



# Blessed Carlo Acutis

## Pupil Development Grant Strategy 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 and the effect that last year's spending had within our school.

Detail	Data
School name	Blessed Carlo Acutis Catholic School
<b>Number of learners in school</b>	
St Aloysius Campus	130 (FTE Sept 2023)
St Mary's Campus	203
St Illtyd's Campus	133
Bishop Hedley Campus	580
<b>Proportion (%) of PDG eligible learners</b>	
St Aloysius Campus	55 (FP 23, KS2 32)
St Mary's Campus	23
St Illtyd's Campus	32
Bishop Hedley Campus	55
Date this statement was published	June 23
Date on which it will be reviewed	July 24
Statement authorised by	S J Hopkins
<b>PDG Lead's</b>	
St Aloysius Campus	Karen Jones
St Mary's Campus	Claire Cope
St Illtyd's Campus	Kelly Rowling
Bishop Hedley Campus	Elizabeth Jones

Governor Lead	Kevin Canavan
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## Funding Overview

Detail	Amount
PDG funding allocation this academic (financial) year	£246,100
St Aloysius campus	£43,7000 EY £20,700
St Mary's campus	£36,800 EY £9200.00
St Illtyd's campus	£29,900 EY £10,350
Bishop Hedley Campus	£135,700
<b>Total budget for this academic (Financial) year</b>	<b>£286,350</b>

## Part A: Strategy Plan

### Statement of intent

At Blessed Carlo Acutis we are committed to using the PDG grant to tackle the impact of poverty for all our learners. We will maximise the use of all resources available to ensure 'High standards and aspirations for all', in ensuring there are no financial barriers for any of our learners to access school.

We aim to:

- Develop programmes and activities that promote the whole school approach to mental health and wellbeing.
- Ensure all staff, especially those working with specific learners are highly trained and have the skills to enable learners to achieve.
- Ensure high quality day to day teaching and learning meets the need of each learner.
- Develop the use of vulnerability trackers to identify specific needs of our most vulnerable pupils ensuring staff are aware of their needs and how best to support them.
- Monitor and evaluate vulnerability trackers and plan provision / interventions offered from analysis of data which make the most effective use of resources.
- Build links with all families especially our most vulnerable through encouraging parent / family participation, limiting barriers to learning.

- Encourage attendance and eliminate barriers to attending school through our whole school approach, Community school's links and FLOs.
- Work directly with families through our community school's liaison and FLO to ensure our most vulnerable families have the support and information they need.
- Ensure governors have a role and responsibility for supporting and challenging provision and are well informed of objectives and progress.

## 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
<ul style="list-style-type: none"> <li>• Ensure all staff, especially those working with specific learners are highly trained and have the skills to enable learners to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient staff training to deliver WSAMH wellbeing sessions – Cwm Taf training, ALN training, Thrive, Trauma Informed, ACES, Nurture provision, Landscapes of the mind.</li> <li>• All staff to have the opportunity to undertake PL. SLT and Drive forward team to monitor the effectiveness of the sessions. Support offered when necessary.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop programmes and activities that promote the whole school approach to mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• WSAMH toolkit RAG ratings and action plans.</li> <li>• Access to wellbeing sessions / interventions such as Thrive / nurture support, trauma informed strategies show individual progress.</li> <li>• Fully implemented wellbeing systems to have a positive effect on pupils' wellbeing and attitudes to learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure high quality day to day teaching and learning meets the need of each learner.</li> </ul>	<ul style="list-style-type: none"> <li>• Drive forward teams to be established to ensure the highest quality of teaching for all learners, especially in literacy and numeracy.</li> <li>• Robust monitoring and PM linked to progress of all learners especially vulnerable learners.</li> </ul>

