

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2025 to 2026 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	West Monmouth School
Number of pupils in school	1166
Proportion (%) of PDG eligible pupils	21.3
Date this statement was published	Sept. 20 th 2025
Date on which it will be reviewed	August 2026
Statement authorised by	E. Jordan
PDG Lead	E. Jordan
Governor Lead	J. Bond

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£301,267
Total budget for this academic year	£7,903,894

Part A: Strategy Plan

Statement of Intent

You may want to include information on:

Our aim in the use of PDG grant funding is to reduce the impact of poverty and disadvantage on PDG eligible learners at our school and to ensure equity across our school community. To this end our PDG funding is allocated across 3 broad strands:

1. Additional staffing and resources to support literacy and numeracy skills development in disadvantaged learners. This encompasses staffing to enable reduced class sizes and also staffing to facilitate small group and one-to-one intervention for pupils who require it.

2. Additional staffing and resources to support the wellbeing of disadvantaged learners in order to enable them to engage effectively in learning. This encompasses staffing within our wellbeing hub as well as capacity to support engagement with families. Funding also supports access to appropriate external providers.
3. Additional staffing and resources to ensuring disadvantaged and vulnerable learners have access to appropriate curriculum pathways and enrichment opportunities.

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
Improvements in levels of positive engagement among disadvantaged learners.	Improvements in: <ul style="list-style-type: none"> • Attendance figures • Exclusions • Behaviour data For disadvantaged learners.
Improvements in outcomes among disadvantaged learners relative to the general cohort.	Reduction of 'attainment gaps' between fsm and non-fsm learners at all thresholds.

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: £96129

Activity	Evidence that supports this approach
<i>Employment of additional teaching staff to reduce class sizes in core subjects.</i>	Education Endowment Foundation Impacts on outcomes in previous years
<i>Employment of additional staff to provide small group and 1:1 interventions in literacy and numeracy.</i>	Education Endowment Foundation=sum Impacts on outcomes in previous years

<i>Use of Accelerated Reader programme to improve pupils' reading comprehension.</i>	Education Endowment Foundation (research in relation to reading comprehension strategies) Case studies from schools already using this approach Impact data from previous years of use.
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Community Schools

Budgeted cost: £73,214

Activity	Evidence that supports this approach
<i>Employment of support workers who liaise with families and external agencies to support attendance and engagement.</i>	Education Endowment Foundation (research in relation to parental engagement)

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

Budgeted cost: £131,924

Activity	Evidence that supports this approach
<i>Employment of wellbeing workers to provide various interventions to support attendance, behaviour and engagement.</i>	Education Endowment Foundation (research in relation to social and emotional learning)
<i>Accessing of externally provided programmes to improve emotional wellbeing and engagement of participating learners.</i>	Education Endowment Foundation (research in relation to social and emotional learning)
<i>Allocation of resources to ensure disadvantaged learners can access the full curriculum including extra-curricular activities such as music lessons, educational visits, outdoor learning etc.</i>	Education Endowment Foundation (outdoor learning, physical activity and arts participation) RADY project

<i>Provision of Wednesday afternoon enrichment programme to year 7 learners.</i>	Education Endowment Foundation (outdoor learning, physical activity and arts participation) RADY project
<i>Provision of alternative curriculum pathways to disadvantaged learners who struggle to engage positively with school.</i>	Provider case studies Outcomes seen in other schools

Total budgeted cost: £ 301,267

Part B: Review of outcomes in the previous academic year

PDG outcomes

The PDG aims for 24/25 were similar to those stated above for the current academic year ie. to reduce the impact of poverty and disadvantage on PDG eligible learners at our school and to ensure greater equity across our school community. The strategies employed to achieve this were also broadly similar although some elements of activity differed:

1. Additional staffing and resources to support literacy and numeracy skills development in disadvantaged learners. This encompasses staffing to enable reduced class sizes and also staffing to facilitate small group and one-to-one intervention for pupils who require it.
2. Additional staffing and resources to support the wellbeing of disadvantaged learners in order to enable them to engage effectively in learning. This encompasses staffing within our wellbeing hub as well as capacity to support engagement with families. Funding also supports access to appropriate external providers.
3. Additional staffing and resources to ensuring disadvantaged and vulnerable learners have access to appropriate curriculum pathways and enrichment opportunities.

