

## **PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT**

This statement details our school's use of the PDG for the 2025-26 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.

### **School Overview**

<b>Detail</b>	<b>Data</b>
School Name	Welshpool High School
Number of pupils	717
Proportion (%) of PDG eligible pupils	14.02% (including FSM/LAC & Young Carers)
Date this statement was published	April 2025
Date of which it will be reviewed	September 2026
Statement authorised by	Jeff Johnson (Chair of Governors)
PDG lead	Jon Arnold
Governor lead	Adam Pawley / Jeff Johnson

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG (£126,600 & Smoothing £22,000)	£148,600
<b>Total budget for this academic year</b>	<b>£148,600</b>

### **Part A: Strategy Plan**

#### ***Statement of intent***

The aim of the PDG funding is to reduce the gap in attainment between learners eligible for Free School Meals and those who are not. At Welshpool High School we believe that high expectations of all learners will raise achievements. The PDG places priority on the achievement of learners from disadvantaged backgrounds ensuring there are strategies in place that will help our learners to succeed. Some learners from disadvantaged backgrounds require additional support; therefore, we will use different resources available to help them to reach their full potential, including the PDG.

Our approach to the PDG has various strategies, we do not think any one strategy would be enough to close the attainment gap. The use of the PDG is targeted to improve attendance, raise aspirations, encourage positive behaviour for learning and develop literacy and numeracy skills.

Low attendance, low aspirations, persistent absenteeism, sub-standard behaviour and poor literacy and numeracy skills are barriers to success and so it is logical that funds are targeted towards knowing our students well and helping them in these areas.

Attendance & punctuality levels for FSM learners rose in 2024-25 by 7.6% to 84.1% and the gap between FSM learners and the overall school population closed to 7% in 2024-25, from 13.3% in 2023-24. There are often additional barriers in the way of our disadvantaged learners reaching the high levels of attendance that we aspire to at Welshpool High School. This can be due to a wide range of issues, including; parent/carer support, transport issues, caring responsibilities, and more

incidents of ill health or financial pressures.

Some of our disadvantaged learners have lower aspirations of themselves in terms of what they could achieve in school and in the future, this can be shaped by them not always taking up opportunities for enrichment and also opportunities available outside of school, sometimes due to financial pressures, peer expectations, lack of confidence or experience and also transport issues.

Although dramatically improved over the last three years, FSM learners still make up a higher percentage of Fixed Term Exclusions than is desirable. This can be for reasons including a lack of role modelling outside of school, poor health or nutrition, adverse childhood experiences or attachment issues. The role of the attendance officer and data lead in signposting issues is key alongside the role of the Social Inclusion Officer – in working to improve this position.

Low levels of literacy and numeracy can put FSM learners at a significant disadvantage. For example, it is clear that our disadvantaged learners are less likely to read widely and often less likely to have access to a wide range of reading resources outside of school, less likely to use public libraries or read newspapers. This can severely impact their 'cultural capital', their awareness of local, national and international issues and also their ability to access and understand the curriculum.

### ***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
FSM learners have:	
Improved Literacy & Numeracy levels	Targeted FSM learners improve literacy levels Targeted FSM learners improve numeracy levels
Improved attendance	FSM attendance is improved (76.5% 2023-24 / 84.1% 2024-25) Target: 86% (& to be above Powys & National data)
Reduction in Persistent absence	FSM Persistent absence is reduced (2023-24 = 14.8%, 2024-25 = 11.35%) Target: below 10%
Improved behaviour & Reduced FTE	Reduced FSM exclusions: (23-24 = 34, 24-25 = 21) Target: Below 20 FSM FTE
Increased active involvement in school enrichment & leadership activities	Lesson Grading No 3 & 4's (6493 June 2023 / 5844 June 2024 / 3864 June 2025) Target : 3000 June 2026  Lesson Grading No 1's (83,736 June 2023 /