<ul style="list-style-type: none"> <li>• Develop the use of vulnerability trackers to identify specific needs of our most vulnerable pupils ensuring staff are aware of their needs and how best to support them.</li> </ul>	<ul style="list-style-type: none"> <li>• Class on a page / vulnerable learners trackers implemented by all so that they have a thorough understanding of the nature of the class.</li> </ul>
<ul style="list-style-type: none"> <li>• Monitor and evaluate vulnerability trackers and plan provision / interventions offered from analysis of data which make the most effective use of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and progression framework implemented alongside progress of support programmes and vulnerable learners.</li> <li>• Whole staff engagement ensures early identification and bespoke staff training.</li> </ul>
<ul style="list-style-type: none"> <li>• Build links with all families especially our most vulnerable through encouraging parent / family participation, limiting barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Families to feel confident approaching school with any needs and barriers they may have.</li> <li>• Positive working relationships with all families.</li> <li>• Build on parental engagement events and opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>• Encourage attendance and eliminate barriers to attending school through our whole school approach, Community school's links and FLOs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the attendance of our most vulnerable learners is not affected by any factors which school could support with.</li> </ul>
<ul style="list-style-type: none"> <li>• Work directly with families through our community school's liaison and FLO to ensure our most vulnerable families have the support and information they need.</li> </ul>	<ul style="list-style-type: none"> <li>• Employment of FLO and partner work with the Community Schools Team.</li> <li>• Becoming a 'Heart of the community' school through addressing shortcoming within the programme, moving the school from Bronze to Silver by addressing specific targets which have been identified. (See report)</li> </ul>

### Activity in this academic year

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

Promote effective teaching and learning by building a drive forward teaching and learning team focusing on ensuring high quality teaching and learning, creating a

learning environment and curriculum that is inclusive for all learners. Deployment of staff to deliver and monitor the learning for all pupils.

Targeted professional learning offer for all staff with a key focus on training to address the needs of all learners especially our most vulnerable. Building capacity of training support for LSAs delivering interventions to the most vulnerable learners through IMPACT (Improving my practice and collaborating together).

Employment of HLTAs / LSAs to deliver high quality classroom support and additional interventions.

In the SDP mathematics and literacy have a key focus, the opportunity to build on skills and progression will come through bespoke training packages and resources.

Organisation of classes and groups of learners for day-to-day teaching and learning and additional support. Groupings will be fluid and supported by well trained staff enabling a range of early intervention strategies particularly in speech and language and mental health and wellbeing sessions.

Employment of FLO, EIO and Community school's leads will support families with attendance, wider family support and any other needs building on family engagement projects established.

## Learning and Teaching

Budgeted cost: £224,366

Activity	Evidence that supports this approach
Wellbeing and Attendance Management	<ul style="list-style-type: none"> <li>• EJ to work closely with EIO to ensure compliance of statutory requirements. EIO to support home visits and managing of persistent absentees.</li> <li>• Improvement in attendance. Improvement in attendance of persistent absentees.</li> </ul>
Employment of LSAs to support learners in class.	<ul style="list-style-type: none"> <li>• High quality support in the classroom monitored by a robust system.</li> </ul>
Employment of LSAs to deliver wellbeing support.	<ul style="list-style-type: none"> <li>• Attainment gap of vulnerable pupils is narrowed through bespoke interventions focusing on wellbeing / readiness to learn, literacy and numeracy.</li> <li>• Staff are aware of the most vulnerable pupils and what approaches to use to support their learning.</li> </ul>

