

Pupil Development Grant Strategy Statement

This statement details our school's use of the PDG for the year 2025 to 2026. 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

Detail	Data
School name	Ysgol Gyfun Heolddu Comprehensive School
Number of pupils in school	740
Proportion (%) of PDG eligible pupils	31.62
Date this statement was published	21 October 25
Date on which it will be reviewed	December 25
Statement authorised by	N Davies
PDG Lead	N Davies
Governor Lead	L Brinkworth

Funding Overview

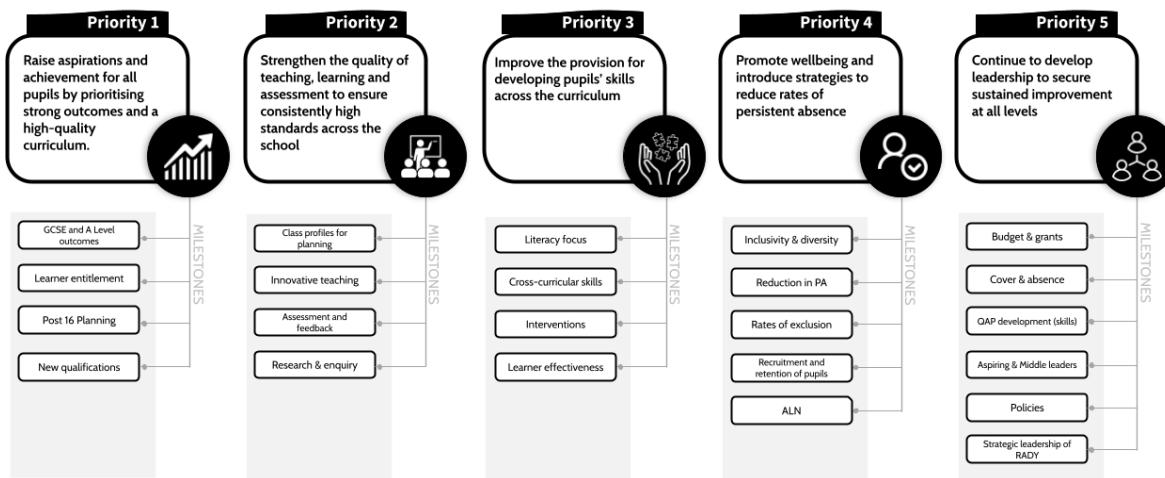
Detail	Amount
PDG funding allocation this academic year	£260,043
Total budget for this academic year	£260,043



Part A: Strategy Plan

Statement of Intent

Summary of SDP priorities below, the PDG spend will support development across these areas, with specific focus on attainment, attendance and wellbeing of pupils who are eligible for free school meals.



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
Enhance learner engagement and attendance. Reduce rates of persistent absence in pupils.	Attendance among vulnerable groups is targeted to be in line with the national average, with validated data showing an improvement of several percentage points.
Raise attainment and progress for all learners, with a sharp focus on reducing the gap for pupils eligible for FSM and mid-year admissions	Focus areas include GCSE and A-level outcomes, monitoring key performance indicators (KPIs) for FSM pupils, supporting the progress of vulnerable groups, and implementing new qualifications effectively.
Improve outcomes for eFSM pupils	Improvements in CP9 outcomes are in line with pupil targets, with a reduction in the attainment gap between eFSM and non-FSM pupils.
Improving outcomes of disadvantaged learners	Disadvantaged learners are expected to make significant progress in developing their knowledge, understanding, and skills, with the ongoing aim of attaining outcomes that surpass the previous year's examination results across multiple key performance indicators.



Reduce rates of fixed-term and permanent exclusion	Fixed-term exclusions remain below the local authority average, with permanent exclusions further reduced and a continued decrease in fixed-term exclusions particularly for eFSM pupils with an IDP. All at-risk pupils have individual support plans with monthly reviews, and termly pupil voice and behaviour data show continued improvement in pupils' sense of belonging, positive behaviour, and overall safety.
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Activity in this academic year

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

This academic year, our PDG funding will be used to employ a learning coach to work with eFSM pupils and to raise their attendance, achievement and introduce interventions for eFSM pupils to improve skills including literacy and numeracy. We will allocate Teaching Assistants to work to improve basic literacy and numeracy skills in order to maximise pupil access to the full curriculum. Professional learning will focus on improving GCSE outcomes, focusing on KPIs and ensuring full learner entitlement, targeting improvements in CP9 outcomes in line with target data and reducing the gap between eFSM and nFSM pupils. We also employ a Family Engagement Officer with the aim to reduce persistent absence of eFSM pupils, ensuring attendance for vulnerable groups reaches the national average. Additionally, we will continue to lower fixed-term and permanent exclusions, targeting fixed-term exclusions below the local authority average, a 50% reduction in permanent exclusions, and a 10% reduction in fixed-term exclusions for eFSM pupils with an IDP. All at-risk pupils will have individual support plans with monthly reviews, while pupil voice and behaviour data will demonstrate an improved sense of belonging, positive behaviour and safety.