Improved Outcomes at Key Stage 4	<p>95,071 June 2024 / 112,371 June 2025) Target: 115,000 June 2026</p> <p>Increased active involvement in school enrichment &amp; leadership activities FSM. FSM learners take part in wider school life (Sports, Performing Arts, Student Council, Eco Group, SNAG)</p> <p>FSM Key measures show an increase on 3 year average: Capped 9, Literacy, Numeracy &amp; Science point score, 5A*-A, Level 1 Threshold, Level 2 Threshold &amp; Level 2 Inclusive</p> <p>Overall targets for the school are as follows: C9 380 / Lit PS: 42 / Num PS: 42 / Sci Ps: 42 / Ave Learner PS: 42 / L1: 100% / L2: 80% / L2 Inclusive: 75% / 5 A*-A: 20%.</p> <p>FSM targets need to show a growth versus 2024-25 levels (where possible*): C9 317 / Lit PS: 35 / Num PS: 34.5 / Sci PS: 33.5 / *L1 Threshold 100% / Level 2 Threshold 41.67% / L2 Inclusive 33% / 5A*-A 0% and close the gap on overall outcomes gap.</p> <p>FSM learners' attendance to Additional Support sessions (Year 11) is high</p>
----------------------------------	---

### ***Activity in this academic year***

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

### **Learning and Teaching**

Budgeted cost: Literacy & Numeracy Intervention £16,404 & £7,906. Social Inclusion Officer £37,743

Activity	Evidence that supports this approach
Literacy intervention: 1. working alongside FSM learners in Key Stage 3 to ensure that standards of Literacy are improved 2. Working alongside FSM learners in Key Stage 4 to develop literacy in advance of GCSE examinations	Recommendation 3 on 2025 Estyn Report 'Improve cross-curricular planning to develop pupils' literacy and numeracy skills progressively'
Numeracy Intervention: Working alongside FSM	Literacy & Numeracy scores. Despite both rising in 2024-25 compared to 2023-24, the target is

<p>learners to improve numeracy standards at Key Stage 3 &amp; 4 Implement oracy strategies across the school (Cold call / No opt out)</p> <p>Introduction of Literacy &amp; Numeracy Flightpaths to assist with Planning for Challenge and standardised work scrutiny.</p> <p>Key stage 4 Social Inclusion Officer : The Social Inclusion Officer works alongside learners who have low attendance, persistent absence, exhibit a reluctance to attend school, have anxiety around some lessons/elements of school. The Social Inclusion Officer works individually with learners to improve standards of work, co-ordinates attendance to catch-up sessions and also co-ordinates attendance to Work Experience and Work Placements for Key Stage 4 learners</p>	<p>for a continued rise and to close the gap towards non-disadvantaged learners</p> <p>Targeted learners to improve spelling &amp; reading levels</p> <p>Targeted Key Stage 4 learners show an improvement in attendance, reduction in persistent absence, reduced anxiety and increased confidence around school.</p> <p>All targeted learners attend Work Placement for Year 10 Work Experience</p>
--	---

**Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)**

Budgeted cost: Attendance Officer £23,141, Data Officer £ 34,644, Social Inclusion Officer mentioned above\*, Standards Lead (TLR), percentage cost of SMID/SIMMS programmes £300, contribution to LSA's salary £25,011

Activity	Evidence that supports this approach
<p>Attendance Officer - To prioritise 1<sup>st</sup> day and follow up contact home. To monitor attendance and inform/liaise with HT/AHT/HOY/Family Liaison Officer. To communicate with parents / carers on a daily basis.</p> <p>Social Inclusion Officer*</p> <p>Data Officer to ensure accuracy and purposeful nature of data is effectively analysed and utilised by school leaders so that appropriate</p>	<p>Despite the rise in attendance in 2024-25, the attendance levels of FSM are still too low, and there is still a significant gap between FSM attendance and overall attendance. The Attendance Officer plays a crucial role in contact with parents, liaison with the SLT member 1/c Attendance, liaison with HOY &amp; the school's Family Liaison Officer.</p> <p>Recommendation 4 on the 2025 Estyn report 'Improve Attendance, in particular that of pupils eligible for free school meals'.</p> <p>See above*</p> <p>This role is crucial to ensure that School Leaders have the available data to identify areas of need in relation to disadvantaged learners across the</p>

