Pupil Deprivation Grant Plan

2025 -2026

YSGOL BRYNTEG SCHOOL

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Introduction

The purpose of the PDG is to improve outcomes for learners eligible for free school meals (eFSM) and Looked After Children (LAC). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds from achieving their full potential.

Our Pupil Deprivation Grant (PDG) plan is extracted from aims, objectives and success criteria within our main School Development Plan which is our core plan for improvement in the school.

School Information

Detail	Data
School Name	Brynteg School
Number of Pupils in School (predicted Sept 2025)	1,678
Number of pupils in School Jan 25 (PLASC data return on which funding based)	1,714
Number of pupils eligible for Free School Meals January 2025	266 (15.5%)
Number of pupils eligible for Free School Meals September 2025	269 (16%)
LAEG Equity Grant 25/6	£310,500

Contextual information – Pupils Eligible for Free School Meals

	January 2025(No.)	January 2025 (%)	September 2025(No.)	September 2025 (%)
Year 7	47	15	55	21
Year 8	57	17	48	16
Year 9	58	20	53	17
Year 10	43	15	59	20
Year 11	45	19	36	13
Year 12	9	7	10	8
Year 13	7	5	8	7
Total	**266**	**15.5%**	**269**	**16**

Pupil Deprivation Grant Funding Allocation

SDP Reference	Amount
1a	£16,750
2c	£30,000
2e	£65,000
2f	£15,000
2i	£23,00
3a	£16,000
3c	£42,000
4g	£24,000
PDG Plan Specific Tasks	
PDG1	£35,000
PDG2	£25,000
PDG3	£19,000
Total	**£310,750**

This plan includes two types of task:

1   Those that have been explicitly mapped into the 2025-6 School Development Plan (each has a reference which links to the relevant part of the plan)

2   Tasks that are unique to the PDG plan

Pupil Deprivation Grant links with School Development Plan

1A

Aim	Objective	Success Criteria
Increase opportunities at break and lunchtime for all pupils	● Broaden the range of break and lunchtime activities to promote pupil engagement, well-being, and inclusion ensuring that all pupils—regardless of background, ability, or interests—can access meaningful, age-appropriate opportunities for physical activity, creative expression, quiet reflection, and social interaction. Involve learners in shaping the programme to reflect their voices, promote positive relationships, and encourage active participation.	● Pupils consistently engage in activities with enthusiasm and enjoyment. ● Activities foster positive peer relationships, collaboration, and mutual respect. ● A balanced mix of active and calming activities is available to support emotional and physical well-being. ● Activities are simple to set up, use minimal resources, and can be sustained long-term by staff. ● Pupil feedback is regularly gathered and used to adapt and improve activity offerings. ● Participation rates increase over time, indicating growing pupil interest and involvement.

Resource Allocation: Equity Funding for additional activities - £16,750

2C

	Aim	Objectives	Success Criteria
2c	Explore and deliver efficient 'catch up' support, to enable pupils who have been absent to transition back into school	- Identify pupils who require catch-up support following periods of absence. - Provide targeted academic and pastoral interventions to bridge gaps in learning and wellbeing. - Foster a welcoming, inclusive environment that supports smooth reintegration into school life. - Equip staff with clear strategies and resources to deliver effective catch-up support. - Monitor pupil progress and engagement to ensure catch-up measures are impactful and sustainable. - Involve pupils and families in shaping support that meets individual needs and circumstances.	- Returning pupils feel welcomed, supported, and confident rejoining school routines. - Identified learning gaps are addressed through timely, targeted interventions. - Pupils demonstrate improved understanding and engagement in lessons. - Staff report increased confidence in delivering catch-up strategies. - Monitoring shows positive progress in academic and pastoral outcomes. - Support systems are consistent, easy to implement, and adaptable to individual needs. - Families feel informed and involved in their child's reintegration journey.

