

## PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

*This statement details our school's use of the PDG for the 2025 to 26 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	St Martin's School
Number of pupils in school	959
Proportion (%) of PDG eligible pupils	17.4%
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	L Jarvis
PDG Lead	M Castle
Governor Lead	E Blewden

### **Funding Overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£ 205,149
<b>Total budget for this academic year</b>	<b>£ 205,149</b>

## **Part A: Strategy Plan**

### ***Statement of Intent***

The purpose of this plan is to improve the educational outcomes and life chances of learners eligible for free school meals (eFSM). It aims to address the additional barriers that can prevent these pupils from achieving their full potential.

Our ultimate objectives are to ensure that all pupils supported through the PDG make strong academic progress, develop high levels of wellbeing and confidence, and leave school equipped with the skills, qualifications, and aspirations needed for further education, employment, or training.

Our current strategy focuses on targeted support, high-quality teaching, and inclusive practices that meet the individual needs of disadvantaged learners.

This includes academic intervention, mentoring and wellbeing support, and the use of data to monitor progress and identify areas for improvement. The plan also ensures that PDG funding complements whole-school priorities such as literacy, numeracy, attendance, and positive behaviour.

The key principles guiding our PDG strategy are:

- **Equity and inclusion:** Ensuring every learner has access to the same high-quality learning opportunities, regardless of background.
- **Early intervention:** Identifying and addressing barriers to learning as early as possible.
- **Evidence-based practice:** Using proven approaches and continuous evaluation to measure impact and adapt strategies.
- **Collaboration:** Working closely with families, external agencies, and staff to create a supportive network around each learner.
- **Sustainability:** Building long-term capacity within the school so that improvements continue beyond the period of PDG funding.

Through this approach, we aim to close the attainment gap, raise aspirations, and enable all learners to thrive both within school and in their future pathways.

### ***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.

<b>Intended outcome</b>	<b>Success criteria</b>
Improve attendance of eFSM students.	Reduce gap in attendance of eFSM and non-eFSM pupils
Improve academic outcomes at KS4.	Reduce gap in attainment of eFSM and non-eFSM pupils, considering those meeting/exceeding targets and the L2 threshold.
Improve engagement of eFSM students.	Reduced number of exclusions for eFSM students.
Enhance wellbeing provision for eFSM students.	Improved attendance, fewer exclusions, higher attainment.
Raising aspirations of eFSM students.	More eFSM students stay on in post-16 education at St Martin's.

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

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

- Family Room: mentoring and wellbeing support.
- Alternative provision: academic and wellbeing support.
- Subsidise / fund trips: enrichment and a sense of belonging.
- Enhance Teaching and Learning

### **Learning and Teaching**

Budgeted cost: £124,089.75

<b>Activity</b>	<b>Evidence that supports this approach</b>
<p>Establish alternative provision to include literacy and numeracy skills development, wider wellbeing support and more diverse skills (e.g. life skills, social skills, confidence building and enterprise).</p> <p>Teacher: £44,802            LSA: £25,989            Literacy &amp; Numeracy Resources: £1000            Project-Based Learning Materials: £500            Educational Visits / Community Projects: £500            Furniture &amp; Soft Furnishings: £1,000            IT Equipment:£3,000            Kitchen Equipment: £1000            Sensory &amp; Wellbeing Resources: £400            Rewards/incentive: £1000</p>	<ul style="list-style-type: none"> <li>● Welsh Government’s Child Poverty Strategy for Wales</li> <li>● Welsh Government’s Belonging, engaging and participating</li> <li>● EEF: Supporting school attendance</li> </ul>
<p>Subscribe to TeachMate AI for all teaching and support staff to enhance universal provision.            £2700</p>	<ul style="list-style-type: none"> <li>● Welsh Government’s Child Poverty Strategy for Wales</li> <li>● Welsh Government’s Belonging, engaging and participating</li> <li>● EEF: Supporting school attendance</li> </ul>
<p>Accelerated Reader: £1704.75</p>	<ul style="list-style-type: none"> <li>● Welsh Government’s Child Poverty Strategy for Wales</li> <li>● Welsh Government’s Belonging, engaging and participating</li> <li>● EEF: Supporting school attendance</li> </ul>
<p>Walkthrus: £750</p>	<ul style="list-style-type: none"> <li>● Welsh Government’s Child Poverty Strategy for Wales</li> </ul>