<p>To provide RWI in Autumn Term and Spring Term 2024 (KS3). Wellbeing support throughout first lockdown and hub teaching for second lockdown.</p>	<ul style="list-style-type: none"> <li>• RWI for 4 hours per group, per week. Pupils will have reading/ spelling ages below 9.6 yrs. functionality. At least 50% will be FSM pupils.</li> <li>• Continued improvement in literacy outcomes individually and at end of KS3. Baseline scores available end of September, pupils re-assessed when appropriate or at latest end of March 2023.</li> </ul>
<p>Wellbeing 1-1 and small groups</p>	<ul style="list-style-type: none"> <li>• ELSA trained, working on 1-1 and with small groups. 1-1 wellbeing work, Social Stories work with pupils who have social and communication difficulties.</li> <li>• Improved behaviour measured in CC, less referrals via WAAM for support or safeguarding referrals</li> </ul>
<p>Wellbeing 1-1 and small groups, work with borderline candidates, supporting school's NEETs process</p>	<ul style="list-style-type: none"> <li>• Learning Coach works with pupils identified as possible NEETs and those identified via the WAAM process. At least 50% will be FSM. Learning coaches facilitate the Thrive programme to identified pupils.</li> <li>• 0% NEETs, pupils on Thrive programme decrease negative points on CC and improve attendance.</li> </ul>
<p>Staff training on high quality teaching and learning.</p>	<ul style="list-style-type: none"> <li>• High quality provision available because of well-trained staff. (Walkthrus, T+L team)</li> </ul>
<p>Progression of learners monitored alongside the use of the vulnerability tracker.</p>	<ul style="list-style-type: none"> <li>• Assessment and progression overview alongside ongoing class assessments quickly identifies progress.</li> <li>• Targeted support for pupils identified from the vulnerability tracker.</li> </ul>
<p>Purposeful and bespoke learning environments / classroom resources, opportunities, and experiences for all especially targeted learners.</p>	<ul style="list-style-type: none"> <li>• High quality provision / resources / areas which meets the needs of all to support learning.</li> <li>• All children having the opportunity to experience 'must dos' from the BCA Passport of Opportunity.</li> <li>• Consistent 'Learning Zones' throughout BCA campuses.</li> </ul>

**Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)**

Budgeted cost: £0

Activity	Evidence that supports this approach
Build links with Community focused school team.	<ul style="list-style-type: none"> <li>• Building stronger links with families, supporting additional family needs, and tackling attendance improvement.</li> <li>• Parent questionnaires and surveys to determine the support needed.</li> </ul>
Parental / family engagement opportunities.	<ul style="list-style-type: none"> <li>• All families invited to events such as 'Stay and Play, 'Come and read / connect', Let's get cooking', Food and Fun, Family fun days...that ensure families have the best possible experiences / opportunities at school.</li> </ul>
Uniform / Fancy dress / Christmas jumper 'Swap Shop'	<ul style="list-style-type: none"> <li>• To support families who are unable to sustain the cost of school and additional clothing.</li> </ul>
External agencies 'meet and greet' sessions	<ul style="list-style-type: none"> <li>• Invite for all families to attend family engagement events. Collaboration of external services displays of information and support with completing relevant paperwork.</li> </ul>
Building links with businesses and companies.	<ul style="list-style-type: none"> <li>• Professional learning opportunities for staff to engage with CWRE creating learning opportunities for all.</li> <li>• Links with local businesses providing adult education opportunities.</li> </ul>

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

Budgeted cost: £61,984

Activity	Evidence that supports this approach
Opportunities with the LA music service and sports services.	<ul style="list-style-type: none"> <li>• MT service support – equity in music provision for all pupils across the campuses.</li> <li>• KS2 pupils to access swimming lessons across the campuses.</li> <li>• After school clubs provided for FP and KS2 pupils. Equipment purchased where needed.</li> </ul>
Passport of opportunity	<ul style="list-style-type: none"> <li>• Enrichment experiences aligned across the campuses for equity of opportunities and wellbeing provision. Partly funded via school budget and grants.</li> </ul>

Wellbeing training - Thrive, Trauma informed, Therapy play, Dragon Mountain, ALN therapies.	<ul style="list-style-type: none"> <li>• Dedicated training of staff to deliver the Thrive programme and nurture support to the most vulnerable learners.</li> <li>• Resources to complement therapeutic play.</li> </ul>
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Total budgeted cost: £286,350