Resource allocation: Equity Funding for additional activities - £30,000

2e

	Aim	Objectives	Success Criteria
2e	To provide consistent, trusted adult support for targeted eFSM students in Yr 10 / 11 with attendance below 92%	● Establish regular, meaningful contact between trusted adults and targeted eFSM pupils in Years 10/11. ● Provide personalised support to address barriers to attendance and engagement. ● Build positive, consistent relationships that promote pupil confidence, motivation, and wellbeing. ● Monitor impact through improved attendance, engagement, and pupil feedback.	● Pupils build a positive, trusting relationship with their named adult and engage regularly in support sessions. ● Attendance improves over time, with clear evidence of increased consistency and punctuality. ● Pupils report feeling more supported, motivated, and confident in school. ● Staff can demonstrate impact through attendance data, pupil voice, and engagement records.

Resource allocation: Equity Funding for additional staffing - £65,000

2f

	Aim	Objectives	Success Criteria
2f	Family Engagement Project to target families in Yr 10 and 11 improving their communication and engagement with school.	- Strengthen two-way communication between school and families to build trust and transparency. - Increase parental involvement in key school events, support programmes, and pupil progress discussions. - Equip families with tools and information to support their child's attendance, wellbeing, and academic success. - Create regular opportunities for feedback and dialogue to shape future engagement strategies.	- Families engage in regular, two-way communication with school staff through agreed channels. - Attendance at school events and support sessions increases among targeted families. - Parents/carers report greater understanding of how to support their child's progress and wellbeing. - Feedback from families informs future engagement strategies and shows improved trust and collaboration.

Resource allocation: Equity funding for additional staffing/activities - £15,000

2i

	Aim	Objectives	Success Criteria
2i	Further develop the efficiency of attendance data and admin processes to allow staff to be more operational and proactive with attendance projects.	● Identify a staff member to support attendance data management and administrative processes. ● Streamline data systems to ensure timely, accurate attendance reporting and analysis. ● Enable pastoral and curriculum staff to access actionable attendance insights that inform proactive interventions. ● Reduce administrative burden on teaching staff, allowing greater focus on pupil engagement and attendance strategies.	● Staff member actively supports attendance data and admin processes. ● Attendance data is updated promptly and accurately, enabling timely interventions. ● Staff can easily access and interpret attendance insights to inform proactive strategies. ● Reduced admin workload allows pastoral and teaching staff to focus more on pupil engagement and attendance improvement.

Resource allocation: Equity funding for additional staff - £23,000

3a

	Aim	Objectives	Success Criteria
3a	Further develop staff knowledge and understanding of high expectations and challenge for all pupils (including pupils disadvantaged by poverty and those with ALN).	● Provide targeted professional development that explores inclusive strategies for setting high expectations, especially for pupils disadvantaged by poverty and those with ALN. ● Share best practice examples and case studies that demonstrate effective challenge and support across diverse learner profiles. ● Encourage reflective practice and peer collaboration to identify and address unconscious bias and low expectations. ● Monitor the impact of staff development through pupil outcomes, engagement, and staff confidence in applying high-challenge approaches.	● Staff confidently apply inclusive strategies that set high expectations for all learners, including those disadvantaged by poverty and those with ALN. ● Professional development sessions are well-attended and positively evaluated by staff. ● Staff demonstrate increased awareness of unconscious bias and actively reflect on their practice. ● Pupil engagement, progress, and aspiration improve across targeted groups, as evidenced through data and pupil voice.

Resource allocation: Equity funding for resources etc - £16,000

3c

	Aim	Objectives	Success Criteria
3c	To embed a consistent, cross-curricular approach to literacy, numeracy, and digital competence—ensuring progression is mapped across schemes of learning and staff confidently support pupils in applying core skills with accuracy and independence.	- Map literacy, numeracy, and digital competence skills sequentially across schemes of learning, ensuring clarity and consistency. - Deploy curriculum support staff to assist departments in embedding core skills and modelling effective strategies. - Strengthen staff understanding of how to teach reading, writing, and number skills through targeted CPD and shared practice. - Monitor pupil progress and staff implementation to refine approaches and celebrate effective cross-curricular skill development.	- Literacy, numeracy, and digital competence skills are clearly mapped across schemes of learning and referenced in lesson planning, with a particular emphasis on support for eFSM learners - Curriculum support staff actively contribute to departmental planning and model effective strategies in classrooms. - Staff demonstrate increased confidence in supporting pupils to read challenging texts, apply number skills, and correct basic errors. - Pupil work shows improved accuracy, independence, and application of core skills across subjects.