	<ul style="list-style-type: none"> <li>• Welsh Government's Belonging, engaging and participating</li> <li>• EEF: Supporting school attendance</li> </ul>
Princes' Trust: £495	<ul style="list-style-type: none"> <li>• Welsh Government's Child Poverty Strategy for Wales</li> <li>• Welsh Government's Belonging, engaging and participating</li> <li>• EEF: Supporting school attendance</li> </ul>
Providing high quality English and Maths teaching: £39,249	<ul style="list-style-type: none"> <li>• Welsh Government's Child Poverty Strategy for Wales</li> <li>• Welsh Government's Belonging, engaging and participating</li> <li>• EEF: Supporting school attendance</li> </ul>

### Community Schools

Budgeted cost: £45,923.01

Activity	Evidence that supports this approach
Trips / activities funded / subsidised (including one foreign trip subsidised a year for a learner who has never been abroad: £3,000	<ul style="list-style-type: none"> <li>• Welsh Government's Child Poverty Strategy for Wales</li> <li>• Welsh Government's Belonging, engaging and participating</li> <li>• EEF: Supporting school attendance</li> </ul>
Purchase of uniform and other items to remove barriers to accessing the curriculum	<ul style="list-style-type: none"> <li>• Welsh Government's Child Poverty Strategy for Wales</li> <li>• Welsh Government's Belonging, engaging and participating</li> <li>• EEF: Supporting school attendance</li> </ul>
Family Room: wellbeing support, family engagement, attendance support (including EBSA approaches), incentives / activities FEO: £34,434 Incentives / rewards: £2,000	<ul style="list-style-type: none"> <li>• Welsh Government's Child Poverty Strategy for Wales</li> <li>• Welsh Government's Belonging, engaging and participating</li> <li>• EEF: Supporting school attendance</li> </ul>
Minibus pick ups every morning: £6,489.01	<ul style="list-style-type: none"> <li>• Welsh Government's Child Poverty Strategy for Wales</li> <li>• Welsh Government's Belonging, engaging and participating</li> <li>• EEF: Supporting school attendance</li> </ul>

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

Budgeted cost: £35,136.24

Activity	Evidence that supports this approach
eFSM Lead secondment £12,331 (TLR)	<ul style="list-style-type: none"> <li>● Welsh Government’s Child Poverty Strategy for Wales</li> <li>● Welsh Government’s Belonging, engaging and participating</li> </ul>
Flourish: wellbeing intervention £659.60	<ul style="list-style-type: none"> <li>● EEF: Supporting school attendance</li> <li>● Welsh Government’s Child Poverty Strategy for Wales</li> <li>● Welsh Government’s Belonging, engaging and participating</li> <li>● Feedback from students</li> </ul>
PASS Survey £3,192	<ul style="list-style-type: none"> <li>● Welsh Government’s Child Poverty Strategy for Wales</li> <li>● Welsh Government’s Belonging, engaging and participating</li> </ul>
Attendance Officer (0.25 salary) £6,245.39	<ul style="list-style-type: none"> <li>● Welsh Government’s Belonging, engaging and participating</li> <li>● EEF: Supporting school attendance</li> </ul>
DHoL Yr11 £2,896	<ul style="list-style-type: none"> <li>● EEF: Supporting school attendance</li> <li>● Welsh Government’s Child Poverty Strategy for Wales</li> <li>● Welsh Government’s Belonging, engaging and participating</li> </ul>
Deputy Head of 6th Form: £9,812.25	<ul style="list-style-type: none"> <li>● EEF: Supporting school attendance</li> <li>● Welsh Government’s Child Poverty Strategy for Wales</li> <li>● Welsh Government’s Belonging, engaging and participating</li> </ul>