Learning and Teaching

Budgeted cost: £220,512

Activity	Evidence that supports this approach
HLTA £41,977	<p>Provides targeted support to eFSM pupils, delivering one-to-one or small-group tuition and assisting with Hub provision daily as well as classroom learning. The HLTA will implement personalised learning plans, support LSA's and pupils with specific learning needs and monitor pupils progress to ensure interventions are effective. The role also involves collaborating with teachers, LSAs and parents to maintain consistency in support.</p> <p>Research from the Education Endowment Foundation (EEF, 2022) indicates that one-to-one tuition and small-group interventions led by trained support staff, such as HLTA's, can significantly improve pupil outcomes particularly for those requiring additional assistance in literacy and numeracy.</p>
Learning coach (part funded) £42,731	<p>The Learning Coach provides targeted one-to-one support for eFSM pupils, addressing specific learning needs to improve academic progress and engagement. This role involves close collaboration with pupils, teachers and parents to deliver personalised tuition and track individual progress, ensuring all support aligns with classroom teaching and individual learning plans. This expenditure directly supports one of the most effective, high-impact interventions recognised. Value for money is achieved by directing resources towards proven strategies that accelerate pupil progress. The approach has shown significant success in improving outcomes for pupils requiring additional support, with measurable gains in both literacy and numeracy.</p>
Interventions in literacy and numeracy £25,401	<p>Targeted interventions in literacy and numeracy provide focused support to eFSM pupils who may be struggling with core skills, helping to improve their reading, writing and mathematical abilities. These interventions are delivered in small-group work, tailored to the pupil's specific needs and are often delivered alongside classroom teaching to reinforce learning.</p> <p>Collaboration with teachers, LSAs, and external specialists ensures that support is consistent and effective. The Education Endowment Foundation (EEF, 2022) shows that one-to-one tuition and small-group interventions in literacy and numeracy can lead to substantial improvements in pupil outcomes, particularly for those who require additional support to achieve age-expected standards.</p>



One to One support X 2 LSA's £47,086	One-to-one support from a Learning Support Assistant provides targeted help for selected FSM pupils, enabling them to overcome learning barriers and engage more effectively with the curriculum. This support may include individual sessions, assistance within class settings and the delivery of tailored interventions to address specific learning needs. LSAs work closely with teachers, parents, and external agencies to ensure pupils receive consistent and effective support. This tackles key non-academic barriers to learning by improving behaviour and attendance. Ensuring targeted pupils are present, focused and able to benefit fully from high-quality classroom teaching. EEF demonstrates that one-to-one tuition and small-group support within the classroom can significantly enhance pupil progress, particularly for those requiring additional help to achieve expected outcomes.
ALNCO part funded £18,854	Responsible for leading and coordinating provision for pupils with additional learning needs. This role involves developing and implementing the school's ALN policy, overseeing the day-to-day management of support, identifying and assessing pupils' needs and working with staff, parents, and external agencies to ensure pupils receive the necessary support to achieve their full potential. The Welsh Government's Additional Learning Needs Code (2021) emphasises the importance of effective coordination and early intervention in improving outcomes for learners with ALN, ensuring equitable access to education and tailored support. Behaviour interventions as highlighted by the Education Endowment Foundation (EEF, 2022) can enhance engagement and learning outcomes for pupils by promoting positive behaviour and addressing challenges proactively.
Family Engagement Officer £44,463	Providing one-to-one attendance support and intervention acts as a vital link between eFSM families and the school. Promoting pupil well-being and strengthening family engagement. This involves offering guidance and support on areas such as attendance, behaviour and learning challenges. Attending and organising events to enhance community and family relationships and working with external agencies including social services, education welfare officers and educational psychologists to ensure families receive full support. Tackling external barriers is vital to achieving lasting pupil success. The Liaison Officer plays an important role in delivering early intervention and promoting strong alignment between home support and the school's goals. Research highlights that targeted interventions significantly improve literacy and numeracy outcomes, particularly for pupils experiencing difficulties linked to specific learning needs (Education Endowment Foundation, 2023).

