



Pupil Development Grant Strategy Statement

This statement details our school's use of the PDG for the 2023 to 2024 academic year.

It outlines 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 Uwchradd Llanidloes
Number of pupils in school	724
Proportion (%) of PDG eligible pupils	19.1% (traditional protection) 18.6% (current) 16.4% (three year average)
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr Mrs Margot Jones
PDG Lead	Mrs Catrin Taylor
Governor Lead	Mrs Clare Bound

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£119,600.00
Total budget for this academic year	£ 119,600.00

Part A: Strategy

Statement of Intent

At Ysgol Uwchradd Llanidloes, we do not see poverty and disadvantage as a reason for pupils not to succeed and strive to find approaches and teaching strategies help remove potential barriers to pupils' learning. The wellbeing of every one of these children is at the heart of our work. We work hard to ensure the school is a safe and nurturing environment where all pupils feel safe and loved.

Our 'Gofal' ethos means we are committed to nurturing these pupils and building positive relationships with their families. We have developed a whole-school approach to supporting disadvantaged and vulnerable pupils based on reliable research. For example, teaching and learning is underpinned and informed by research from the Education Endowment Foundation (EEF).

We are committed to the Raising the Attainment of Disadvantaged Youngsters (RADY) approach. This includes communicating very high expectations and ensuring a 'golden thread' focus runs through the entire school development plan (SDP). The progress of every disadvantaged and vulnerable child is carefully tracked against those expectations to ensure additional support is put in place in a timely way whenever it is needed.

At Ysgol Uwchradd Llanidloes, our disadvantaged learners variously face the following barriers to progress:

1. Well-being: In the recent past, a very few of our vulnerable and disadvantaged learners have arrived at school without having eaten breakfast. A very few pupils have heavy responsibilities outside of school, for example serving as young carers for family members.
2. Pedagogy has not always been based on secure research: Evidence suggests that pupils from disadvantaged backgrounds benefit disproportionately from high-quality teaching (Sutton Trust, 2011). However, internal quality assurance activities suggest that Ysgol Uwchradd Llanidloes has room to improve in this area.
3. Suitable environment to complete homework: A very few pupils lack a peaceful study area at home in which to work.
4. Under-developed reading skills: 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, and less likely to use public libraries or read journals or newspapers. This has an impact on their cultural capital (including music lessons, sporting activities and residential visits), understanding of local and national issues, and their ability to access the curriculum.
5. Attendance and punctuality issues: Evidence suggests that absence, for whatever reason, among eFSM pupils has a substantially more negative impact on their attainment than on other pupils. These pupils often find it harder to catch up on their learning and then can potentially fall behind their peers.¹ This is due to a wide range of issues that may include: parent/carer support, transport issues, caring responsibilities, and more incidents of ill health or financial pressures.

¹ https://www.estyn.gov.wales/system/files/2022-01/Effective%20school%20support%20for%20disadvantaged%20and%20vulnerable%20pupils%20en_0.pdf (p4)

6. Aspirations and wider participation: A few of our disadvantaged learners have lower or narrower expectations of themselves in terms of what they can achieve now and in the future. This can be shaped by experiences outside of school. Some of our disadvantaged learners find it more difficult to take up wider participation opportunities we offer at school due to financial pressures, peer expectations, lack of experience, confidence and transport.
7. Attitude to learning: A very few disadvantaged and vulnerable learners lack sufficient positive role models outside of school and have adverse childhood experiences or attachment issues. This can lead to disaffection and affect their behaviour and attitude to learning, leading to weaker academic progress and a failure to thrive.

At Ysgol Uwchradd Llanidloes, we acknowledge that effective teaching, learning and pastoral care are central to our success in closing the attainment gap. Actions below are cross-referenced to the barriers listed above.

