



Pupil Development Grant School Statement

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.

Part A: PDG

SDP	National Mission	Planned Activity	Success Criteria	IMPACT	Cost
2.1 2.2 2.3	A positive education experience for everyone	Recruitment of Wellbeing Achievement Officers to enhance the support given to families and students	<ul style="list-style-type: none"> ●RADY policy is embedded and all staff subscribe to its values through their teaching. ●Internal data demonstrates a strong ethos and positive attitudes to learning. ●PDC secures high quality learning on emotional health and wellbeing and builds resilience of learners. ●Safeguarding and behaviour data of vulnerable groups has improved. ●Reduction in students demonstrating repeated negative behaviours ●Impact of provision for student wellbeing including analysis of attendance, log of in-school interventions and referrals to outside agencies. 	<ul style="list-style-type: none"> ● RADY policy is embedded and all staff subscribe to its values through their teaching. Outcomes in Year 11 improved significantly for our most disadvantaged pupils with FSM pupils improving by Capped Points and the Lower Third of pupils improving by 45 points and almost 30 points respectively. ● Internal data evidenced a strong positive ATL across the school, year groups and faculties with an average ratio of 95% positive, 5% negative that was consistent across the year ● Weekly data analysis consistently identified very few pupils as a concern and needing intervention ● ClassCharts data demonstrated a positive reduction in C3s and C4s, evidencing less disruption to lessons - particularly in the 	£96,606
	Breaking down the barriers	Additional provisions for hardest to reach students and those at risk of NEET in KS4. Strive and In-reach provision staffing			£54,000

			<ul style="list-style-type: none"> • Reduction of NEETs and better process to earlier identify potential risks are in place. 	<p>summer term. Reduction of 50% to C4s and almost 20% C3s</p> <ul style="list-style-type: none"> • Reduction in students demonstrating repeated negative behaviours • The proportion of days lost due to FTE for FSM pupils reduced from 33% to 23% over the course of the academic year. • Impact of provision for student wellbeing including analysis of attendance, log of in-school interventions and referrals to outside agencies. • Attendance of FSM pupils increased significantly in 2024/25 when compared with the previous year from 81.2% to 83.5% • Support in the home for high anxiety pupils in examinations – 1 school refuser sat 5 examinations, 2 pupils offered this option but refused • School refusers who access the INREACH provision saw attendance improve from an average of 40% at the start of the academic year to over 66% by the end of the academic year due to sustained engagement with Family and Community Engagement Officer. • Reduction of NEETs and better process to earlier identify potential risks are in place. – NWS 	
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1.1 1.3 2.1 2.2	Breaking down the barriers	Teaching and Learning responsibilities for x2 skills leaders to focus on Literacy and Numeracy.	<ul style="list-style-type: none"> ● Literacy, numeracy APS consistently exceeding Welsh average ● Literacy levels of students have improved, significantly with students who are eFSM and receiving interventions. ● Investment in resources for learning coordinators has improved levels of literacy. 	<p>Literacy APS sustained at 39 for a second year despite tracking indicating a dip.</p> <p>The gap of average points score for NFSM and FSM is now the narrowest we have ever been (-38 points compared to last years gap of -83).</p> <p>Further analysis demonstrates the impact enhancing literacy in lessons is having on outcomes overall with improved access to higher tariff questions reported in moderation reports.</p> <p>For example, FSM lower third APS science last year was 1.23 and is now at 16.83!</p>	£10,718
	Breaking down the barriers	Engagement with strategies such as Voice 21 and Accelerated Reader to improve literacy across the school, with a particular focus of students with FSM.		AR provided opportunities for all pupils to access challenging reading based on their ability. They are able to celebrate how many words they have read in addition to being regularly tested via the AR quizzes in order to see progress. Within one year on nearly all FSM pupils improved their reading age - the most improvement was an additional 2 years added. FSM pupils increased the words read, with the most being over 8 million words within the year.	
2.1 2.2	A positive education	Enrichment activities (including release costs for staff) for	<ul style="list-style-type: none"> ● Increase in enrichment activities across a wider range of students. 	All Year 11 pupils participated in the workshops with external providers 'Positively you'. They accessed revision techniques, how to plan for examinations	£4565