Community Schools

Budgeted cost: £44,506

Activity	Evidence that supports this approach
Breakfast club for targeted pupils	Providing a supportive start to the school day helps eFSM pupils establish healthy routines and develop good eating habits, while also fostering social and emotional skills. This approach enhances concentration, readiness to learn and positive interactions. Research from EEF shows that programmes focusing on social and emotional learning, along with consistent routines can improve pupil wellbeing, engagement and academic outcomes. Particularly for disadvantaged pupils. These activities also encourage social development within a structured environment, using the school setting to support wellbeing, attendance and positive integration.
Equipment and learning packs for eFSM pupils	Overseeing disadvantaged pupils have access to essential resources and materials needed for learning and revision. Providing these supports helps reduce any barriers to engagement, enables independent study and promotes equality of opportunity within the classroom. EEF shows that providing targeted learning resources can improve pupil engagement and attainment, particularly for those who may lack access to materials at home. This is a key measure to promote equity. By providing all eFSM pupils with the resources they need for classwork and revision, it removes financial obstacles, enabling full participation and supporting improved engagement and achievement.
Uniform	Pupils from disadvantaged backgrounds have access to the clothing required for school, promoting equality, inclusion and a sense of belonging to the school community. Providing this support reduces financial barriers helping pupils feel confident and prepared to engage fully in learning and school life. EEF shows that removing barriers to participation such as uniform costs can improve pupil engagement, attendance and readiness to learn. Also highlighting that access to appropriate school clothing supports social-emotional development by fostering inclusion and reducing feelings of stigma among pupils from economically disadvantaged families.
Activity clubs	PDG participation provides valuable opportunities for pupils to engage in structured extracurricular activities supporting both academic and personal development. EEF shows that participation in clubs can improve engagement, behaviour, attendance and motivation which positively impacts attainment. Extending the school day through these clubs allows additional learning time and enrichment particularly benefiting disadvantaged pupils through PDG-funded initiatives helping to reduce educational inequalities. Beyond academic outcomes, clubs foster social, emotional and leadership skills. Improving wellbeing, resilience and allowing pupils to explore interests and talents not covered in the curriculum. Overall activity clubs contribute to raising aspirations, improving outcomes, and promoting a positive school culture.



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

Budgeted cost: £21,434

Activity	Evidence that supports this approach
Duke of Edinburgh	<p>Pupil opportunities to develop personal, social, and employability skills through volunteering, physical activity, skill development, summer schools and expeditions. Supporting pupils to engage can enhance confidence, resilience, teamwork and problem-solving abilities which positively contribute to overall well-being and academic engagement.</p> <p>Research indicates that structured extracurricular programmes like the DofE Award can improve pupil engagement, motivation, and social-emotional development (EEF, 2022), particularly for those who may benefit from experiences beyond the classroom.</p>
Senior staff support	<p>This role involves organising, coordinating and monitoring support to ensure all targeted pupils benefit from appropriate interventions and achieve desired outcomes. Responsibilities include managing one-to-one tuition, small-group support and other tailored interventions. As well as reviewing progress to assess effectiveness. Working closely with teachers, LSAs, HLTAAs and parents ensures a consistent and strategic approach to pupil support. Effective coordination by senior staff is essential to ensure PDG funds are used efficiently and consistently. While this oversight incurs a cost, it safeguards the quality and impact of all interventions. Research from the Education Endowment Foundation (EEF) shows that well-designed interventions and one-to-one tuition can significantly boost outcomes, particularly for pupils requiring extra support to meet age-related expectations. Without this leadership, the risk of misallocated or inconsistent implementation increases, reducing the overall value for money of the grant.</p>
Activities week	<p>Opportunities to engage in a variety of educational, creative and recreational experiences including social learning outside the normal classroom setting. These activities can enhance personal development, teamwork and motivation. While also developing an interest in learning and new skills. Supporting participation in activities week can particularly benefit pupils who may need additional engagement opportunities to boost confidence and well-being. enrichment activities outside the classroom have been found to improve pupil engagement, motivation and social-emotional development. Contributing indirectly to academic progress, especially for those from disadvantaged backgrounds.</p>