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
1. Improve the well-being of our disadvantaged and vulnerable learners	<ul style="list-style-type: none"> ✓ All disadvantaged and vulnerable learners have a good meal at the beginning of the day regardless of whether they were able to eat before leaving home. ✓ Nearly all disadvantaged and vulnerable learners feel safe in school and establish healthy relationships with their peers and adults.
2. Improve progress and outcomes of vulnerable and disadvantaged learners.	<ul style="list-style-type: none"> ✓ Many (70% or more) of our eFSM pupils are making strong progress in relation to their starting points. This will be evaluated through Go4Schools tracking data and teacher assessment. An impact assessment will be completed to ensure evaluation is rigorous and formalised. <p>Personalised assessments improvement</p> <ul style="list-style-type: none"> ✓ Reading (English and Welsh) – Many of our eFSM learners to make strong progress. ✓ Procedural/numeracy - Many of our eFSM learners to make strong progress. <p>Years 10-11</p> <ul style="list-style-type: none"> ✓ eFSM learners to make strong progress in capped 9, Level 2+, Skills Challenge performance (broadly in line with performance of other pupils)

3. Improve progress made by disadvantaged and vulnerable learners through successful homework completion.	<ul style="list-style-type: none"> ✓ Suitable space made available in school where pupils can complete homework. ✓ Nearly all disadvantaged and vulnerable learners successfully completing homework.
4. Improving reading skills among disadvantaged and vulnerable learners.	<ul style="list-style-type: none"> ✓ Strong reading culture established among disadvantaged and vulnerable learners. ✓ Reading assessments show many learners make strong progress. ✓ Nearly all vulnerable and disadvantaged pupils regularly visit the library and loaning books. ✓ Many vulnerable and disadvantaged pupils develop a love of reading (evidenced through Learner Voice)
5. Improved attendance among disadvantaged and vulnerable learners.	<ul style="list-style-type: none"> ✓ Attendance of vulnerable and disadvantaged pupils over 90% and broadly in line with that of other learners.
6. Improve disadvantaged and vulnerable learners' access to wider, costly learning experiences and opportunities (cultural capital).	<ul style="list-style-type: none"> ✓ Disadvantaged and vulnerable learners able to access the same cultural capital as other pupils.
7. Where applicable, improve behaviour of disadvantaged and vulnerable learners.	<ul style="list-style-type: none"> ✓ Nearly all disadvantaged and vulnerable learners demonstrate a positive attitude to learning.

Activity in this academic year

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

Objective	Cost	Staff	Action and supporting research	Planned Outcome
1. Improve the well-being of our disadvantaged and vulnerable learners.	Xx,xxx	STY YLs, SB	Employ Learning Coach to oversee wide-ranging research-driven wellbeing and basic skills interventions, including: - Establish a daily breakfast club – open access (Estyn 2020, case study 11) - Provide one-to-one and small group Learning Coach and mentoring support to improve the basic skills and wellbeing of disadvantages pupils. (EEF toolkit – Mentoring +2 months) - Replacement uniform provided whenever necessary (Estyn 2020, case study 2) - Due to the rural nature of the school, additional transport may be needed to take pupils home for after school Learning Coach and other beneficial support activities (Estyn 2020, para 30 + 32)	- Disadvantaged and vulnerable learners have a good meal at the beginning of the day regardless of whether they were able to eat before leaving home. - Nearly all disadvantaged and vulnerable learners feel safe in school and establish healthy relationships with their peers and adults. - Pupils eligible for free school meals attest to improved wellbeing and confidence (evidenced in pupil surveys and parental engagement).
	c.£7,000	STY, JJ, SC, AM, Mentor team	- Residential trip to Aberystwyth University to inspire eFSM and CLA pupils' aspirations to access higher education (Estyn 2020, case study 9) - Mentoring support at key transition points (Estyn 2020, case studies 18 and 21)	- All learners eligible for FSM and looked after children feel effectively supported at key transition points - All these pupils acknowledge positive impact of intervention support on their progress and confidence.
2. Improve academic progress and outcomes of vulnerable and disadvantaged learners.	c.£5,000	All teachers	Improve teaching and learning, employing strategies that especially effective in securing strong progress among vulnerable and disadvantaged learners. This will require professional learning on the Education Endowment Foundation Teaching and Learning Toolkit and Mike Gershon's 'Supporting vulnerable learners' resources. (Estyn 2020 p12, EEF T&L toolkit, Mike Gershon 'Supporting Vulnerable Learners')	- See targeted progress and performance outcomes detailed above. - Research driven practice will be in evidence in Teaching and Learning quality assurance events on the school calendar (Oct, Feb and June)
	c.£2,500	Abe, TT, LSAs	- LSAs to be allocated time to work on a one to one basis with disadvantaged learners to develop one page profiles and learning plans (EEF toolkit – Mentoring +2 months) - TT to liaise with Careers Wales in the development of work experience and transition programs (Estyn 2020, case studies 2, 9 and 17)	- Year 11 to secure their post 16 pathways - Pupil attainment improves in line with their target grades. - Pupils feel more supported in lessons and are more engaged.