<p>2.3 2.4</p>	<p>experience for everyone</p> <p>Breaking down the barriers</p>	<p>KS3 learners (at least 60% of activities to be focused on KS3) to ensure early intervention for students with low aspirations (Speakers for Schools, - Dog therapy - RADY, Mentors)</p> <p>WRU officer to work with students on FSM registers in addition to vulnerable groups.</p>	<ul style="list-style-type: none"> ● Tracking of students attending enrichment and/or intervention has improved – systems are robust and data driven. ● Inclusion team work closely and effectively with the pastoral teams to identify need. ● Increased attendance to in – school interventions including breakfast club. ● Increase number of vulnerable groups engaged with Rugby. ● Programme of rugby intervention in place to address needs of students ● GCSE Pod allows pupils to access learning on devices and school devices to support home learning. 	<p>and answer timed questions. Pupils better prepared for mock examinations. Parent engagement session was very positive and pupils and parents had access to all the resources to support their child</p> <p>BBC enrichment visit (no cost) – 6 pupils including 2 FSM (1 pupil was very reluctant to leave school site) and 1ALN. 2 of the pupils had never been on a train or a day trip. Boost of confidence, raise aspirations and future opportunities</p> <p>GCSE Pod – engagements and usage – impact on outcomes - over 6000 pods watch, highest pupil usages in Science and English</p> <p>Hay Festival – SMY / DHS 6 FSM pupils attended the festival based on their AR data.</p> <p>Inspector calls trip - all FSM pupils attend this at no cost (13 year 10 pupils)</p> <p>Marriage of Vigaro 7 pupils attended at no cost.</p> <p>Geography field trip -10 FSM pupils no cost</p> <p>Night at the movies - 3 FSM pupils at no cost.</p>	<p>£20,000</p>
<p>1.1 1.2 2.1</p>	<p>A positive education experience for everyone</p>	<p>Enrichment activities and masterclasses for KS4 FSM students to increase</p>	<ul style="list-style-type: none"> ● Narrowing of the gap of FSM students – less than 10% gap is evident. 	<p>ü Outcomes for our disadvantaged pupils were in line with expectations and the gap between nFSM and FSM has narrowed for all key indicators. This year we had 37 eFSM pupils, headlines include:</p>	<p>£4000</p>

2.2		aspirations and career educations.		<ul style="list-style-type: none"> • Outcomes for the capped points score 9 (CPS9 - best English, maths and science and best 6 other grades) was 330 points, this equates to 2 GCSE C grades and 7 GCSE D grades per student. • Average points score for literacy was 35 points, numeracy 32 points, science 31 points and WBQ SCC 37 – all improvements from 2024 • 19 pupils achieved a C GCSE grade or above in English; • 13 pupils achieved a C GCSE grade or above in maths; • 14 pupils achieved a C GCSE grade or above in science; • 27 pupils achieved a C GCSE grade or above in WBQ SCC; • 15 pupils achieved the L2 threshold measure <p>ELSA - Termly approx. 37 pupils accessed sessions one hour a week. The entry and exit data shows that learners felt more confident and positive in all areas of wellbeing. Emotionally, students reported feeling more positive after the intervention. They felt more positive about life. There was also an increase in their sense of social belonging.</p> <p>The Den - 32 learners have regularly accessed The Den drop in provision since September 2025. This is a safe space for learners to self-regulate. It provides ALP for 26 ALN pupils.</p> <p>Classcharts data captured since September 2024 to March 2025 show that all students accessing</p>	
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				<p>the Den as a drop in provision have a positive Classcharts residual. A comparison of IE data for the same period, Sept to March, last year and this year shows that:</p> <p>34% have had the same number of IE incidents Sept-March 24/25 as they did for the same period in 23/24.</p> <p>28% have had less incidents when compared to the same period last year.</p> <p>The Bridge</p> <p>Positive and negative ClassCharts points. Many pupils have received less negative points in Year10, than they did in Year 9. Around half of pupils have received more positive points in Year10, than they did in Year 9. A minority of pupils have reduced their negative points by 90 or more. Few pupils have reduced their negative points by 175 or more.</p> <p>Attendance. The majority of pupils have improved their attendance. Many pupils have reduced their number of unauthorised absences. A minority of pupils have improved their attendance by 13% or more. One pupil has improved their attendance by 22.6%</p> <p>● Small group registration provides a safe space with an identified EAA for registration. 43 pupils access this provision. Intervention Impact report,</p>	
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				<p>completed in March shows a positive impact on attendance:</p> <p>Bridge: 64% improvement Den: 53.8% improvement Strive: 40% improvement In Reach: 71% improvement</p>	
2.2 2.3	<p>A positive education experience for everyone</p> <p>Breaking down the barriers</p>	<p>Support the staffing of Wellbeing and Behaviour provision to implement new systems and enhance wellbeing support for learners from vulnerable groups. To oversee improved intervention coordination across the school.</p>	<ul style="list-style-type: none"> ● Highly effective use of all inclusion spaces maximises the space ● Increased use of restorative practice to support student self-reflection and improve relationships ● Testing, monitoring and tracking is rigorous from year 7-11 ensuring all students ability for skills are measured and appropriate interventions put in place. ● All interventions undergo robust tracking with clear entry and exit criteria for all. ● Parent communication regarding interventions has Improved. 	<p>GL assessments and Pod – GL assessments support aspirational target setting and identified gaps in learning. SoL adapted to address these</p> <ul style="list-style-type: none"> ● 10% reduction in the number of incidents resulting in R2L, 5% reduction in the number of incidents resulting in IE in comparison to previous year ● 44% reduction in the number of incidents resulting in FTEs ● Implementation of a reviewed Staged Response process and tracking in order to monitor and support our most challenging and vulnerable pupils ● All staff received Professional Learning focusing on restorative practice ● Robust tracking and monitoring by the behaviour team, with greater focus on pupils showing repeated behaviours, identified gaps in pupil skills. This led to a strong focus on literacy and numeracy tasks in R2L and IE 	£15,431