Anti-bullying ambassadors	Contributing towards a positive school culture by supporting peers, raising awareness of bullying and providing guidance to those who may be affected. Their role can enhance relationships, build confidence and encourage a safe and inclusive learning environment. The Education Endowment Foundation highlights that peer tutoring and pupil-led support initiatives can improve both academic and social outcomes as pupils often respond positively to guidance and support from their peers. Reinforcing learning and promoting well-being.
Rewards trips	Promotes positive behaviour throughout the school year and provides pupils with opportunities to engage in enriching experiences as recognition for effort, achievement, or positive behaviour. Motivating pupils and reinforcing positive behaviour and encouraging engagement with school life including extending learning beyond the classroom. Additionally, offering disadvantaged pupils the chance to visit attractions they might not otherwise have the opportunity to access. According to the Education Endowment Foundation, participation in extracurricular activities and extending the school day through enrichment experiences can improve pupil engagement, motivation, and social-emotional development particularly for those who may benefit from additional opportunities to engage with learning.
Total budgeted PDG	£260,043
Total spend including PDG, IEG, school budget	£286,452

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 to 2025 academic year.

Activity	Impact
Learning coach	eFSM outcomes generally in line with predictions and global grades. Pupils with attendance of 85% or more achieved on or above global grades.
Intervention support	Targeted catch-up for pupils at risk of underachievement demonstrated significant improvement at final outcome when compared with data capture 2 and 3. Qualification opportunities maximised including LIBF and SWEET. Positive impact on CP9 score for pupils with attendance over 80%



Learning Support with TA	Regular intervention for targeted underachieving group of pupils to undertake literacy, spelling and numeracy support resulted in improved outcomes for a majority of pupils participating. This needs further refinement in 2025-26.
ALN support for behaviour	ESLA, GELS and 5-point anger scale work undertaken with a minority of FSM pupils who received FTE. A majority of KS4 pupils in receipt of these interventions did not receive any further FTEs in Y10 or Y11.
Breakfast club	Offered to all FSM pupils, the minority who attend breakfast club regularly show good levels of attendance to school and positive behaviour point ratio.
Activity clubs	Increased tracking of pupil attendance to after school clubs and targeting of key activities to engage FSM pupils has resulted in more FSM pupils accessing extra-curricular activities. These pupils show stronger levels of attendance to school when compared with those pupils who do not attend. FSM attendance has risen by 3.4% to 86.3%, above the national (81.1%) and LA (84.5%) averages.
Rewards trip	Invite to all FSM pupils to attend rewards trip - increased participation in trip by FSM pupils in 2024-25, supports increase in attendance by 3.4% to 86.3%, above the national (81.1%) and LA (84.5%) averages.
Equipment and learning packs	Ensuring equity of access, revision packs, calculators, highlighter etc to support revision processes.
Purchase of uniform	Providing support for uniforms is an essential investment in promoting equity and reducing stigma. It allows FSM pupils to feel included and confident, removing a significant social barrier to attendance and engagement. Maintaining consistent standards of uniform and pride in appearance is a key aspect of the school's ethos.
Family Engagement Officer	Attendance of eFSM pupils has risen by 3.4% to 86.3%, above the national (81.1%) and LA (84.5%) averages.

Duke of Edinburgh	All pupils involved in the Duke of Edinburgh programme achieved the Bronze Award and took part in two overnight visits and an outdoor expedition. These experiences develop resilience, teamwork, and cultural awareness in skills closely linked to higher aspirations and ongoing engagement with school. Although the benefits are indirect, they offer valuable opportunities that many disadvantaged pupils might not otherwise access.
Senior staff	Time to devise strategy allowed for increased planning for eFSM pupils, particularly those at most risk of disengagement. Clear strategy, for example, for home tuition resulted in increased attendance and engagement of pupils with the lowest levels of attendance.
Activities week	Pupil voice informed activities on offer, eFSM learners' attendance this week was strong and pupil feedback on activities positive.

Externally Provided Programmes

Programme	Provider
Duke of Edinburgh Award	Targeted pupils achieved DoE Bronze award, improvement in attendance and reduction in negative ClassCharts points for.
Skateboard academy	Increased engagement of eFSM pupils in afterschool activities including school production, skateboarding and cooking
Anti-Bullying Ambassadors	Research on peer tutoring indicates that this initiative is intended as a structured, high-impact intervention rather than a purely pastoral activity. When ambassadors are trained to provide evidence-based, structured peer support, it can deliver significant benefits for a relatively modest investment.