3. Improve progress made by disadvantaged and vulnerable learners through successful homework completion	N/A	LMs	<ul style="list-style-type: none"> - Develop a whole school homework strategy and overview with clear emphasis on securing strong skills progression (EEF toolkit – Homework +5 months) - Engage with Scholars Programme to inspire disadvantaged learners to aspire to higher education and foster strong home learning habits (Estyn 2020, case study 9) 	
4. Improving reading skills among disadvantaged and vulnerable learners.	Xx xxx	Abe, MEv, DHM NMa	<ul style="list-style-type: none"> Employ HLTAs to oversee and deliver wide-ranging interventions, including: <ul style="list-style-type: none"> - Provide intervention for students in literacy (reading) and numeracy to improve their key skills. Intervention should include pupils eligible for FSM and lower entry requirement for disadvantaged learners. (EEF toolkit – Small Group/one to one Tuition +4/5 months respectively) - Due to the rural nature of the school, around 70% of students use the school bus service. Additional transport is needed to transport students home for after school study (where applicable) (Estyn 2020, para 30 + 32) - Redevelop the school library to facilitate Accelerated Reader provision. 	<ul style="list-style-type: none"> - Pupils national test scores, STAR reader assessments and GCSE English and numeracy scores improve and the gap reduces between pupils eligible for FSM and other students.
5. Improved attendance among disadvantaged and vulnerable learners.	c.£2,500	RW, JP, STY, PL, TT, MS	<ul style="list-style-type: none"> - Attendance officer specifically tracking eFSM attendance and Assistant Head (Pastoral) coordinating family engagement (Estyn 2020, para 34-38) - Develop a student-led alternative curriculum pathway to re-engage pupils with high absence rates (Estyn 2020, case study 15) - Learning Coach, Social Inclusion Officer and Pastoral Managers to schedule home visits to increase re-engagement (Estyn 2020, paras 78-83) - Reward Brunches – rewards for attendance, attainment, participation and behaviour (Estyn 2020, case study 25) 	<ul style="list-style-type: none"> - Students eligible for FSM and persistent absentees experience improved attendance and higher levels of engagement while in school.
6. Improve disadvantaged and vulnerable learners’ access to wider learning experiences and opportunities (enrichment/cultural capital).	c.£17,000	STY, RW, TT, PL, MS, SB, JJo, AP, JD, ND	<ul style="list-style-type: none"> - Residential holiday to South Wales for eFSM and CLA learners to provide cultural experiences and adventure activities they might otherwise be unable to access. This will be overseen and coordinated by the Learning Coach (Estyn 2020, case study 2, para 85) - Provide access to musical equipment, technology, instruments and lessons (EEF T&L toolkit, arts interventions +3 months) - Provide opportunities for extra-curricular activities including music, STEM and links with outside agencies (Estyn 2020, case study 9) - Provide further opportunities for wider extra-curricular learning - Provide enrichment opportunities for pupils in receipt of FSM. Such as 	<ul style="list-style-type: none"> - Pupils benefit from a richer experience and are able to take part in events without limitation caused by financial constraints or family circumstances. - Pupils from disadvantaged backgrounds are able to participate fully in practical activities and to develop their skills in preparation for transition.

			<p>trips (including skiing), Duke of Edinburgh, visits, music activities, and so on, to ensure that FSM students feel a part of the school community and raise attendance and attainment (Estyn 2020, case study 17)</p> <ul style="list-style-type: none"> - Due to the rural nature of the school, around 70% of students use the school bus service. Additional transport is needed to transport students home for after enrichment activities (Estyn 2020, para 30 + 32) - Fund year 11 prom gowns and black-tie dinner suits to encourage learners from less affluent families to attend the end prom that rewards learners for their attendance, behaviour, motivation and work ethos - Source rugby/sports mentoring opportunities (Estyn 2020, case study 9) - Fund equipment for students eligible for FSM to use during after school learning coach activities in new ALN/FSM area (laptops, ipads, sensory room) (Estyn 2020, case study 2) 	- Reduced gap in experiences between groups of learners
7. Where applicable, improve behaviour of disadvantaged and vulnerable learners.	c.£7,000	Abe, STY, TT, PL, RW, MS	<ul style="list-style-type: none"> - Develop and disseminate one-page profiles to staff. - Develop the Gofal and Ynys Centres for nurture provision, de-escalation and restorative practices with ACE professional learning. (Estyn 2020, case study 18) - Use federation partners to increase capacity for ELSA trained staff to ensure disadvantaged students gain appropriate support. 	<p>Reduction in referrals on Go4S and exclusion rates for disadvantaged students.</p> <p>Pupil attainment improves in line with their target grades.</p>
Total	c. £120K			
PDG Allocation	£119,600			