2.4	Community Based learning Breaking down the barriers	Attendance Community Engagement officer to work with most deprived / hard to reach families and develop a programme of re-engagement (PDG EOTAS)	<ul style="list-style-type: none"> ● Standards at all key stages consistently place the school in line with / above expectations in nearly all indicators ● Reduction of NEETs and better process to earlier identify potential risks are in place. ● Curriculum and pastoral leadership works in alignment to identify and close gaps. ● DOF breakfast meeting are robust and hold leaders to account. ● Parent attendance to additional engagement events has increased. ● Stakeholder voice suggests website more fit for purpose and engagement 'hits' are measured and demonstrate increases. ● RADY policy is embedded and all staff subscribe to its values through their teaching. 	<ul style="list-style-type: none"> · APS of FSM pupils at end of year 11 increased 2024-25 from 285 (23-24) to 330 · School focus and priority in SDP, attendance team closely liaising with standards team. · Robust tracking of eFSM pupils' performance – wider accountability of leaders. · Main focus of Leader of Faculty and Supercore weekly morning meetings · Strategic tracking after each progress check. Effective actions included additional wellbeing support, mentoring, parents engagement sessions, in class strategies (via PL), changes to seating plans, targeted feedback, additional NEA support. · Enhanced Wellbeing teach support for vulnerable groups improved eFSM attendance and extra support for school refusers · High expectations and more challenge to secure more equitable experience and raise aspirations. 	£31,680
2.4 3.1 4.1	Community based learning	Running of family engagement events in school to bridge the gap between school and community. Funding to support staffing of these and resources.	<ul style="list-style-type: none"> ● Ongoing improved engagement from parents to attend parent evenings and physically come into the school. ● Attendance rates place the school consistently above modelled expectations, with all groups of students in line with, or above, comparators 	<p>Tea with tutors - !55 invites accepted from parents/carers</p> <p>ALN open door – HRS – numbers and impact</p> <p>ALN Coffee Evenings</p> <p>Families of pupils with IDPs invited to meet with ALN staff, other ALN parents and ALN governor.</p> <ul style="list-style-type: none"> ● 96% attendance at Year 7 ALN coffee evening in the Autumn term 	£2500

			<ul style="list-style-type: none"> ● Exclusion rates to be consistently lower than local and national averages ● excellent attendance is recognised and rewarded. ● Students identified as hard to reach have successfully graduated through stages of returning to school. 	<ul style="list-style-type: none"> ● 33% attendance at Year 8 ALN coffee evening Spring term ● 32% attendance at Year 9 ALN coffee evening in the Autumn term ● KS4 ALN coffee evening - limited response in the Spring Term ● ALN Transition Events Running alongside whole school transition events. 3 bookable evenings in June. <p>Families of pupils identified by primary schools as having ALN or emerging needs. Parents and pupils met with ALN staff in the ALN area. Pupils were taken on a tour of the school and provided with a personalised map while parents stayed to chat with staff in the ALN area.</p> <ul style="list-style-type: none"> ● 36 families attended ● 100% of families who attended found the evening useful and would recommend to other parents. <p>FSM hampers at Christmas</p> <ul style="list-style-type: none"> ● Staff donated food, toiletries and confectionery for hampers ● Hampers were distributed to our most in need families as part of the Christmas Advent initiative that rewards attendance in the lead up to the end of Autumn Term 2 	
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2.1 2.2 2.3	Breaking down the barriers	Supply of uniform to support most deprived families.		<p>Uniform replacements / uniform</p> <ul style="list-style-type: none"> • We purchased school shoes and trainers for pupils were struggling to buy or replace these uniform items. • A pupil who was moved into temporary housing due to a house fire was provided with uniform, PE kit and school equipment. • We also paid for taxis for the pupil to attend school in the days following the fire while the family got settled <p>Individual investments and equipment – chrome books.</p> <ul style="list-style-type: none"> • Pupils without access to IT in their home setting have been loaned Chromebooks to assist with homelearning and revision 	£2000
Total				£241,500	
Variance				0	