

Annex 1. 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.

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	Welshpool High School
Number of learners in school	691 (as of 3 rd September 2024)
Proportion (%) of PDG eligible learners	17.5% (as of 3 rd September 2024)
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jeff Johnson (COG)
PDG Lead	Jon Arnold/ Drew Whitley
Governor Lead	Rev Adam Pawley

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£139,017
Total budget for this academic year	£139,017

Part A: Strategy Plan

Statement of intent

What are your ultimate objectives for the pupils being supported?

To facilitate improved opportunity and outcomes for e-FSM Learners. This includes an increase attendance, reduce exclusions, and improve outcomes for e-FSM learners

How does your current strategy plan work towards achieving those objectives?

In 23-24 there were some positives from the allocation of the Grant, these include; the continuation of 100% of learners attending Work Experience in Year 10, a reduction in Fixed term exclusions, a reduction in persistent absenteeism and an increase in overall attendance. Targeted e-FSM learners also achieved an increase in A*-A grades.

However the attendance rise was too small and there was a significant drop in both the Literacy and Numeracy Point score.

What are the key principles of your strategy plan?

To improve leadership, monitoring and development of key areas: **Attendance Management & Literacy/Numeracy Skills** and provide good support for e-FSM students.

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
Improved attendance to school for FSM learners, with reduced Persistent absence rates	<p>There is an Aspirational Attendance Target of 92% for all learners. Target is to increase attendance overall versus 2023-24 and to increase FSM Attendance versus 2023-24. An additional target is to close the gap between Overall Attendance and FSM attendance.</p> <p>Actual</p> <p>2023-24 Overall = 89.8%</p> <p>2023-24 FSM = 76.5%</p> <p>2024-25 Overall = 91.1% (1.3%)</p>

	<p>increase)</p> <p>2024-25 FSM = 84.1% (7.6% increase)</p> <p>*Note: The gap between Overall & FSM attendance has closed to 7% in 2024-25 versus 13.3% in 2023-24</p> <p>Actual Persistent absence</p> <p>2023-24 Overall = 31.1%</p> <p>2023-24 FSM = 14.8%</p> <p>2024-25 Overall = 28.9%</p> <p>2024-25 FSM = 11.3%</p>
Reduction in FTE for All learners, with a particular focus on improving FSM levels of FTE versus 2022-23 & 2023-24 academic years	<p>To be significantly below 2023-2024 FTE levels</p> <p>Actual outcomes</p> <p>Overall FTE 2023-24 = 49</p> <p>Overall FTE 2024-25 =29</p> <p>Reduction of 20 learners overall. Reduction by 40.18%</p> <p>FSM FTE 2023-24 = 34</p> <p>FSM FTE 2024-25 = 21</p> <p>Reduction of 13 FSM learners. Reduction by 38.23%</p> <p>Overall Amount of learners FTE 2023-24= 30</p> <p>Overall Amount of Learners FTE 2024-25= 18</p> <p>Reduction by 12 learners overall. Reduction by 40%</p> <p>Amount of FSM learners FTE 2023-2024= 19</p> <p>Amount of FSM leaners FTE 2024-25 = 11</p> <p>Reduction of 8 FSM learners. Reduction by 42.10%</p>
To maintain high buy-in for Work Experience	<p>Target: To match 100% buy-in figure</p> <p>In 2025 100% of FSM learners eligible for Work Experience took part</p>
To improve academic outcomes for Year 11 students	<p>Literacy, Numeracy, L1 & L2 Threshold outcomes improve for FSM Learners</p> <p>Outcomes for 2024 & 2025</p>

	<p>Capped 9 = FSM 287.04 317 (2025)</p> <p>Literacy FSM 34.08 35 (2025)</p> <p>Numeracy FSM 30.92 34.5(2025)</p> <p>Science FSM 31.38 33.5(2025)</p> <p>5 A*-A FSM 11.54% 0% (2025)</p> <p>Level 1 Threshold FSM 96.15% 100% (2025)</p> <p>Level 2 Threshold FSM 38.46% 41.67% (2025)</p>
To Improve Literacy levels for targeted Key Stage 3 learners	<p>Year 7-9 Spelling improves for targeted Key Stage 3 learners</p> <p>Year 7 Spelling a majority of targeted FSM learners made progress in spelling following intervention</p> <p>Year 8 Spelling Half of targeted FSM learners made progress in spelling following intervention</p> <p>Year 9 Spelling Half of targeted FSM learners made progress in spelling following intervention</p> <p>Year 9 Reading A majority of targeted FSM learners made progress in reading following intervention</p>

Activity in this academic year

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

Social Inclusion Officer, Data Analyst (Level 4 Admin), Part-Time Literacy Tutor, Part time Numeracy Tutor, Contribution towards Attendance Officer

Learning and teaching

Budgeted cost: £41,502

Activity	Evidence that supports this approach
Literacy & Numeracy Tutor to engage with identified FSM learners to	FSM Literacy levels have been severely affected by the pandemic and have started to fall in WHS, hitting the lowest score for 3 years in 2024 (34.08). FSM Numeracy levels are an essential benchmark and

improve Literacy & Numeracy skills/outcomes	also hit their lowest level for 3 years in 2024 (30.92). Both the Literacy and Numeracy Point Score increased in 2024-25 (see figures on page 4)
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Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ 100,001

Activity	Evidence that supports this approach
Contribution of cost for Attendance Officer/ Full Cost of Social Inclusion Officer/Full Cost of Level 4 Admin – Data Analyst	Improving attendance to school and reducing Persistent Absenteeism were stated targets for the 2024-25 Academic Year, alongside a reduction in the gap between attendance for overall and FSM learners. A reduction in FTE for FSM learners through targeted intervention & effective data analysis.

Total budgeted cost:

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 to 2024 academic year.

Activity	Impact
Attendance Officer & L4 Administrator /Data Analyst	Overall attendance in the school increased FSM attendance to school increased The gap between Overall attendance and FSM attendance decreased Persistent Absence reduced overall & for FSM learners
Literacy & Numeracy tutors	2024-25 Literacy & Numeracy points scores were increased versus 2023-24 academic year
Social Inclusion Officer	100% Attendance at Year 10 Work Experience achieved Case studies of students remaining on-roll/ Persistent Absence and exclusions reduced

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
n/a	

Further information (optional)

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