fentora cyfoedion y 6ed ayyb (gweler y cynlluniau am fanylion llawn).</p> <p>Effaith yr holl waith yma yw cynnydd ym mherfformiad y disgyblion PYD yn y trothwy L2+ a'r DPC yn CA4 o 25% yn 2015 i 58% yn 2016, yn ogystal a chynnydd yn y DPC yn CA3 o 35 pwynt canran rhwng 2015 i 2016.</p>	
Bryntawe	Yes	<p>11.1% yw'r canran o ddisgyblion sydd yn deilwng i ginio rhad yn yr ysgol, sef 70 disgybl.</p> <p>Swm y grant GAD yw £69 000</p> <p>Mae'r Cynllun Gwella Ysgol yn olrhain strategaethau ar gyfer hybu dysgwyr PYD ac yn nodi gwariant y grant GAD yn fanwl yn erbyn blaenoriaethau clir.</p> <p>Mae Cynllun Gwariant GAD yr ysgol yn olrhain strategaethau'r ysgol i gefnogi disgyblion y grwp targed i leihau effaith amddifadedd gan gynnwys apwyntio Cynorthwy-ydd Llythrennedd (Cymareg a Saesneg) a Rhifedd, datblygu arweinwyr i hyrwyddo addysgeg a dealltwriaeth y staff am sut i gynorthwyo disgyblion i oresgyn rhwystrau, cynllunio rhaglen fentora ddwys gydag ymyrraethau penodol i gefnogi disgyblion i godi safonau ym mhob cyfnod allweddol.</p> <p>Mae systemau tracio gofalus wedi eu sefydlu i fonitro cynnydd a deilliannau disgyblion PYD /amddifadedd ar lefel ysgol gyfan ac adrannol</p> <p>Mae strategaeth ar gyfer targedu disgyblion PYD yn benodol yn ogystal a disgyblion eraill mewn grwpiau targed gan gynnwys cynnal sesiynau ymyrraeth llythrennedd a rhifedd, hybu ymglymiad rhieni trwy weithgareddau amrywiol, mentora unigolion a grwpiau gyda'r nod o sicrhau cyflawniad y dysgwyr PYD yn y dangosyddion L2 a DPC.</p>	

		<p>Effaith ar ddeilliannau:</p> <ul style="list-style-type: none"> <li>• Yn CA3, ym mlwyddyn 9 roedd 8 disgybl PYD yn erbyn 114 disgybl heb fod yn PYD a gwelir perfformiad cryf iawn y disgyblion PYD ar L5+ yn y pynciau craidd i gyd, y DPC, a L7+ Cymraeg ble mae'r disgyblion PYD wedi perfformio'n well na'r disgyblion heb fod yn PYD. Yn CA3 mae patrwm o dwf yn y deilliannau ar gyfer dysgwyr PYD yn y pynciau craidd i gyd ac y mae'r bwlch wedi ei gau yn sylweddol gyda 100% o'r disgyblion PYD yn cyrraedd L5+ yn y DPCyn 2016.</li> <li>• Yn CA4, mae 40% o ddysgwyr PYD wedi cyflawni'r dangosydd L2 + yn 2015 a 2016 ac roedd hyn yn gyson gyda tharged yr ysgol ac yn uwch na'r awdurdod a Chymru. Mae'r bwlch PYD/ dim PYD L2+ wedi lleihau dros dair blynedd ac uwchben trothwy derbynol Llywodraeth Cymru</li> <li>• Mae 70% o'r dysgwyr PYD wedi cyflawni'r dangosydd L2 yn 2016, sydd yn uwch na'r teulu a Chymru.</li> <li>• 10% o'r dysgwyr PYD a gyflawnodd y dangosydd 5A*-A yn 2016, sydd yn uwch na'r teulu, yr ALL a Chymru, ac yn dangos twf ar 2015.</li> <li>• O ran presenoldeb disgyblion PYD, gwelwyd lleihad ar y bwlch rhwng presenoldeb disgyblion PYD a'r disgyblion eraill (bwlch o 7.3% yn 2015 a bwlch o 6.4% yn 2016) ac mae canran presenoldeb disgyblion PYD wedi gwella 0.6% ar 2015.</li> </ul>	
PRU	No	<p>The current plans identify the PDG of £47K and its purpose of breaking the link between disadvantage and educational attainment. Through discussion with the Head of the PRU and the finance team, there has been confusion around appropriate allocation and spending of PDG in the past.</p> <p>Plans this year are to appoint a full-time Foundation Phase teacher at Arfryn Education Centre, who will:</p> <p>Enhance provision across the PRU, through contributing to plans and evaluation of</p>	

		<p>them</p> <p>Monitor the performance of eFSM pupils across the PRU and ensure formulation of next steps are appropriate</p> <p>The centres are not yet clearly identifying and tracking their eFSM pupils. Therefore the Head of PRU will make sure that:</p> <p>All centres have the correct support and information</p> <p>Work with the MC to ensure all PDG is used effectively and appropriately</p> <p>A spend plan is created that clearly identifies the activities aligned to the PDG grant and the impact on pupils</p>	
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