<p>intervention can be actioned for FSM targeted learners</p> <p>Use of SMID &amp; SIMMS programmes for generating seating plans to promote improved learning for targeted FSM and disadvantaged learners</p> <p>LSA's work in small groups, 1:1 and in classrooms to support disadvantaged learners</p> <p>Standards Leader (TLR) The Standards Leader appointed in the Summer Term 2025 is responsible for co-ordinating KS4 Additional Support &amp; Revision opportunities programme and Parent Support programmes.</p>	<p>school.</p> <p>From 2024-25 academic year school leaders have insisted on seating plans for all classes. This includes strategic placing of learners with FSM/ALN/Medical needs. This forms part of the way in which the school achieved an upturn in outcomes for disadvantaged learners and will continue to be a focus of learning &amp; teaching strategies.</p> <p>Disadvantaged learners improve confidence, attitudes to learning and application of skills. There is a high percentage of FSM learners who are supported by LSA's in 1:1, small group or classroom provision</p> <p>This role has been introduced partly to increase attendance at KS4 Additional Support sessions for FSM learners. Within this role we will be monitoring FSM learner attendance to these sessions and developing strategies to increase this.</p>
---	---

**Total Budgeted Cost:**

Literacy Intervention £16,404

Numeracy Intervention £7906

Social Inclusion Officer KS4 £37,743

Attendance Officer £23,141

Data Officer £34,644

Standards Lead contribution £ 3451

SiMMS/SMiD Programme contribution £300

LSA's Part contribution £25,011

## 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 2024-25 academic year

#### Success criteria:

##### To Increase FSM attendance

FSM attendance 2023-24 76.5%

FSM attendance 2024-25 84.1%

This is a 7.6% increase

The gap between Overall attendance & FSM attendance has closed to 7% in 2024-25 (versus 13.3% in 2023-24)

##### Reduce FSM Persistent absence

2023-24 = 14.8%

2024-25 = 11.3%

##### Improve FSM KS4 outcomes

Capped 9 = FSM 287.04 317 (2025)

Literacy FSM 34.08 35 (2025)

Numeracy FSM 30.92 34.5(2025)

Science FSM 31.38 33.5(2025)

5 A\*-A FSM 11.54% 0% (2025)

Level 1 Threshold FSM 96.15% 100% (2025)

Level 2 Threshold FSM 38.46% 41.67% (2025)

##### Improve FSM behaviour

Overall FTE 2023-24 = 49

Overall FTE 2024-25 = 29

Reduction of 20 learners overall. Reduction by 40.18%

FSM FTE 2023-24 = 34

FSM FTE 2024-25 = 21

Reduction of 13 FSM learners. Reduction by 38.23%

Overall Amount of learners FTE 2023-24= 30

Overall Amount of Learners FTE 2024-25= 18

Reduction by 12 learners overall. Reduction by 40%

Amount of FSM learners FTE 2023-2024= 19

Amount of FSM learners FTE 2024-25 = 11

Reduction of 8 FSM learners. Reduction by 42.10%

##### Ensure 100% of Year 10 FSM learners attend Work Experience

This was achieved in full

PDG funding in 2024-25 = £139,017

Evaluation on planning for a securing improvements	R	A	Y	G
<a href="#">Summer Term Impact</a> To be completed by 25.10.25 Literacy Intervention Numeracy Intervention Attendance Officer Data Officer Social Inclusion Officer SMID/SIMMS use LSA's Standards Lead (* not until Autumn Term)				
<a href="#">Autumn Term Impact</a> To be completed by 15.01.26				
<a href="#">Spring Term Impact</a> To be completed by 01. 05.26				
<a href="#">Overall Impact September 2026</a>				

<b>Did the action plan address the issue and meet the success criteria?</b>	
	<b>What impact has the action plan had on staff?</b>
	<b>What impact has the action plan had on the Wider School Community</b>
	<b>Lessons</b>