Appendix 1: Closer look at underlying research

Activity	Wider evidence that supports this approach
All staff to set aspirational targets for all EFSM take into account the impact of deprivation when setting targets for eFSM learners	See RADY research and rationale: https://hwb.gov.wales/api/storage/a57b49a3-8f9e-4cf4-bf14-62cc505be224/Keynote%20-%20Louise%20Blackburn%20(English).pdf?preview=true
<p>Ensure that eFSM has access to GCSE revision Pod and monitor use by eFSM learners.</p> <p>Provide support with devices where required.</p> <p>Provide revision books as well for those who need them.</p>	Overall, eFSM learners have had lower engagement levels with the school’s VLE, weaker organisational skills and lower capacity to purchase commercial revision packages.
Train staff in effective assessment so that all learners, and eFSM as a priority, receive quality feedback that helps them to make accelerated progress.	The research underpinning the school’s new approach to assessment can be found in the revised policy that can be read here: https://llanidloeshighschool.co.uk/wp-content/uploads/Assessment-Policy-V5-2023-YUL.pdf
Work with staff to increase levels of independence and engagement of eFSM learners, including with homework, by ensuring that staff know their eFSM learners, their strengths and interests as well as gaps in knowledge, skills and understanding. In addition, ensure staff are explicitly teaching the	<p>EEF toolkit shows that metacognition and self-regulation add 7 months of progress. More detailed research information can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>The Estyn report on effective use of PDG funding states that homework support can be an effective method of support. Further research evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>

<p>metacognitive strategies these learners require.</p>	
<p>Most teachers are using the questioning techniques effectively and most of our learners are actively engaged in their own learning.</p> <p>Nearly all staff are aware of all the different groups of learners in all of their classes and plan accordingly and as a result, many learners make good/ excellent progress in nearly all lessons, and disadvantaged learners make more progress over time so that they reach the same levels of attainment</p>	<p>EEF toolkit shows that mastery learning adds 5 months additional progress. Further evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>
<p>Promote and sustain a culture of reading across eFSM learners</p> <p>Voice 21 -to transform the learning and life chances of young people through talk so that all children can use their voice for success in school and in life.</p> <p>Explicit vocabulary Instruction – Tier 1/2/3 Words</p>	<p>Numerous research papers show that socio-economic status has an impact on reading and in turn student motivation and engagement in learning. For example, Noble, K. G., Farah, M. J., and McCandliss, B. D. (2006). Socioeconomic background modulates cognition-achievement relationships in reading. <i>Cogn. Dev.</i> 21, 349–368.</p>
<p>Numeracy/Literacy interventions</p>	<p>Where needed, eFSM students receive regular intervention with a specialist one to one tuition from trained support staff and Sixth Formers to boost their literacy and numeracy skills. “On average, one to one tuition is very effective at improving pupil</p>

	outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas” (EEF Webiste).
SEREN	For more information about the Seren network is available here: https://www.gov.wales/seren-network The SEREN students have been identified as the school’s more able and talented learners. There are opportunities for these students to attend workshops, residential trips and Oxbridge entry sessions.
Employment of Family Liaison Officer who support learners and families both in and outside of school.	One to one tutoring and mentoring are shown to lead to accelerated progress. Please see: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring
Fund curriculum-linked visits for eFSM learners	Without funding, internal evidence shows that eFSM youngsters do not attend these crucial learning experiences. Extra-curricular activities boost young people’s confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. This increase in confidence and social skills feeds in to their academic achievements.
Work with Pastoral Support Manager and Social Inclusion/Family Liaison Officer to embed a whole school approach to emotional health and wellbeing	There is a disproportionately high level of need for eFSM learners to access high quality health and wellbeing support. Please see: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning In a large school, teachers can be in front of a large number of pupils in a week. Whilst it is vital for them to know their students in-depth, memorising a detailed curriculum and everyone’s individual learning needs doesn’t leave teaching staff with much capacity to be attentive to their pastoral needs too. An effective pastoral manager and social inclusion officer helps meet this need. These colleagues remove barriers for the most vulnerable pupils to enable them to access their education, without being disadvantaged in relation to their peers. At an individual level, a professional in a pastoral role can have a profound impact on pupils. They can be the difference between a child attending school or not, or a family engaging with their child’s education. They can be crucial in ensuring that a child in their family gets the intervention and support they need, whether at school or at multi-agency level. Essentially, they can be the difference that ensures a child receives an effective education. The Estyn document - ‘Effective school support for disadvantaged and vulnerable pupils – case studies of good practice’ evidences the importance of pastoral support in schools.