**Total budgeted cost: £205,149**

## 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 24-25 academic year.

Intended outcome	Success criteria
<p>KS3 Hub to lead on a range of alternative curriculum provisions including the Princes Trust / DoE to enable vulnerable learners to gain full access to a broad and relevant school curriculum that engages them in their learning and maintains high levels of participation.</p> <p>Prince's Trust incorporated into both KS3 and KS4 provision.</p>	<p>Princes trust incorporated into the hub provision for Year 7 as a curriculum pathway and design pathway at KS4. Emotion based school avoidance is reduced.</p>
<p>KS4 Hub to lead on a range of alternative curriculum provisions, to include iAchieve, SWEET, IFS to enable vulnerable learners to gain full access to a broad and relevant school curriculum that engages them in their learning and maintains high levels of participation.</p> <p>Fixed term exclusion reduced for successful completion of alternative provision and fewer NEETS.</p>	<p>Reduced fixed term exclusion and improved attendance for key targeted pupils and successful completion of alternative curriculum provision. Fewer NEETS.</p>
<p>Learning Coach to work with vulnerable learners, provide breakfast club, as well as help to work through anger management issues, bereavement, mental health. using techniques such as play therapy, meditation and mindfulness sessions To help build confidence and overcome anxieties. Also working closely with vulnerable learners sitting GCSEs.</p> <p>These strategies were trailed by our EFSM Family Engagement assistant for small</p>	<p>Using techniques such as play therapy, meditation and mindfulness sessions to help build confidence and overcome anxieties. Emotion based school avoidance is reduced. Also working closely with vulnerable learners sitting GCSEs.</p>

groups hopefully after this successful trial it can be scaled up in future years.

Wellbeing lead to identify, assess and support young people aged 11-18 who are at risk of disengaging or have disengaged out of education and training due to their disaffection, disability, vulnerability or learning difficulties. The LSAs/HLTA will provide a support, guidance, mentoring and training service to individual learners referred to the service. Depending on the individual's needs the HLTA will have the responsibility to support the learner to set and achieve realistic goals.

No HLTA but the heads of learning identified learners and put whatever intervention required in place using other TA's when needed.

Raise attainment of FSM students, Improve attendance of vulnerable learners, Reduce poor behavior incidents within identified groups of learners, recorded on Classcharts, by undertaking early intervention with students and their families, Provide bespoke and small group teaching interventions for vulnerable and at risk learners.

EFSM learners received phone calls home on their first absence. Learners were decreasing attendance are EBSA screened and a support plan is put in place. Learners on an EBSA plan increased their attendance by 4%.

Raise attainment of FSM students, Improve attendance of vulnerable learners, Reduce poor behavior incidents within identified groups of learners, recorded on SIMS, by undertaking early intervention with students and their families, Provide bespoke and small group teaching interventions for vulnerable and at risk learners.

Effective working relationships between school and families in order to accurately record pupil attendance. In the event of pupil absence, report it in a timely manner to families & update school records accordingly. Work with HOLs to support students with attendance

<p>Under the direction of the HOF and ALNCO deliver planned intervention work with timetabled classes to boost performance of ALN and Efsm learners.</p> <p><b>Not seen evidence of this.</b></p>	<p>Improved attainment of ALN and Efsm learners</p>
<p>Safeguarding Lead, working with vulnerable social and emotional issues, safeguarding concerns. Assistant to the Designated Safeguarding Lead</p> <p><b>EFSM learners with social and emotional issues have support from family room (Family room Survey). All safeguarding concerns are recorded on edukey.</b></p>	<p>Vulnerable learners attain or exceed their targets. They are mentally and emotionally well.</p>
	<p>Accurate and detailed collation of safeguarding documentation alongside resource preparation and supportive training materials.</p>

***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
The Flourish Project	Proton Foundation

**Further information (optional)**

## Atodiad B: Datganiad Strategaeth y Grant Datblygu Disgyblion

O 2022-2023 ymlaen, bydd angen i ysgolion gwblhau a chyhoeddi datganiad ar eu strategaeth Grant Datblygu Disgyblion (GDD). Gellir gweld hyn isod.

O 2022-2023 ymlaen, bydd yn ofynnol hefyd i'r consortiwm gyhoeddi datganiad ar ei strategaeth Grant Datblygu Disgyblion y Blynyddoedd Cynnar ar gyfer lleoliadau nad ydynt yn cael eu cynnal sy'n darparu addysg gynnar a ariennir. Dylai hyn ddilyn yr un fformat â'r templed i ysgolion isod.

