

PDG and EIG Spend Plan 2022-23 – Monmouth Comprehensive School

| National Mission | Planned Activity | Success Criteria | Funding Source | Strand | Planned Cost |
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| Excellence, Equity and Wellbeing | Teaching Assistant Literacy - To support identified students with basic literacy skills across Key Stages 3 and 4, providing both in class and small group support and intervention. | Improved outcomes for students within the NRT assessments at KS3, particularly eFSM students, reducing the gap with the whole cohort. Improved outcomes in GCSE English Language. | EiG | Small group tuition | £23,232 |
| Excellence, Equity and Wellbeing | Teaching Assistant Numeracy - To support identified students with basic numeracy skills across Key Stages 3 and 4, providing both in class and small group support and intervention | Improved outcomes for L5+ Maths in KS3, particularly eFSM students. Close the gap between eFSM and non eFSM in KS4 Numeracy and Maths. | EiG | Small group tuition | £22, 243 |
| Excellence, Equity and Wellbeing | 50% of Full Time Teacher of English - To allow group sizes in English to be reduced and provide for more focussed support. | Improved outcomes for identified and eFSM students at KS3. Improved outcomes for eFSM students at KS4. | EiG | Small group tuition | £19,079 |

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| Excellence, Equity and Wellbeing | 50% of Full Time Teacher of Maths. To allow group sizes in Maths to be reduced and provide more focussed support. | Improved outcomes for identified and eFSM students at KS3. Improved outcomes for eFSM students at KS4. | EiG | Small group tuition | £19,079 |
| Excellence, Equity and Wellbeing | 100% of Wellbeing Manager (Teacher). To provide mentoring, monitoring, support and engagement opportunities to our most vulnerable learners. Work within our wellbeing and inclusion teams to provide pastoral, organisation, health and well-being support. Supports Directors of Learning and Assistant Headteachers to focus on the learning and progress of each Year Group. Liaise with outside agencies to ensure continuity of support. | Mentoring and support improves engagement of identified students in learning and school life. Bespoke curriculum and pathways provide each student with the opportunity to succeed. Nearly all students are able to successfully move onto their next pathway at 16 with a suitable set of outcomes. Attendance for all, particularly eFSM improves to 96% and number of PNA reduces. | PDG | Social and emotional learning | £59,414 |
| Excellence, Equity and Wellbeing | HLTA Family Liaison Officer. To provide mentoring, monitoring, support and | To reduce the barriers to being in school and therefore to engage more successfully in all | PDG | Social and emotional learning | £32,665 |

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| | engagement opportunities to our most vulnerable learners and their families. Work within our well-being and inclusion team to provide pastoral, organisation, health and well-being support. Liaise with outside agencies to ensure continuity of support. | aspects of learning both in classrooms and within the school community. To ensure that all students achieve their potential and can move successfully onto their next pathway. Families are engaged more effectively to support their children. Attendance for all, particularly eFSM improves to 96% overall and number of PNA reduces. | | | |
| Excellence, Equity and Wellbeing | Recruitment of additional wellbeing staff (Pastoral Support Officers and Attendance Support Worker) to work with vulnerable students in specific year groups, supporting them to engage successfully in learning and life both in and out of school. | Students engage appropriately both within lessons and across the wider school community. Attendance both to school and to lessons during the day improves. Progress and attainment of vulnerable students improves. | PDG | Social and emotional learning | £86,432 |

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| | | Families are involved more fully in supporting their child to engage in school. | | | |
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