

Ysgol Ty Coch PDG Grant Strategy Statement 2024-2025

Annex 1: Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2024 to 2025 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.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

Detail	Data
School name	Ysgol Ty Coch
Number of pupils in school	241
Proportion (%) of PDG eligible pupils	38.5%
Date this statement was published	April 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Simon Wilson Julia Render
PDG Lead	Julia Render
Governor Lead	Janice Stuckey

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£67850
Cost of Instructor	46608
Cost of Instructor for family outreach	21242
Total budget for this academic year	£67850 Total cost of £67850

Part A: Strategy Plan

Statement of Intent

You may want to include information on:

Objectives of plan: 5 days per week

1. To ensure that Trauma Informed Approaches are being supported through the school.

- Champion TIS approach throughout the school and support the TIS development through the Taith y Meddwl classes and approach
- Support wellbeing of pupils in the Ty Hwyl provision including meeting with the parents
- Support Trauma informed approaches with the classes in TYM- secondary provision
- Support Trauma Informed approaches within the primary class and enable inclusion within the Adventurers Department

Objectives for Pupils being Supported:

- Whole school approach through Taith y Meddywl with Trauma Informed at the centre
- Understanding of pupils when they have complex behaviour needs
- Supporting of pupils across the school using a Trauma Informed Approach
- *How does your current strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

- Highly skilled member of staff who is trained to Trauma Informed Diploma Level to work with pupils who have complex emotional needs, helping them within an intervention environment and supporting them into class.

- Support an intervention environment for identified pupils throughout the school who need this approach for specific time during the week, a part of a graduated response, therefore helping them cope in their main classes.

- Improve opportunities for pupils in TYM class with outreach opps to college, off site, work experience

- Support the class teachers in the TIS approach as vulnerable pupils across the school benefit from the TIS approach

- Supporting identified pupils from TYM into their department so there are opportunities for inclusion and developing social skills with their peers

- Supporting families with pupils have the skills, confidence and resources to actively support their child's learning at home.

- Development of work related skills

- to support behaviour clinics, FBA and MAS assessments, in addition to ensuring whole school training.

- support facets of behaviour training such as University of South Wales Professional Learning Programme and working with PBS practitioners to develop a holistic view to understanding behaviour.

2. Ensure support is given to support families, to enable families to engage with school and to give families the skills to support their children

- use person-centred, strengths-based, and trauma-informed approaches to engage with families.

- ensuring that all families, regardless of background, are involved in the school's activities and decision-making processes.
- Encourage families to actively participate in their child's learning.
- They provide guidance on enhancing the home learning environment, which includes both physical aspects and the quality of learning support.
- These strategies help build trust and empower families to contribute positively to their child's education

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Objectives for Pupils being Supported:

- *How does your current strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

-Highly skilled member of staff who is trained in safeguarding and experienced in family liaison to work with parents closely including upskilling of new staff to manage demand of increased numbers on roll

- Run parent support groups, including running Multiply with members of staff who are skilled in working with pupils with ASD

- By involving families in the educational process, help improve pupil engagement and achievement.
- Providing families with the tools and knowledge to support their children's learning effectively.

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
Number of pupils accessing the TYM intervention and making of progress against their targets	<p>Progress in motional, OPP targets, Connecting steps, teacher observations.</p> <p>More pupils access college, off site provision and can liaise with a variety of peers</p> <p>Development of work related skills for the older pupils.</p> <p>Achievement of Accreditation.</p>

	Number of pupils being included in the main provision with their peers.
Families are supported through regular contact with instructor with family focussed role	<p>Number of families engaging with the school will have increased</p> <p>Families are feeling supported by the school offer</p> <p>Parents will be more confident using basic Maths skills so they can support their children, using the Multiply approach</p>

Activity in this academic year

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

- To ensure that Trauma Informed Approaches are being supported through the school by paying an Instructor to support pupils within the TYM provision, ensuring that lessons challenge, whilst also being considered through a trauma approach lens. Liaise with outside providers to develop resilience such a providers with expertise in sports such as boxing academy
- To support pupils to achieve accreditation matched to their ability, to provide work based skills, developing resilience and authentic learning opportunities such as hosting a café service.
- To support primary aged pupils who have previously been in TYM, moving them to a different part of the school to support to enable them to be close to their peers in Adventurers.
- Support staff and pupils with FBA and MAS for identified pupils to understand the behaviour need and put strategies in place.
- Support staff with knowledge of Trauma Informed approaches through training in ACES, PACE