### DATGANIAD STRATEGAETH Y GRANT DATBLYGU DISGYBLION

*Mae'r datganiad hwn yn rhoi manylion ynghylch defnydd ein hysgol o'r GDD ar gyfer blwyddyn academaidd 2022 i 2023.*

*Mae'n amlinellu ein strategaeth, sut rydym yn bwriadu gwario'r cyllid yn y flwyddyn academaidd hon a'r effaith a gafodd gwariant y llynedd o fewn ein hysgol.*

*Os yw'ch rhifau yn 5 neu lai, defnyddiwch \* yn lle'r dyraniad er mwyn diogelu plant rhag cael eu hadnabod.*

#### Trosolwg Ysgolion

Manylion	Data
Enw'r ysgol	
Nifer y Disgyblion yn yr Ysgol	
Cyfran (%) o ddisgyblion sy'n gymwys i'r GDD	
Dyddiad cyhoeddi'r datganiad hwn	
Dyddiad y caiff ei adolygu	
Awdurdodwyd y datganiad gan	
Yn arwain ar y GDD	
Llywodraethwr sy'n arwain	

#### Trosolwg Cyllid

Manylion	Swm
Dyraniad cyllid GDD y flwyddyn academaidd hon	£
<b>Cyfanswm cyllideb y flwyddyn academaidd hon</b>	£

## Rhan A: Cynllun Strategaeth

### ***Datganiad o Fwriad***

*Efallai y byddwch eisiau cynnwys gwybodaeth am:*

- *Beth yw eich amcanion yn y pen draw ar gyfer y disgyblion a gefnogir?*
- *Sut mae eich cynllun strategaeth bresennol yn gweithio tuag at gyflawni'r amcanion hynny?*
- *Beth yw prif egwyddorion eich cynllun strategaeth?*

### ***Canlyniadau a fwriedir***

Mae hyn yn esbonio'r canlyniadau rydym yn anelu atynt **erbyn diwedd ein cynllun strategaeth presennol**, a sut y byddwn yn mesur a ydynt wedi'u cyflawni.

<b>Canlyniad a fwriedir</b>	<b>Meini prawf llwyddiant</b>
<i>Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen.</i>	

### **Gweithgarwch yn y flwyddyn academaidd hon**

Mae hyn yn rhoi manylion sut rydym yn bwriadu gwario ein GDD **y flwyddyn academaidd hon** i fynd i'r afael â'r heriau a restrir uchod.

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### **Dysgu ac addysgu**

Cost wedi'i chyllidebu: £ *[nowch swm]*

<b>Gweithgaredd</b>	<b>Tystiolaeth sy'n cefnogi'r dull hwn</b>
<i>Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen.</i>	

## Ysgolion Cymunedol

Cost wedi'i chyllidebu: £ [nodwch swm]

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
<i>Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen.</i>	

## Strategaethau ehangach (er enghraifft a lle bo hynny'n berthnasol, Iechyd a Lles, Cwricwlwm a Chymwysterau, Arweinyddiaeth a Chodi Dyheadau)

Cost wedi'i chyllidebu: £ [nodwch swm]

Gweithgaredd	Tystiolaeth sy'n cefnogi'r dull hwn
<i>Gallwch ychwanegu neu ddileu rhesi yn ôl yr angen</i>	

**Cyfanswm cost y ceisiadau:** £ [nodwch gyfanswm y 3 swm a nodir uchod]

## Rhan B: Adolygiad o ganlyniadau'r flwyddyn academaidd flaenorol

### **Canlyniadau'r GDD**

Mae hyn yn rhoi manylion yr effaith a gafodd ein gweithgarwch GDD ar ddisgyblion ym mlwyddyn academaidd 2020 i 2021.

### **Rhaglenni a ddarperir yn allanol**

*Dylech gynnwys enwau unrhyw raglenni a brynwyd gennych yn ystod y flwyddyn academaidd flaenorol. Bydd hyn yn ein helpu i ganfod pa rai sy'n boblogaidd yng Nghymru.*

Rhaglen	Darparwr

## **Gwybodaeth ychwanegol (dewisol)**

*Defnyddiwch y blwch hwn i rannu unrhyw wybodaeth bellach am eich strategaeth GDD. Er enghraifft, ynglŷn â chynllunio eich strategaeth, neu weithgaredd arall rydych chi'n ei weithredu i gefnogi disgyblion o aelwydydd incwm isel, nad yw'n dibynnu ar GDD.*