<p>Provide additional mentoring/support/small group tuition for eFSM learners who struggle to regulate their behaviour</p> <p>ELSA Programme</p>	<p>Social and emotional learning is shown to have moderate impact (additional 4 months progress) according to EEF toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Trained support assistants provide vital emotional support and guidance for eFSM students, offering them an emotionally available adult to practise strategies to manage their anger, stress, and emotional needs.</p>
<p>Ensure that all teachers are effectively creating a dyslexia friendly classroom so that eFSM pupils who have dyslexia or traits of dyslexia are not being disadvantaged.</p>	<p>According to studies, dyslexic tendencies do not need to have significant negative impact on educational attainment. This relies on diagnosis and appropriate intervention. (Research into dyslexia provision in Wales, Welsh Government, 2012)</p>
<p>Subsidise uniform for those who need it</p>	<p>Estyn 2020 report case study 2: https://www.estyn.gov.wales/system/files/2022-01/Effective%2520school%2520support%2520for%2520disadvantaged%2520and%2520vulnerable%2520pupils%2520en_0.pdf</p>
<p>Evaluate the take up of wider curriculum opportunities including clubs and student leadership and act where eFSM learners are under-represented.</p>	<p>For detailed research findings, see: https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p>
<p>Ensure that eFSM learners receive the required support to enrol onto and successfully complete Duke of Edinburgh award</p>	<p>In an independent review of the Duke of Edinburgh award by the University of Nottingham found that 74% of those participating said it had helped them develop self-esteem. 90% said it had given them opportunities to help others and 82% wanted to continue volunteering.</p>
<p>Continue to provide breakfast club.</p>	<p>Independent evaluation of provision of breakfast for young children showed a positive impact. For more information, see case studies 4 and 20 in the 2020 Estyn guidance on effective use of PDG: https://www.estyn.gov.wales/system/files/2022-01/Effective%2520school%2520support%2520for%2520disadvantaged%2520and%2520vulnerable%2520pupils%2520en_0.pdf</p>

Provide earlier intervention in attendance issues for eFSM learners	The All Wales Attendance Framework outlines the clear links between absence and lower attainment: https://www.gov.wales/sites/default/files/publications/2018-03/all-wales-attendance-framework.pdf
Ensure that all eFSM learners receive careers focused information, work experience and educational choices workshops	Careers advice and guidance is important so that pupils are inspired and motivated to fulfil their potential. Linking learning to the real world and in doing so increasing motivation to work hard bringing more relevance to their learning.
Ensure that all eFSM learners receive external agency support if required to support with their emotional and mental wellbeing.	Pupil's emotional and mental wellbeing are important and if these are met, learning is able to take place. (Maslow Hierarchy of needs). Also, see: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning
RADY – Raising the Attainment of Disadvantaged Youngsters	Challenging Education/Powys LA - https://hwb.gov.wales/api/storage/a57b49a3-8f9e-4cf4-bf14-62cc505be224/Keynote%20-%20Louise%20Blackburn%20(English).pdf?preview=true
Voice 21	While the current body of research evidence on the effectiveness of Voice 21 is largely based on teacher feedback, additional work is being carried out to document quantitative data detailing impact: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/projects-and-evaluation/projects/voice-21-pilot&utm_medium=search&utm_campaign=site_search&search_term=voice

Appendix 2: Review of the impact of PDG expenditure in 2022-2023

PDG outcomes

Details of the impact that our PDG activity had on pupils in the 2022-2023 academic year can be found in a separate impact assessment (redacted version available on request).