## 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 2022 to 2023 academic year.

Activity	Impact
<b>St Aloysius Campus</b>	
<p>Identification of vulnerable learners from N to Y6 teachers and LSAs supporting targets in class and through bespoke interventions</p>	<p>A robust vulnerability tracker was devised to identify pupils as a staff we discussed how best to focus our time and resources to meet the needs of these pupils and their families.</p> <p><i>Wellcomm data: 39/154 pupils scored red or amber.</i></p> <ul style="list-style-type: none"> <li>- 19 FP, 18/19 Efsm</li> <li>- 5 KS2, all Efsm.</li> </ul> <p><i>ALN pupils:</i></p> <ul style="list-style-type: none"> <li>- 3 IDPs – 1FP also Efsm, 2 KS2 – 1Efsm</li> <li>- 8D+ - 7FP 5 also Efsm, 1KS2 also Efsm</li> </ul> <p><i>Thrive data:</i></p> <p><i>FP ‘Power and Identity’</i></p> <ul style="list-style-type: none"> <li>- All classes have increased scores in the ‘Power and identity’</li> <li>- N/R by 26% - total class 39%</li> <li>- R/1 by 21% - total class 37%</li> <li>- Y1/2 by 10% - total class 62%</li> </ul> <p><i>KS2 ‘Skills and Structure’</i></p> <ul style="list-style-type: none"> <li>- All classes have increased scores in ‘Skill and Structure’</li> <li>- Y3/4 by 5% - total class 28%</li> <li>- Y4/5 by 10% - total class 46%</li> <li>- Y5/6 by 6% - total class 72%</li> </ul> <p><i>52/154 pupils were identified as ‘vulnerable’</i></p> <ul style="list-style-type: none"> <li>- 33/75, 44% of FP pupils, 16 are Efsm pupils, 21% (just under half the FP vulnerable pupils). 20 of these are boys, 13 girls.</li> </ul>



	<ul style="list-style-type: none"> <li>- 20/79, 25% of KS2 pupils, 13 are Efsm pupils, 16.5% (just over half the KS2 vulnerable pupils). 11 of these are boys, 9 girls.</li> </ul>
Train staff member with skills to support learners and their families.	<p>100% of staff received some form of training on various programmes and courses such as MHW, Wellcomm, Pecs, SLT, Thrive, Nurture support, ALN provision.</p> <p>Successful parent engagement event with over 95% of parents attending:</p> <ul style="list-style-type: none"> <li>- 92% of parents said that advice for parents / learning for parents/ more opportunities for pupils was good.</li> <li>- 90% stated that school did not need to offer any other services and that parents felt supported when approaching school for advice.</li> <li>- 99% stated communication from the school is good.</li> </ul> <p>As a school staff feel equipped to approach parents about additional support services, we can signpost them to enhancing and helping the needs of the family. Friendly parent 'cuppa and chat' opportunities are breaking down any barriers.</p>
Bilingual Support assistant to support targeted pupils and families with their English language skills.	EAL progress data return - 77% of 30 EAL pupils at levels A-D have made progress (well above Merthyr average of 62%). 9 of the 16 pupils at levels A-B (56%) have made progress above Merthyr average of 44%.
Employ FLO support worker to identify pupils and families who need additional support with wellbeing and attendance.	FLO timetabled each afternoon to work with identified groups of learner's activities include – Oracy development for EY pupils, building emotional needs, resilience, confidence, positive emotions, self - regulation, therapeutic play... These pupils have shown improving well-being, attitudes to learning with a positive impact on pupil progress in emotional wellbeing and attendance. These pupils display much less 'behavioural outbursts' and know how to access support to self-regulate.
<b>St Marys Campus</b>	
Employ FLO support worker to identify pupils and families who need additional support with	FLO has been allocated dedicated time to address attendance concerns. Regular phone calls are made to parents to offer support if needed. HOC/ FLO are available to collect children to bring them to school in exceptional circumstances. FLO is also trained ELSA