KS3 Outcomes:

Following the removal of the national levels as a means of assessing progress in years 7-9, the school now utilises a combination of the following data streams:

- CATs testing upon entry in year 7 and at the end of year 9 with the mean SAS score being used as the main measure of progress.
- Standards in literacy and numeracy as measured by national test scores and internal STAR test data for reading and maths.

Analysis of the above data show the following in relation to the progress of PDG eligible pupils.

- 73.5% of fsm pupils increased their mean SAS – this was higher than the figure for the overall cohort (72%) and than that for nfsm pupils (72.1%). This shows that more fsm pupils made progress than nfsm pupils.
- The average SAS gain for fsm pupils was 4.5 points which is slightly lower than that for nfsm pupils – 4.8%. This shows that, on average, nfsm pupils made slightly more progress than fsm pupils.
- 60.7% of fsm pupils increased their age standardised score in numeracy compared to 51.8% of nfsm pupils. However, fsm pupils still make up around 45% of all pupils who achieve less than a standard score of 95 in numeracy. This shows that while a greater proportion of fsm pupils are making progress through intervention they are still over-represented in the <95 category. Furthermore, fsm learners account for only 9.3% of learners in the 115+ category showing there is scope for improvement here.
- 72.5% of fsm pupils increased their age standardised score in reading compared to 68.3% of nfsm pupils. In reading, fsm pupils represent 23.8% of all pupils who achieve less than a standard score of 95 down from 44.7% of all pupils last year. However, fsm pupils continue to be under-represented in the 115+ category with 9.9% of learners. This shows that while weaker fsm pupils are well-supported by intervention there is scope for improvement for more able fsm learners.

KS4 Outcomes:

In 2025, the performance of fsm pupils remained below that of nfsm pupils in all key indicators. The attainment of fsm pupils increased in the SCC and Level 1 indicators relative to 2024 and is above that of 2019 in all indicators despite the 'reset' to pre-Covid grade boundaries and assessment arrangements. However, fsm pupils' attainment decreased in the Capped 9, numeracy and science measures and attainment gaps increased relative to 2024 in nearly all key indicators. Moreover, across the curriculum, fsm attainment gaps increased in 12 of 22 subjects. Analysis of average subject residuals against set targets shows that nfsm pupils continue to perform better relative to target than fsm pupils in nearly all subjects. 59.0% of nfsm pupils broadly achieved or exceeded their target CPS compared to 44.8% of fsm pupils. However, the figure for fsm pupils increased significantly from 20.9% in 2024. The relatively weaker performance of fsm pupils in 2025 was partly due to a weaker fsm cohort as evident in CATs data. However, it was also partly due to a lack of expectation on the part of teachers and to poor pupil engagement also in some cases. These are areas for development going forward.

Pupil Attendance:

Rates of attendance for fsm pupils remain significantly below those of non-fsm pupils in line with local and national trends. However, some progress has been made in reducing this differential: In 2025, fsm attendance was 80.99 compared to 91.68 for nfsm pupils giving a 'gap' of 10.7 percentage points down slightly from 11.6 in 2024 and 12.8 in 2023. The increase in the attendance of fsm pupils overall was 1.49 percentage points compared to an increase of 0.58 percentage points for non-fsm pupils. Rates of persistent absenteeism (PA) also remain significantly higher among fsm pupils but have decreased by almost 4 percentage points relative to 2024 which compares favourably to a 2.8 percentage point increase for non-fsm pupils. The gap between PA rates for fsm and nfsm pupils narrowed by 1 percentage points as a result. In addition, overall attendance of Gypsy Traveller pupils increased from 74.4% in 2023 to 76% in 2024 but there was a small increase in rates of PA in this group.

Exclusions:

Rates of exclusion in the school decreased significantly on 2024 / 25 from 142.1 to 73.8 per 1000 pupils. The rates of exclusion for fsm pupils remain significantly higher than those for non-fsm pupils with the number of exclusions per 1000 pupils being 183.3 and 41.5 respectively. However, the exclusion rate for fsm pupils has reduced from 439 per 1000 pupils in 2024 and the gap has narrowed from 377 to 141 percentage points. Moreover, while in 2023, fsm pupils accounted for 71% of exclusions and, in 2024, 65%, this figure fell slightly to 53.5% in 2025. Additionally, no Gypsy Traveller pupil was excluded in this academic year.

The above data suggest that, overall, PDG strategies employed have begun to have a positive impact on the engagement and attainment of disadvantaged learners in most areas and are supporting post-covid recovery for this group of learners.

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
Accelerated Reader	Renaissance

Further information (optional)

Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.