Resource allocation: Equity Funding for additional staffing and resources - £42,000

4g

	Aim	Objectives	Success Criteria
4 g	To strengthen pupil voice and leadership across the school, ensuring all learners—regardless of background—can meaningfully influence provision and contribute to strategic decision-making.	● Expand opportunities for all pupils—regardless of background—to take on meaningful leadership roles across year groups and settings. ● Use curriculum and support staff to help pupils evaluate provision and contribute to strategic planning. ● Develop clear systems for gathering, analysing, and responding to pupil feedback on teaching, wellbeing, and school culture. ● Embed pupil voice into whole-school improvement processes, promoting equity and the four purposes through inclusive leadership.	● A diverse range of pupils—including those from disadvantaged backgrounds—actively participate in leadership roles across the school. ● Curriculum and support staff facilitate pupil-led evaluation activities that inform strategic planning. ● Pupil feedback is regularly collected, analysed, and used to shape school improvement priorities. ● Pupil voice is embedded in whole-school processes, contributing to a culture of equity, inclusion, and the four purposes.

Resource allocation: Equity Funding to support staffing and resources £24,000

PDG Plan Specific tasks

PDG1

Aim	Objectives	Success Criteria
Further develop pupil support hub in order to ensure that all pupils feel they have a safe place to go throughout the day should they have a concern/query	● Enhance the physical environment and visibility of the hub to ensure it feels welcoming, safe, and accessible to all pupils. ● Ensure the hub is staffed throughout the day by trained, approachable adults who can respond to pupil concerns with care and consistency. ● Promote the hub through assemblies, tutor time, and signage so pupils understand its purpose and how to access support.	● The hub is consistently staffed and visibly accessible throughout the school day. ● Pupils report feeling safe, supported, and confident in using the hub when needed. ● Awareness of the hub increases through clear promotion in assemblies, signage, and tutor time.

Resource Allocation: Equity Funding £35,000

PDG 2

Aim	Objective	Success Criteria
To continue to work towards removing barriers for our disadvantaged pupils in terms of access to wider school opportunities.	- Identify and address specific financial, social, or logistical barriers that limit access to enrichment activities and wider school opportunities. - Work with curriculum and support staff to promote inclusive participation in trips, clubs, leadership roles, and cultural events. - Communicate clearly with families to raise awareness of available opportunities and support mechanisms.	- Disadvantaged pupils are increasingly represented in enrichment activities, trips, and leadership roles. - Curriculum and support staff actively promote inclusive participation and provide tailored support where needed. - Families are aware of available opportunities and support, as evidenced through improved communication and uptake. - Monitoring shows a reduction in participation gaps between disadvantaged pupils and their peers.

Resource Allocation: Funding (£25,000) used to support learning focussed trips and visits as part of the new curriculum offer for those pupils who are eligible for free school meals

PDG 3

Aim	Objectives	Success Criteria
To ensure all pupils have their basic needs met in school.	- Identify pupils at risk of unmet basic needs through pastoral systems, attendance data, and staff referrals. - Strengthen access to daily essentials—such as food, uniform, hygiene products, and emotional support—via the pupil support hub and wider services. - Train staff to recognise signs of unmet needs and respond with sensitivity, consistency, and appropriate referrals. - Monitor pupil wellbeing and engagement to evaluate the impact of support and refine provision as needed.	- Pupils with unmet needs are identified early through pastoral systems, data, and staff referrals. - Daily essentials—such as food, uniform, hygiene products, and emotional support—are readily available and accessed by pupils in need. - Staff consistently recognise and respond to signs of unmet needs with sensitivity and appropriate action. - Pupil wellbeing and engagement data show positive trends, indicating improved support and reduced barriers to learning.

Resource Allocation: Equity Fund resources for the 'grab and go' breakfast scheme. Create resource bank for eFSM pupils in order to ensure they have necessary equipment (£19,000)