wellbeing and attendance.	practitioner who supports the well-being of vulnerable learners on a daily basis delivering ELSA sessions / social stories. The campus now 3 rooms for 'quiet times' where learners can access. Identified staff have received training in WELLCOMM / PBS /PECS /ALN strategies.
Identification of vulnerable learners from N to Y6 teachers and LSAs supporting targets in class and through bespoke interventions	<p>A robust vulnerability tracker has been devised to ensure the needs are being met for all of our learners.</p> <p>Actions to support the learners included;</p> <ul style="list-style-type: none"> <li>- LSA (polish) is now a trained THRIVE practitioner as we have 48% EAL. Support is provided in EP meetings by translating and this also supports those learners who have ALN and EAL. LSA has been timetabled to work in EY to meet learners and parents and to break down communication barriers.</li> <li>- Sept 2023 (4 CLA children / 2 children on CP register)</li> </ul>
<b>St Illtyd's Campus</b>	
Identification of vulnerable learners from N to Y6 teachers and LSAs supporting targets in class and through bespoke interventions	<p>A robust vulnerability tracker was devised to identify pupils as a staff we discussed how best to focus our time and resources to meet the needs of these pupils and their families.</p> <p>Actions to support the pupils included:</p> <ul style="list-style-type: none"> <li>- Developing a Nurture Area for pupils to receive well-being interventions and have a safe space when feeling overwhelmed.</li> <li>- Boost session delivered after school for identified pupils on a half termly basis.</li> </ul>
<b>Bishop Hedley Campus</b>	
Wellbeing and Attendance Management	<p>Our school based EIO took up position in November 2022.</p> <p>Intensive work has been carried out with persistent absentees. Strategies used include:</p> <p>TAF meetings  Daily mentoring using EBSA techniques.  Short-term reduced timetables  Bespoke work placements  Signposting to extra support outside of school  Daily check-ins</p> <p>83% of targeted pupils have improved their attendance.</p>

Employment of LSAs to support learners in class.	This is paid for via the LA Additional Support budget and allows for pupils to remain in mainstream education rather than specialist provision.
Employment of LSAs to deliver wellbeing support	<p>Two LSAs have now qualified to provide Emotional Literacy Support Assistance to pupils in both key stages. Fifty-eight pupils were supported at Key Stage 3 and over 30 pupils at Key Stage 4.</p> <p>A small number of pupils required sustained input, and this was part of their ALP, but all others were in our 'revolving door' system; the programme is 10 sessions in length with some elements compulsory (the Sanderson PCP Toolkit) with tailor-made extras such as Social Stories for others.</p> <p>The interventions were solution-focussed so there was a level of mobility on and off the list.</p> <p>All referrals taken from WAAM lists.</p>
To provide RWI in Autumn Term and Spring Term 2024 (KS3).	<p>Our RWI LSA left in February 2023 after a long period of sickness absence. A level of PDG funding was used to pay for RWI training for another member of staff.</p> <p>The outcomes are as follows:</p> <p>Year 7- (22 pupils) 86% improved their reading ages with 5 pupils making significant improvements to well within the average range.</p> <p>Year 8 – (25 pupils) 60% improved their reading ages with 3 making significant progress to well within average range.</p> <p>Year 9 – (9) 67% improved with one pupil making significant progress to well within average range.</p>
Wellbeing 1-1 and small groups	<p>Please see the ELSA provision above</p> <p>Lunchtime and breaktime clubs for all vulnerable pupils. All Learning Support staff provide support in the Base during unstructured time.</p> <p>This has improved attendance in school and attendance in class rather than remaining in the provision rooms.</p>
Wellbeing 1-1 and small groups, work with borderline candidates, supporting school's NEETs process	<p>The NEETs process is fed by the school's WAAM process. All vulnerable pupils are allocated a key member of staff who undertakes 1-1 work with them. By the end of the academic year the Learning Support Department had worked with the following:</p> <p>Yr 7 – 32 pupils  Yr 8 – 40  Yr 9 – 51  Year 10 – 42  Year 11 – 54.</p>

**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.

<b>Programme</b>	<b>Provider</b>
Thrive	The Thrive Approach
RWI	Oxford publishing
Mathletics	3P learning
Professional learning programmes	CSC, Concept, Gareth Coombs