Learning and Teaching

Budgeted cost: £ 46608

Activity	Evidence that supports this approach
Support pupils within the TYM provision for TIS approaches and within the school	<p>Number of pupils accessing TYM provision. Progress of pupils, reduction in behavioural forms, improved Motional (after a period of time), progress in OPP. Progress logs showing distance travelled.</p> <p>Progress shown on Seesaw.</p> <p>Older pupils make progress in accreditation matched to their learning need.</p> <p>Progress in WEST enables pupils to use skills on Work Placement and also on college testing.</p> <p>Pupils serving in the café, practising their work based skills</p> <p>Successful transition to a college provision at the end of the year.</p> <p>Number of pupils being included within the main provision in Adventurers</p>

Community Focussed Schools

Budgeted cost: £21242

Activity	Evidence that supports this approach
<i>Close support for family of pupils identified</i>	<p>Phone calls and meetings supporting parents and learners ensuring families have the skills, confidence and resources to actively support their child's learning at home.</p> <p>Home visits where it is needed</p>
<i>Strategies to support families</i>	<p>Teaching parents in workshops, including ASD awareness and strategies</p> <ul style="list-style-type: none"> • Supporting parents by involving families in the educational process, and therefore helping improve pupil engagement and achievement. • They provide families with the tools and knowledge to support their children's learning effectively. • strengthen the relationship between schools and families, leading to better communication and collaboration. • This improved relationship supports a more inclusive and supportive school environment • Supporting parents with basic Maths skills so they can support their children, using the Multiply approach

	<ul style="list-style-type: none"> • Supporting families and siblings through a weekend fun family group, focussing on Forest Schools and outdoor learning • Supporting families and children who through anxiety or illness are unable to attend the school site, providing regular support and outreach.
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £0 (paid for by the school)

Activity	Evidence that supports this approach
Training of 5 Team Teach trainers - refreshers throughout the year	Achieved trainer status and assists in delivering statutory training to ensure that 95% de-escalation strategies are used
Train staff in 12 hour Team teach	Nearly all school staff are qualified in Team Teach. School staff new to the school are trained in Team Teach.
12 staff trained to Tis diploma level	TIS strategies being employed throughout the school

Total budgeted cost: £ 67850 from PDG

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 2023-2024 to academic year.

Ensure Taith y Meddywl provision is staffed using highly skilled and qualified staff, promoting TIS approaches through the school, to ensure a holistic approach.

- An intervention program has been staffed by an instructor to support pupils in need of trauma-informed care.
- A whole-school approach to trauma-informed practices has been integrated into context booklets, referenced in teacher planning, and is now a holistic part of the school vocabulary. TIS (Trauma Informed Schools) approaches are used in meetings and regularly referred to.

- Staff are more likely to refer pupils to Taith y Meddwyl for earlier identification of issues.
- More identified pupils in the primary phase received support through ELSA (Emotional Literacy Support Assistant). Pupils are also accessing it as an intervention, with TIS approaches used across the school to provide stronger support in their classes.
- More children are accessing support on a regular basis. Academic scores have improved. Pupils are able to talk about their feelings, and parents are also supported.
- Nearly all pupils have improved their emotional scores and Connecting Steps scores, showing that the interventions have enabled them to progress well against their targets (see further details from TYM for support).
- Families of pupils receive close support from TYM staff, including regular meetings and phone calls.
- Pupils have been able to access the community more, extending their learning through visits to offsite provisions such as colleges for older students and enhancing their learning through visits to local shops, cafes, etc
- Nearly all staff received Refresher Training was completed in PACE, ACES , Team teach ensuring understanding to help the pupils to process and regulate their emotions

2. Ensure communication is developed throughout the school, that ASD strategies are supported and enhanced

- Communication has been supported by a Higher Level Teaching Assistant (HLTA), who works closely with classes to identify pupils in need of AAC (Augmentative and Alternative Communication) support and various forms of communication. The number of pupils in the school has significantly increased, with many requiring access to ASD approaches and communication support. Pupils have communication profiles,
- ASD strategies has been supported within the classes, including the use of communication aids. There are more classes who have pupils with ASD so the ASD department has been reformulated into the main school. ASD strategies such as now and next, working for, visual timetables are being encouraged in nearly all classes Bespoke training sessions were conducted in the Autumn and Spring terms. Staff are now more confident in using PECs (Picture Exchange Communication System) and core boards. Signalong is being further developed with

training on Inset days. Signalong is being supported well within the Primary classes. Most staff have now had training in Signalong.

- Staff have received one-on-one support to enhance ASD strategies and communication for those pupils whose behaviour indicates an unmet need.
- Close collaboration with parents has been established to support the use of PECS at home or AAC in the form of LAMP (Language Acquisition through Motor Planning). Pyramid training has started for staff within the main classes of the school. Teachers and Instructors Inset day on Critical Communication Skills

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.

Programme	Provider
Trauma Informed schools Training - providing knowledge and understanding of the effect of trauma Team Teach - Positive Behaviour Train the Trainer sessions	Trauma Informed schools Training Team Teach

